

**An exploration of excluded young people's experience of permanent
exclusion using Interpretive Phenomenological Analysis (IPA)**

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ABSTRACT

In spite of changes in the law and approaches aimed at reducing school exclusion, the level of Permanent Exclusion from schools within the United Kingdom (UK) remains high. The short-term and long-term consequences for both the individual and society, including reduced life chances and wider social exclusion, are well documented. As a result, school exclusion continues to be an on-going priority for the government and professionals working within education.

Conducted in an inner London borough, this thesis is set within the national and local context of concern regarding school exclusion. Aiming to develop a better understanding of the experiences of young people who have been permanently excluded from school, this thesis addresses a gap in the literature base. The lived experiences of Permanent Exclusion were explored from the viewpoint of excluded young people attending a pupil referral unit (PRU).

Using an Interpretative Phenomenological Analysis (IPA) methodology, semi-structured interviews were conducted and analysed. The resulting themes that emerged from the data analysis are presented and overarching findings are discussed in relation to previous literature and psychological theory. Key themes relating to basic psychological needs were identified and the findings were explored alongside self-determination theory (Deci & Ryan, 1985). Implications of the findings for Educational Psychologists (EPs), school staff and other professionals working with this group of young people are discussed in relation to applying self-determination theory more holistically in schools. Recommendations for future research are also presented.

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1

INTRODUCTION

1.1 Chapter Overview

This chapter outlines the background and purpose of the research study by aiming to provide an overview of the phenomenon of school exclusion. A definition of key terms is provided. A description of the national context related to permanent school exclusion, including an examination of the current national figures. Information about types of exclusion, prevalence rates and the impact that exclusion has is presented alongside key information about the local context. The chapter concludes with the role for Educational Psychologists (EPs), the study's rationale, aims, alongside the researcher's position and personal interest in the subject area. It is anticipated that the chapter will evidence that exclusion is an important and worthy area of study.

1.2 Background and Purpose

1.2.1 *What Is School Exclusion?*

School exclusion is used in schools in England as a method of tackling the most challenging forms of student behaviour. Exclusion from school can be both permanent and fixed-term and the Department for Education, (DfE, 2020a, p.56) offers the following definitions:

- *Fixed-Period Exclusion: When a pupil is barred from the school for a fixed amount of time, including exclusions during lunchtime.*

- *Permanent Exclusion: When a pupil is permanently barred from the school premises.*

The specific focus of this thesis is permanent exclusion.

1.2.2 Statutory Policy and Practice

The (DfE, 2017) “Exclusion from maintained schools, academies and pupil referral units in England” document provides statutory guidance for those with legal responsibilities in relation to exclusion. The document provides a guide to the legislation that governs the exclusion of pupils, explaining that maintained schools have the power to direct a pupil off-site for education to improve their behaviour. The role of Pupil Referral Units (PRUs) being to teach children who aren’t able to attend school and may not otherwise receive suitable education.

Whilst there are laws and statutory guidelines related to the process of school exclusions a pupil at any type of school can also transfer to another school as part of a ‘managed move’. Where a managed move is deemed appropriate the consent of the parties involved, including the parents and the admission authority of the school. Must be obtained. However, the threat of exclusion must never be used to influence parents to remove their child from the school (DfE, 2017, p.10).

The DfE (2017) guidance recommends that head teachers consider a managed move as one of a number of alternatives in response to a serious breach of the school's behaviour policy and suggests that schools within an area have a protocol in place. It is important to also consider that some schools do adopt the approach of unofficial off rolling and managed moves which makes the official exclusion figures difficult to ascertain.

1.2.3 National Context: Prevalence Rates

Prior to 1990/91, data in England was not collected on permanent exclusion from schools. Since this time, the DfE has collected exclusion data via the school census and releases annual national statistics reports for state-funded educational settings. The reported data allows for analysis to be undertaken in order to review relationships between exclusions and region, age, sex, ethnicity and other characteristics including special educational needs and disability (SEND), protected under the Equal Opportunities Act (Equality Act, 2010). This allows for trends for vulnerable groups and patterns in exclusions to be analysed.

The most recent data published by the DfE was released in 2020 (DfE, 2020), reporting on data from the 2018/19 school census. Whilst the rate of permanent exclusion was 0.1% of the total school population, this represented 7,905 children and young people which, in light of the negative impact detailed in Section 1.2.5, is a high number of children and young people being adversely impacted annually by the effects of permanent exclusion on their educational and career prospects.

Despite a range of government and local authority (LA) initiatives aimed at reducing the number of children and young people being excluded from school, rates of permanent exclusion have remained relatively high over time.

The graph in Figure 1 below shows how the majority of exclusions occur in mainstream secondary schools, thereby highlighting that this sector is also an area where it is important to focus attention.

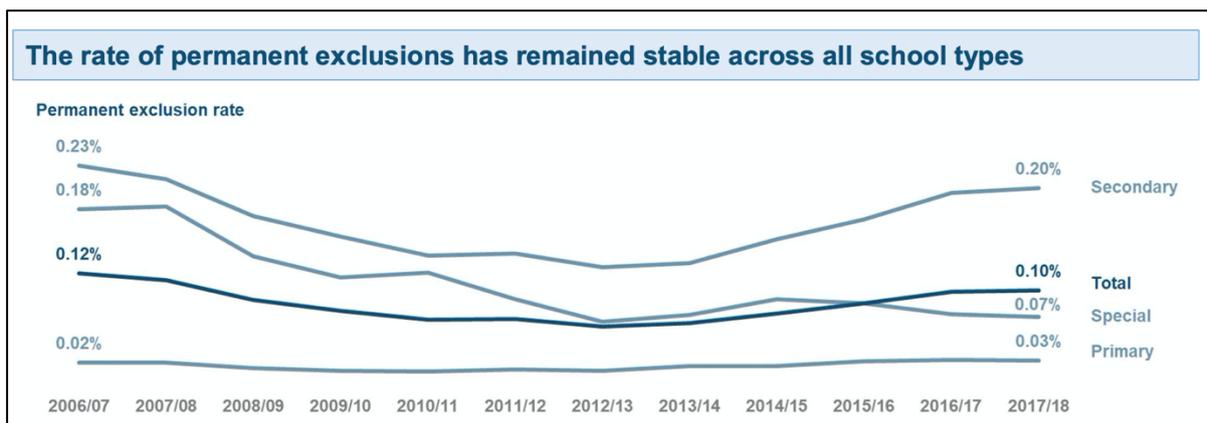


Figure 1: Graph showing the rates of permanent exclusion for state-funded education settings (DfE,2019)

Figure 2 (overleaf) shows that by far the most significant reason for exclusion is that of persistent disruptive behaviour. This indicates that exclusions occur due to continuing behavioural difficulties, despite efforts made in schools to address behaviour. Exploring what is happening over time, as experienced by the children and young people who were excluded, seems likely to hold valuable information to help reduce exclusions and the associated negative impact of permanent exclusion from an education establishment.

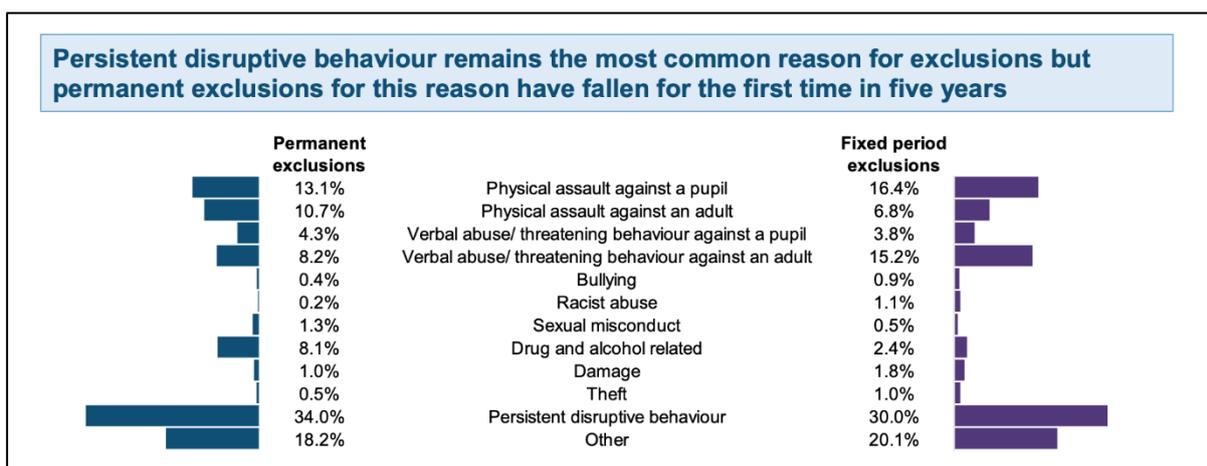


Figure 2: Diagram showing the reasons for exclusion (DfE,2020)

1.3 The Negative Impact of School Exclusion

Exclusion from school has been linked to wide-ranging, negative outcomes for pupils, in both the short-term and long-term. These negative impacts include correlations with an increased risk of entering the care system (Bennathan, 1992), higher risk of mental health problems in adult life (McGue & Iacono, 2005), an increased chance of substance misuse (McCrystal et al., 2007), lower academic attainment (Gazeley, 2010), a higher likelihood of being involved in crime (Williams et al., 2012) and entering the criminal justice system (Prison Reform Trust, 2010).

The association between excluded young people's behavioural difficulties, substance misuse and the risk of mental health problems in adult life has also been researched (McGue & Iacono, 2005). Within this study, 90% of the adults that presented with behavioural difficulties before 15 years old had misused substances and gone on to be diagnosed with a mental health disorder (McGue & Iacono, 2005).

The levels of drug use among young people that had experienced permanent exclusion was tracked over four years (McCrystal et al., 2007). This longitudinal study reported that 36% of the participants reported substance misuse, with cannabis use rising for all young people from 33% in year one of the study to 82% in year four and nine out of ten young people reporting heavy alcohol use by the age of 14.

The educational disadvantage of excluded working class young people, which led to lower academic attainment, impacting on their future life chances has also been considered (Gazeley, 2010). McAra and McVie (2010) reviewed the long-term outcomes for young people and highlighted several negative effects of permanent

exclusion. These included the potential costs to the individual of disruption to their education, the impact on their self-confidence and increased disaffection with school, which researchers associated with limiting job prospects.

Evans (2010) reported that permanently excluded young people may already feel alienated within the school system and be struggling to comply with rules from authority figures. Therefore, this could risk young people disengaging from their education in addition to engaging in more risk-taking behaviours (Evans, 2010, p. 18). When gathering information about children and young people in prison, it was reported that more than four out of five children in custody had at some time been excluded from school (Prison Reform Trust, 2010). Criminality and school exclusion has also been researched within the Surveying Prisoner Crime Reduction (SPCR) longitudinal cohort study. Prisoners were asked about their schooling, including exclusion and 42% reported having been permanently excluded (Williams et al., 2012). Additional research considering exclusion from school and its consequences highlighted experiences of permanent exclusion as either a short-term set back, that meant young people were able to re join education with a good level of success, or a triggering trajectory of difficulty and unhappiness which was considered to be the start of difficulties with crime or drug misuse in the future (Daniels, 2011).

In the Timpson review (2019), parents' experiences were that permanent exclusion greatly impacted on their children and young people's wellbeing, for example, they presented with low confidence and self-esteem as well as academic and mental health difficulties. In England, the problem of school exclusion is much greater than previously acknowledged as over 50,000 pupils are in provisions for excluded pupils (Gill et al., 2020).

Figure 3 below provides an illustration of the negative outcomes for children and young people following permanent exclusion.

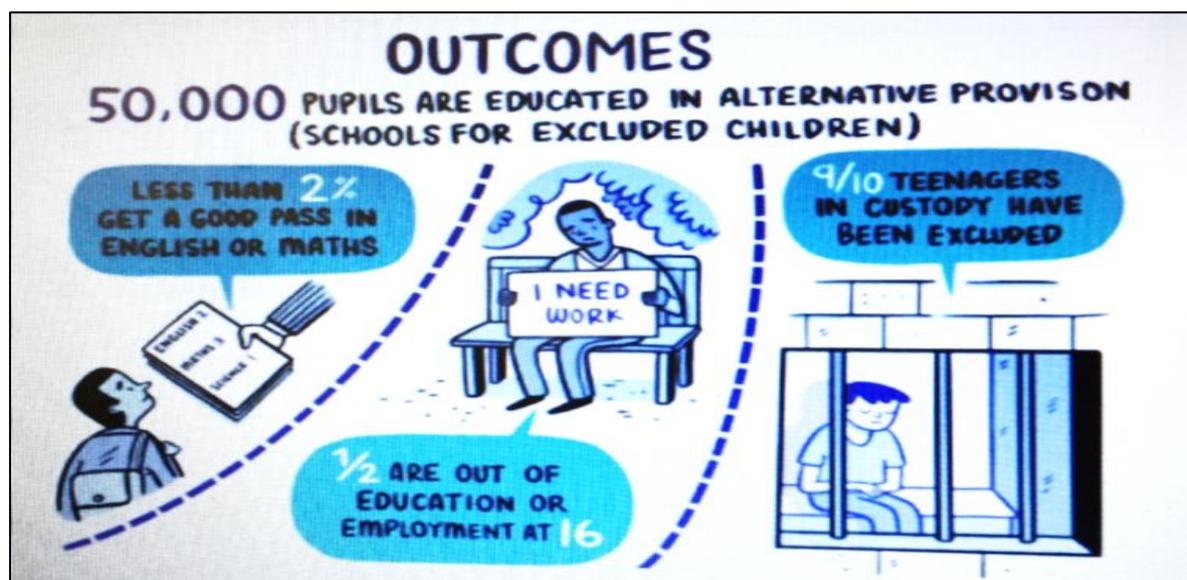


Figure 3: Illustration of Negative Permanent Exclusion Outcomes (Gill et al., 2020)

In agreement with previous studies (Bennathan, 1992; Gazeley, 2010; McCrystal et al., 2007; McGue & Iacono, 2005; Prison Reform Trust, 2010; Williams et al., 2012), Gill et al (2020) highlighted the vulnerability of excluded pupils as being more likely to live in poverty, interact with social services, and be ten times more likely to have recognised mental health needs. The report explained that less than 2% of excluded learners obtain a good pass in English and Mathematics; 50% are unemployed and out of education at age 16. The Institute for Public Policy Research (IPPR) calculated the lifetime cost to the state as being over £2.9bn for last year's cohort of officially excluded young people (IPPR, 2020).

Figure 4 below shows the DfE's published data for 2018/2019 related to permanent exclusion by ethnicity, which highlights that children and young people from a black ethnic background are at a greater risk of exclusion.

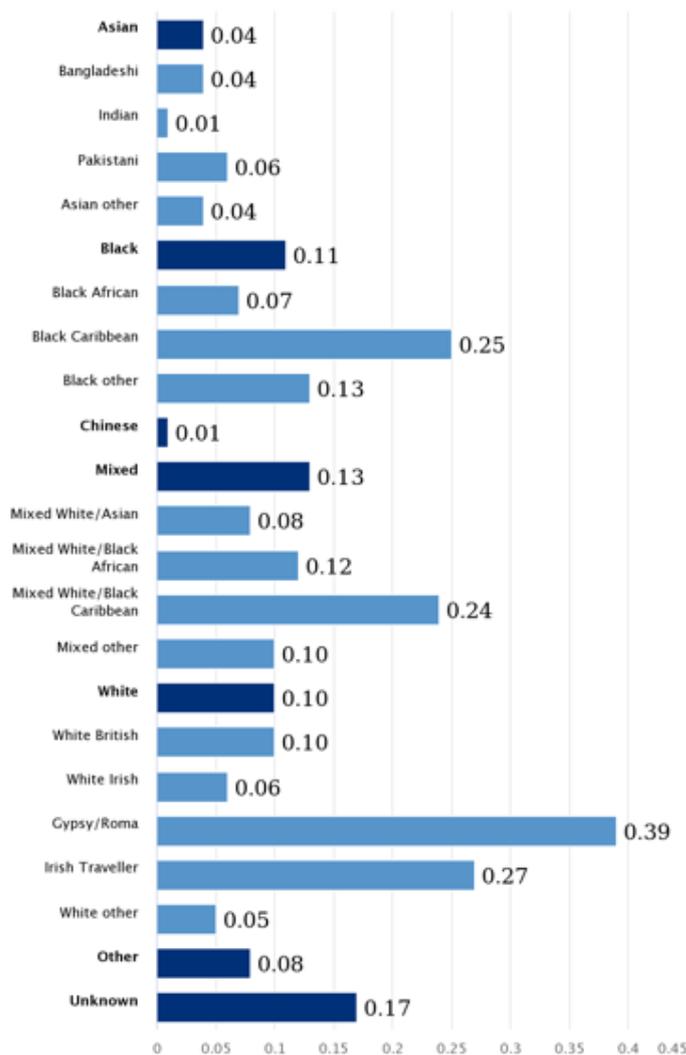


Figure 4: Permanent Exclusion by Ethnicity, (DfE, 2019)

Resilience factors in permanent exclusion should also be considered here. Some studies (Coleman, 2015; Hart, 2013; Yeager & Dweck, 2012) suggest that high levels of resilience have enabled excluded children and young people to develop a positive sense of self and growth.

The reviewed literature indicates a strong correlation and wide-ranging evidence related to the negative impact of permanent exclusion from school, it can therefore be argued that due to the strong correlation of negative outcomes exclusion continues to be an area that requires further study.

1.4 Local Context

This research was carried out in an inner London Local Authority (LA) with an estimated population of 30,000 children and young people aged under 19 years old (London Data Store, 2019). The LA has 62 mainstream primary schools, 11 mainstream secondary schools, 8 specialist schools and 2 alternative provisions. Of these children and young people, 48% are from Black And Minority Ethnic (BAME) backgrounds and 18% are living in poverty (London Data Store, 2019). At the time of this study, 17.3% of children and young people were receiving free school meals. These figures are below the national average of 19.7% (DfE, 2021a)

Considering the researched negative outcomes highlighted above (section 1.3), the characteristics of the children and young people in the LA, were taken into consideration. The rates of permanent exclusion for secondary aged young people were recorded at 0.25, which is above the national average presented in figure 1 (page 12). Of this excluded population of children and young people, 289 have been recorded as being supported by the social care system, 2,800 children and young people were identified with mental health difficulties. 2,968 children and young people were receiving support for substance misuse. 1,979 children and young people have Education, Health and Care Plans (EHCPs), (London Data Store, 2019).

1.5 Researcher's Position and Personal Interest

The researcher has a long-standing interest in developing support for children and young people who have experienced school exclusion. Before beginning EP training, the researcher worked in a Pupil Referral Unit as a Reintegration Officer. The role as

a Reintegration Officer was primarily to prevent exclusion by providing behavioural support to children and young people that were at risk of exclusion and reintegrating those that had experienced a permanent exclusion back into a mainstream school environment. During the researchers time in this role, the increasing levels of permanent exclusions both locally and nationally were evident as consistently recognised by the DfE.

Whilst working to reintegrate children and young people who had experienced permanent exclusion from their mainstream school setting, the researcher developed an interest in understanding their lived experiences. These children and young people had been 'labelled' as having difficulties which meant they struggled to cope in their mainstream school settings, and many had reputations of being 'unteachable.' The researcher is keen to establish how the experience of permanent exclusion might have impacted these children and young people.

1.6 Chapter Summary

In order to orientate the reader to the topic of permanent exclusion, this chapter has provided the background and contextual information with regards to permanent exclusion, which provides the rationale for this area of study. The researcher's personal interest in the topic of permanent exclusion has also been explained. Expanding on this, Chapter 2 focuses on what is already known within the literature about the experiences of young people that have been permanently excluded.

2

LITERATURE REVIEW

2.1 Chapter Overview

This chapter details the literature review conducted by the researcher, and begins by introducing the literature review question (LRQ): ‘What does the published literature tell us about young people’s experiences of being permanently excluded from school?’ This LRQ allowed the researcher to establish what has already been explored and what remains unknown within the published literature to date. This then enabled the development of a research question that could generate new insights for the EP profession, and potentially other interested parties, such as social workers and teachers. The systematic process used to conduct the literature review is detailed along with its findings.

2.2 Literature Review Background

2.2.1 Literature Review Approach

This literature review was conducted between July 2020 and October 2020. Aveyard’s (2018) framework for reviewing literature was adopted to support a rigorous survey of relevant literature. Aveyard’s approach encourages the maintenance of transparency throughout, by including a literature review question, inclusion criteria, a summary of findings and a critique of the quality of all relevant papers. These are presented below.

2.2.2 Literature Review Question (LRQ)

The literature review question (LRQ), 'What does the published literature tell us about young people's experiences of being permanently excluded from school?' was asked in order to identify what has already been researched within this area of study.

2.3 Literature Search

2.3.1 Search Terms Identified

The literature search involved searching the databases using a string of search terms generated from the LRQ. These comprised the following keywords and phrases: young people, permanent exclusion, school, and lived experience. When these terms were applied to the databases' thesauri, the additional term "expulsion" was included.

The following symbols were used in the search to locate the most relevant studies:

- " "Quotation marks were used around phrases that needed to be found in the exact wording they were written in.
- * Asterisks were used to truncate words allowing associated terms to be included, e.g. *pe** for people, person, persons
- Limiters and expanders were used in accordance with the inclusion and exclusion criteria.

Expanded search terms were then used in connection with key words or phrases, using the Boolean operators 'AND' and 'OR' e.g., Student OR Pupil.

Table 2 below outlines the expanded search terms for the LRQ

Search Term	Category	Key Word/Phrase	Expanded Search Term
1	Participant	Young People	- "Young pe*" - Adolescen* - Teen* - "Secondary age" - Child*
2	Subject	Permanent Exclusion	- ("Permanent exclu*") - Expel* - ("School expul*")
3	Location	School	- School* - Educat*
4	Outcome	Lived Experience	- Experience* - "Pupil voice" - "Lived experience" - Narrative - View*

Table 2: Expanded search terms for the LRQ

2.3.2 Identification of Additional Articles

In addition to identifying papers through the application of search strings, where the 'cited by' and 'related articles' functionality existed for included articles, the inclusion and exclusion criteria were also applied to these for consideration of inclusion.

2.3.3 Inclusion and Exclusion Criteria

Table 3 below outlines the inclusion and exclusion criteria used in the literature search.

INCLUSION CRITERIA	RATIONALE	EXCLUSION CRITERIA
Written in English.	To enable sufficient comprehension	Written in a language other than English.
Conducted in the United Kingdom (UK).	To ensure relevance to the UK context	Published outside of the UK.
Exploring permanent school exclusion.	To ensure that papers were not concerned with other types of exclusion.	Concerned with other types of exclusion i.e. fixed-term or social exclusion
Exploring school exclusion from the perspective of children and young people	Consistent with the LRQ.	Exploring school exclusion from another perspective. Data from children and young people cannot be extracted from the rest of the study.
Empirical, based on primary research.	To assist in critiquing.	Secondary sources
Peer reviewed.	To ensure credibility among peers within the field.	Non-peer reviewed
Conducted after 1996.	In line with Section 19 of the Education Act 1996, arrangements for the provision of suitable education were made for children and young people not attending school. Following this Act excluded children and young people was directed to attend the PRU within the LA, they resided in.	Published before 1996

Table 3: Literature search inclusion and exclusion criteria

2.3.4 Databases Used

Literature searches were conducted using relevant databases via EBSCOhost, which included PsycINFO, PsycArticles, Psychology and Behavioural Sciences Collection, Education Source, ERIC. Additional papers were sought through searches conducted in Google Scholar and the British Library catalogues.

An online search was conducted of the British Library and Google Scholar using the key words and phrases from the categories shown in table 2. The 'cited by' and 'related articles' links under articles were also used.

2.3.5 Search Returns

Within this search, the database limiters were applied in line with the inclusion criteria (2.3.3). Abstract, subject and title fields were searched. Table 4 below contains the combination of search terms related to the key words or phrases from the LRQ.

Combination of Search Terms
"young pe*" OR adolescen* OR teen* OR "secondary age" OR child* AND ("permanent exclu*") OR expel* OR ("school expul*") AND School* OR educat* AND experience* OR "pupil voice" OR "lived experience" OR narrative

Table 4: Search terms and Boolean operators

The systematic literature search generated a total of 117 papers; duplicates were removed, which resulted in 87 papers. The inclusion and exclusion criteria in section 2.3.3 were used to screen the titles and abstracts of the 87 papers for suitability. For articles where the abstracts provided insufficient information to determine whether they

met the inclusion criteria, full papers were examined, which resulted in 78 papers being excluded. A list of excluded papers and their reasons for exclusion can be found in Appendix A.

The application of inclusion and exclusion criteria resulted in the inclusion of five papers in the literature review (Griffiths, 2009; King, 2009; Moore, 2009; Thacker, 2017; Wilson, 2014). Additionally, four papers (Alexis, 2015; Boyd, 2019; Pomeroy, 1999; Wood, 2012) were identified and deemed suitable for inclusion following the search strategy outlined in section 2.3.2. Therefore, the application of the search resulted in a total of nine studies being included in the review. Key information such as the author, year of publication, title, participants, design, methodological approach, and findings from each included paper can be found in Appendix B.

A PRISMA (Moher et al., 2009) flow chart is shown in Appendix C to provide an overview of the search results.

2.3.6 Critical Appraisal

The nine papers included within this review describe qualitative research studies. To review the quality and relevance of the selected literature, the Support Unit for Research Evidence (SURE, 2015) qualitative checklist tool was employed. The SURE checklist was deemed appropriate as it allows a thorough and replicable approach to be undertaken when appraising qualitative research. Summaries of the findings from critically appraising the nine included studies can be seen in Appendix D.

Five papers were deemed to be robust as they included the majority of the points on the SURE (2015) checklist. These studies had clarity and transparency of approach

(well-defined aims, sampling, methodological approach, data collection and consideration of ethical concerns), including clearly outlined implications for future research. Four papers were deemed to be relatively robust showing some consideration of these components.

2.4 Literature Review

To answer the LRQ, the findings from the nine included studies were synthesised and a literature map (Creswell, 2010a) that provided a visual summary of the key themes relating to the experiences of excluded young people, was created (see Appendix E). This map was used to structure and organise the findings of the review. The key themes identified were:

- Teacher and Peer Relationships
- Education and Learning
- School as a System
- Family Situations

Two of the studies (Griffiths, 2009; King, 2009) included a multi-perspective approach, (incorporating the views of children and young people, parents and/or school professionals). Similarly, three studies included participants' views of reintegration or alternative provisions (Alexis, 2015; Boyd, 2019; Wood, 2012) the experiences of parents, school professionals, reintegration and alternative provisions were not reported in this review as they stretched beyond its remit.

2.4.1 Teacher and Peer Relationships

All nine of the included studies highlighted the role teachers and peers played in young people's experiences of permanent exclusion (Alexis, 2015; Boyd, 2019; Griffiths, 2009; King, 2009; Moore, 2009; Pomeroy, 1999; Thacker, 2017; Wilson, 2014; Wood, 2012). Within these studies, the young people experienced predominantly negative teacher interactions and difficulties with peers such as bullying, whilst attending their mainstream school setting. These papers described both similarities and divergences in their research approach, noting the way in which school staff and peers contributed to the young people's experiences of permanent exclusion.

Using a grounded theory approach to explore excluded young people's perceptions of their educational experiences in a mainstream secondary school setting, Pomeroy (1999) highlighted that of all experiences, young people's relationships with teachers were by far the "most salient" (p. 90). The participants explained significant antagonistic relations between themselves and one or two teachers. Discipline, behaviour and justice in relation to teacher relationships were of high importance to these young people. Within their responses were perceptions related to unfair decisions about exclusions. The participants shared their perceptions that they had been excluded for incidents that their peers, who remained in the school, had also carried out. For these young people, their sense of justice was closely connected to treatment and reciprocity of behaviour; they perceived that they had been treated differently from their peers for what was seen as "equivalent behaviour" and this treatment was deemed as "unfair" (p. 120).

Within Pomeroy's study, discipline and behaviour were key areas for the young people. All participants had experienced disciplinary action at school and held the perception

that teachers should have been stricter than they were. A need for their teachers to act in a more “disciplinary fashion”, taking some degree of responsibility for controlling the behaviour of all students, was highlighted (p. 111).

Within Pomeroy's (1999) study the young people also attributed some of their negative behaviour choices to their peers, explaining that they got into “the wrong crowd” or lived in “bad areas” (p. 83). The idea of taking part in “disruptive activities” with, and under the influence of friends was clear (p. 83); including having difficulties “managing their behaviour” when they were with a large group of peers in the learning environment (p. 83).

Pomeroy's study also identified the significance that young people placed on how their difficult relationships with teachers had negatively impacted on their educational experiences. The participants shared their experiences of a lack of praise and the perception that a foundation of an ideal teacher-student relationship was centred around mutual respect (p. 311) which, in their opinion, was also lacking.

Pomeroy (1999) study was considered to be relatively robust. The strengths of this study include its clear focus and appropriate methodology. It used purposive and clear selection criteria, the methods of data collection were well described, background information was provided, ethical issues were explicitly discussed and limitations were identified. However, how the themes and concepts were identified is not fully explained in the data; and therefore, the findings were not deemed to be fully credible. Although excerpts from transcripts were provided, rich data was not given about the results alongside interpretations from the researcher (such as full transcripts).

King (2009) conducted semi-structured interviews with five young people, analysed using Thematic Analysis. Drawing parallels with Pomeroy's (1999) study, King also

highlighted excluded young people's perceptions of negative interactions with school staff within their mainstream secondary school, including a lack of praise for positive academic and behavioural achievements. Within King's study, participants also reported feeling disliked by teachers, 'labelled' and/or 'blamed' (p.123) and being shouted at. Participants' perceptions of an insufficient level of justice and equality in relation to a lack of academic and pastoral support. Similarly to Pomeroy's (1999) study, the participants also shared their experiences of a lack of respect and not feeling listened to. Their view of a general lack of support from school staff, left them with feelings of helplessness when attempting to resolve issues of bullying, feeling victimised, not being listened to and being treated unfairly; including following a medical diagnosis, as some participants perceived that school staff treated them with less care, according to their "labels" (p. 185).

In addition to Pomeroy's (1999) findings, the participants in King's study considered the more supportive teachers that assumed a pastoral role of openness, honesty and humour, to be helpful and understanding, which left participants feeling listened to. These less frequent supportive teacher relationships were considered to serve as motivations for them to succeed (p. 123).

Within King's study the participants shared their perceptions related to the 'structural features' of school life (p.138). Participants shared a narrative that the reputation of the school was more important to staff than individual pupils' academic and/or behavioural needs. Within King's study, the participants conveyed feelings of helplessness within which they felt that their voices were not heard. Insufficient exploration or investigation on the part of the school was also mentioned and implications for individual pupils was deemed to be fixed and determined solely by the school (p.125). Family circumstances

such as illness, a lack of general encouragement, practical, moral, and emotional support were also captured.

King's study was considered to be relatively robust. Its strengths included a clearly focused research question, the methodology was appropriate, the selective criteria were purposive and clear, the methods of data collection were well described, the data analysis process was clear and justified, the findings were credible and limitations were considered. However, no information was given regarding the researcher's relationship with the data and ethical issues were not fully considered. Interviews were carried out in the home environment which served as a potential confidentiality issue.

Moore (2009) conducted semi-structured interviews. Interpretative Phenomenological Analysis (IPA) was used to explore the experiences of six male young people who had been permanently excluded from mainstream secondary school. Like Pomeroy (1999) and King (2009), Moore's study captured the young people's difficulties within peer and teacher relationships. Both positive and negative aspects of relationships with peers were captured although more of an emphasis was placed on the lack of supportive and trusting relationships with their peers. An emphasis was placed on conflicts with their peers and their inadequate methods of conflict resolution (p.52). Similar to the previous studies within this review (King, 2009; Pomeroy, 1999) the participants within this study also referred to a loss of "positive peer influences" once permanently excluded (p. 76).

Positive relationships with teachers during their time in secondary school were also viewed as minimal by these young people. When there were supportive qualities of teachers, such as practical support, the young people reported positive impact (p. 64). In line with previous studies (Pomeroy, 1999 & King, 2009), these young people also highlighted a lack of praise from teachers. In addition, participants also emphasised

how this lack of praise from teachers, served as a justification for their negative behaviours.

In addition to the previous studies within this review, the young people within Moore's study described living through hardship and/or adversity which Moore explained as not having their basic needs met. They also shared their difficulties adapting positively during difficult situations in school and their inability to affect change in their life. The young people shared their perception of needing to protect themselves as a result of their difficult circumstances (pp. 69-79). Also, similar to King's (1999) study, Moore found that young people experienced labels as negatively impacting upon their sense of personal identity (p, 79-88).

Moore's (2009) study was considered to be relatively robust. Its strengths included a clearly focused question, the methodology was appropriate, the methods of data collection were well described, information was given regarding the researcher's relationship with the data, ethical issues were explicitly discussed, the data analysis process was described and justified, and the findings were credible. However, consideration of any conflicts of interest were not considered and its sampling strategy was not clearly defined and justified; for example, participants who were considered to have "good attendance" were recruited and justification for this was not addressed.

Running parallels with previous research (King, 2009; Moore, 2009; Pomeroy, 1999), the participants within Griffith's (2009) study also highlighted negative relationships with teachers in mainstream school, which dominated their experience of exclusion. This study used a narrative approach, conducting semi-structured interviews and focus groups with six young people of secondary school age that had experienced permanent exclusion. Similarly, to King's (2009) study, participants felt strongly that

they had been treated “unfairly”, explaining that teachers within their mainstream schools were not helpful to them (p.92). As with Pomeroy’s (1999) study, these participants also reported being excluded for incidents that other non-excluded pupils had also carried out. In addition, these young people felt that negative behaviours often occurred in subjects with teachers they did not like.

Adding to the literature within this review, Griffiths highlights the importance of pupils’ and teachers’ past experiences and pre-conceptions. Within this study the differences in pupils’ and teachers’ expectations were considered to have contributed to the participants’ relationship difficulties within school. For example, participants held the perception that clear communication between staff and pupils was not achieved which led to teachers’ having developed an understanding based on young people’s previous school history. In young people’s views, assumptions about their difficulties were therefore related to their past record of schooling and participants’ pre-conceived expectations also resulted in negative perceptions of what teachers and school were like. Participants explained that a better understanding of their needs, and how they viewed their own behaviour, would have allowed them to contribute to the support they received.

Griffiths’ (2009) study was considered to be relatively robust. The strengths of this study included its clear focus and appropriate methodology. It used purposive and clear selection criteria, the methods of data collection were well described, ethical issues were explicitly discussed, the data process was described and justified. However, full interview transcripts were not disclosed, and no information was given regarding the researcher’s relationship with the data and, therefore, the findings were not deemed to be fully credible.

Wood's (2012) study used IPA to analyse semi-structured interviews with four permanently excluded young people. In line with previous studies in this review (Pomeroy, 1999; King, 2009 & Moore, 2009), it was evident that these young people had experienced problems with peers such as reported bullying and disputes.

Similar to Pomeroy's (1999) findings, within this study, young people's experiences related to a lack of respect from teachers in mainstream schools and the importance of mutual respect was highlighted. Participants reported that teachers addressed them in a "disrespectful" manner (p.87) and the lack of "respect" from adults led to further poor behaviour on their part (p. 87). Agreeing with the participants in King's (2009) study, the negative relationships with teachers left these young people feeling "victimised," which was explained as teachers expecting the worst of them and not giving them a chance (p.87). In line with Pomeroy's (1999) study, these young people communicated experiences of being treated "unfairly" for the same types of behaviour as other peers; although, moreover, participants' perceptions of unfairness were also attributed to the lack of support they received for their poor behaviour choices.

In addition to previous studies within this review (Pomeroy, 2009; King, 2009; Moore, 2009 & Griffiths, 2009), Wood captured the young people's views regarding the lack of "emotional support" (such as positive attachments with teachers and peers) in mainstream schools prior to their permanent exclusion (p.67). Similar to the findings of Moore (2009) and Griffiths (2009), positive peer relationships were explained, although more of an emphasis was placed on the more negative experiences such as reported bullying and disputes with peers.

Woods' (2012) study was considered to be robust. The strengths of this study included its clear focus and appropriate methodology. It used purposive and clear selection

criteria, the methods of data collection were well described, ethical issues were explicitly discussed, the data analysis process was described and justified, the findings were credible, and limitations identified. However, no information was given regarding the researcher's relationship with the data and therefore, researcher bias was not able to be considered.

Exploring young people's experiences of permanent exclusion from mainstream school, Wilson (2014) employed the perspective of Self-Determination Theory (SDT) and Basic Psychological Needs (BPN; Deci & Ryan, 1985; 2000). In line with other included studies (Pomeroy, 1999; King, 2009; Moore, 2009 & Wood, 2012), teacher and peer relationships dominated young people's experiences of permanent exclusion. Analysing data using thematic analysis that had been collected through semi-structured interviews with seven secondary aged students, this study explored how autonomy, competence and relatedness within the quality of teacher-student relationships developed over time, and how this affected motivation. Here, the participants perceived that the quality of teacher-student relationships "decreased" over time (p 97) in their mainstream school settings.

Similar to the previous studies, Wilson also found that young people perceived themselves to have had negative relationships with a majority of their teachers and felt certain teachers "disliked" them (p. 97). Additionally, there was a consideration of limitations to "relatedness" (p. 101) whereby participants described reduced levels of "connectedness" (p.101) due to a lack of trust and an inability to form and maintain positive relationships with both peers and teachers. As with Moore's (2009) study, the lack of positive praise from teachers was also captured (pp. 93 - 96). When applying the perspective of social determination theory and the concept of basic psychological

needs Wilson's study reported that young people's negative relationships with teachers and peers undermined their "sense of belonging" and feelings of "connectedness" (p.125). This study also reported on participants' positive experiences of learning support, including verbal praise from teachers and peers within their mainstream school settings.

Wilson's (2014) paper was considered to be robust. The strengths of this study included its clear focus and appropriate methodology. It used purposive and clear selection criteria, the methods of data collection were well described, power imbalance was considered, ethical issues were explicitly discussed, the data analysis process was described and justified, the findings were credible, and limitations identified. However, little information was provided related to conflicts of interest, therefore potential bias was difficult to ascertain.

Using IPA, Alexis (2015) carried out semi-structured interviews with four permanently excluded young people. Participants described having difficulties trusting adults and having negative interactions with peers. In a similar vein to other included studies (King, 2009; Wood, 2012), these participants described a lack of support from school staff when they experienced being bullied. Bullying (predominantly verbal/cyber) was a significant and recurring theme within this study. Significantly, mainstream school teachers were described as "bullies" in some instances (p.85). Exploring a different aspect to other studies included in this review, when considering negative peer relationships and the impact of bullying, Alexis captured participants' explanations of internalising their emotions through self-harm.

Like previous studies within this review, (Griffiths, 2009; Moore, 2009; Wood, 2012) the positive influence and support young people received from peers was also

captured. When reflecting on their choice of friends at school, these participants also shared their perceptions of getting into “the wrong crowd” (p.84), as was a finding in Pomeroy’s (1999) study. In addition, these participants also attributed their drug taking and antisocial behaviours to associations/negative influence of their peers.

Alexis’ (2015) paper was considered to be robust. The strengths of this study included its clear focus and appropriate methodology. It used purposive and clear selection criteria, the methods of data collection were well described, power imbalance was considered, ethical issues were explicitly discussed, the data analysis process was described and justified, the findings credible, and limitations identified. However, little information was provided related to conflicts of interest, therefore potential bias was difficult to ascertain.

Using thematic analysis, Thacker (2017) explored the experiences of teacher and peer relationships amongst three permanently excluded young people. Narrative interviews using a life path tool (Life Grid; Wilson et al., 2007), identified that secure relationships with both teaching staff and peers were essential to these young people (p.124). Positive relationships with teachers were highlighted as being “limited” and relationships were felt to be impacted by the possession of a “negative reputation” (p.124). In line with other findings reported in this review (Alexis, 2015; King, 2009 & Wood, 2012), these young people also described a lack of, or inappropriate support from school staff. Adding their perceptions of unrealistic expectations held by staff which added tensions to their relationships (pp. 93-103).

Within Thacker’s study, experiences of conflict with peers including direct and indirect peer pressure were also captured. Similar to the findings of Pomeroy (1999) and Alexis

(2015) these young people's choice of negative peer relationships such as group membership was evident.

In addition to young people's perceptions of bullying, also identified in King's (2009) study, young people's experiences related to direct/indirect peer pressure and group membership, prior to their permanent exclusion were also captured (p.124). Within this paper participants explained that misbehaviour was needed to gain approval from peers in order to access certain groups, which led to confrontation with other pupils and staff (p. 123).

Thacker's paper was considered to be robust. The strengths of this study included its clear focus and appropriate methodology. It used purposive and clear selection criteria, the methods of data collection were well described, power imbalance was considered, ethical issues were explicitly discussed, the data analysis process was described and justified, the findings credible, and limitations identified. However, little information was given about the process of informed consent.

Boyd's (2019) study used IPA to explore the experiences of six excluded young people. Within this study, although not a dominant theme, the relationships between participants and their teachers were described in negative terms, in keeping with all of the studies within this review.

Participants reported negative interactions with teachers that left them feeling "targeted" (p.92). In line with Thacker's (2017) study, although perceived as limited, positive teacher relationships were also reported. Adding to other studies' findings, the narratives of young people suggested a strong sense of humiliation, with participants describing specific experiences of negative interactions with teachers in a classroom setting whilst peers were present. Touched on in previous studies (King,

2009; Moore, 2009; Pomeroy, 1999; Wilson, 2014), this paper also noted the lack of positive reinforcements (praise) experienced by participants.

Adding to the studies within this review, Boyd captured participants' experiences of needing to avoid teachers' and peers' negative perceptions of them. These participants' experiences of significant people within the school environment were also captured. In unison with Moore (2009) and Griffiths (2009), Boyd's study captured the positive role of peers, adding the importance of belonging in friendship groups, and the concept of betrayal and importance of loyalty (pp. 94-95).

Boyd's (2019) paper was considered to be robust. The strengths of this study included its clear focus and appropriate methodology. The power imbalance was considered, ethical issues were explicitly discussed, the data analysis process was described and justified, the findings were credible, the selection criteria was purposive and clear, and the limitations of the study were identified.

In summary, the nine included studies have produced convincing evidence that relationships with peers and teachers play an important part in young people's experiences of permanent exclusion. Specifically, this includes the lack of positive praise from teachers (King, 2009; Moore, 2009; Pomeroy, 1999; Wilson, 2014). These studies held a narrative of relationships between participants and their teachers which were described in negative terms. Negative relationships with teachers left young people feeling victimised (King, 2009; Wood, 2012) and targeted (Boyd, 2017). Excluded participants also described a lack of support from school staff when they experienced being bullied (King, 2009; Wood, 2012; Alexis, 2015). The studies also demonstrated young people's choice of negative relationships within peer group membership (Alexis, 2015; Pomeroy, 1999; Thacker, 2017). Despite these negative

experiences, the studies also demonstrated the positive influence and support young people received from their peers (Alexis, 2015; Griffiths, 2009; Moore, 2009; Wood, 2012).

2.4.2 Education and Learning

Whilst these studies were not predominantly focused on education and learning, they offered an insight into the academic experiences of young people prior to permanent exclusion. Seven of the included studies highlighted aspects of education and learning experiences and the impact these had on the excluded young people (Alexis, 2015; Boyd, 2019; Griffiths, 2009; King, 2009; Moore, 2009; Thacker, 2017; Wilson, 2014; Wood, 2009)

Within King's (2009) study participants expressed their views related to the level of academic work they received during lessons. They explained that studying was sometimes 'too easy' which led to them becoming bored and/or distracting their peers (p.139). King's findings also included young people's perceptions that due to the lack of support and academic pressures they became detached from their learning. In contrast, the young people were also able to share their less frequent experiences of good, interactive teaching styles. The length of lessons which were deemed to be too long, was also considered to be difficult to manage.

When considering education and learning, adding to King's findings, the young people within Moore's (2009) study reflected on the adversities they faced with their education, including the emotional impact. They expressed the barriers to their learning and the need for a learning environment that felt safe. Closely related to the more dominant

theme of teacher relationships (section 2.4.1), participants viewed the learning environment created within their mainstream schools as “hostile”, which contributed to difficulties accessing work tasks (p. 62). Whilst sharing their experiences prior to their permanent exclusion and varying amounts of time out of school, these young people explained a failure to connect with, and recognise the relevance of education. Moore acknowledged the contribution that gaps in, and difficulties with, their learning had on their motivation to learn.

Although not a dominant theme, agreeing with the participants in King’s study, Griffiths (2009) also captured young people’s perceptions that due to a lack of understanding regarding their needs, schools were unable to provide appropriate academic support. Within this study, participants shared their views that the cause of their frustrations in the school environment was related to an inability to meet their academic needs. Participants shared their experience of provisions within school being tailored for groups of pupils rather than individual needs (p.72).

Captured within the theme of school systems failing pupils, Wood’s (2012) study also explored young people’s experiences of education and learning prior to their permanent exclusion. In line with Griffith’s (2009) study Wood’s study also revealed young people’s perceptions that mainstream schools did not have a good understanding of their academic needs. In addition, within this study, circumstances of academic exclusion were described involving a lack of adult support during daily lessons that participants perceived to be difficult.

When considering the experiences of education and learning for excluded young people prior to their permanent exclusion, Wilson’s (2014) study found that the lack of praise or being verbally rewarded not only negatively impacted on relationships with

teachers (as described in the above section) but also negatively impacted on participants' levels of motivation for learning. In addition to the previous studies within this review (Griffiths, 2009; King, 2009; Moore, 2009; Wood, 2012), this study considered participants' levels of competence and, within this theme, the findings captured that the lack of academic performance feedback and rewards for tasks completed to a good standard undermined their levels and feelings of competence. Personal criticism (not believing they could achieve), a lack of adult support and lessons that did not suit their learning styles were also expressed.

Drawing parallels with the previous studies within this review (Griffiths, 2009; King, 2009; Moore, 2009; Wilson, 2014; Wood, 2012), Alexis' (2015) study captured participants' difficulties and dissatisfaction with education and learning. Within the theme of experiences of the education system, participants shared their experiences of how their difficulties with anger management had negatively affected their education. Experiences of using anger as a distraction so as not to appear vulnerable to others or upset when academic achievements had not been obtained, was also shared (p. 107). The challenges relating to their ability to access the work in mainstream secondary school lessons were also captured. Adding to the previous literature, experiences of being out of education and the negative impact this had on learning was acknowledged; and participants also shared their positive experiences of education and learning during their time in mainstream primary school.

Within the school and services theme of Thacker's (2017) study, participants' narratives related to limited academic support systems within mainstream secondary school were captured. In line with previous studies (Griffiths, 2009; Wood, 2012), these participants also shared a narrative that they had been given the wrong support, as schools did not have a good understanding of their academic needs. Thacker's findings

highlighted young people's increased motivation to engage in schoolwork later on in their school journey. In addition, these participants explained that as exams approached, hopes for the future led to an understanding that achieving good grades would increase their chances of obtaining the jobs they wanted with a greater level of independence. These hopes were, however, closely connected to young people's perceptions of teacher relationships and the degree to which hopes would be achieved, without positive adult support. Here, young people attributed their difficulties engaging with work tasks to a lack of maturity and the later realisation that not engaging in learning would lead to unsatisfactory employment or unemployment and disappointment.

Like other studies within this review that recognised the interconnectivity of teacher relationships, education and learning (Griffiths, 2009; Wilson, 2014 & Thacker, 2017), Boyd's (2019) study captured participants' experiences of learning related to life, and maturation. The close connection that secure relationships with trusted adults has to supporting pupils' motivation with learning was outlined (p.142). Boyd's study described the disengaged approach participants had to their learning.

In summary, whilst there was less overlapping evidence about educational and learning experiences than experiences of relationships, this review does highlight some key experiences of young people who have been permanently excluded. The studies within this review (Griffiths, 2009; King, 2009; Moore, 2009; Wilson, 2014; Wood, 2012), captured participants' difficulties and dissatisfaction with education and learning including mainstream schools' lack of understanding related to young people's academic needs. In the most part, participants' unidentified needs led to difficulties accessing work tasks, lack of support, academic pressures, which were further

impacted by a lack of academic performance feedback. Although less dominant, the positive experiences of education and learning during their time in mainstream primary school were also captured.

2.4.3 School as a System

Six of the included studies (Alexis, 2015; Boyd, 2019; King, 2009; Thacker, 2017; Wilson, 2014; Wood, 2012) highlighted excluded young people's experiences of their mainstream school environment. Much of this research explored the typical school day of young people prior to permanent exclusion, mainly identifying negative experiences related to restrictive school policies and procedures.

When considering features of school life, the majority of young people within King's (2009) study perceived the ethos of schools (including levels of communication between home/school and tolerance for inappropriate behaviour) to be restricted. Feelings of 'isolation' (p.124) were described, whereby young people held the view that it was them against a larger and more powerful institution. The findings communicated young people's dislike of structural elements of school, including rules relating to uniform being too restrictive. Participants perceived the process of permanent exclusion as being "poorly managed" and inadequately communicated to them (p.123). Within this study, participants conveyed "helplessness", whereby their voices were not heard due to insufficient exploration or investigation into the reasons for their behaviour and/or incidents such as fighting with peers, before their exclusion (p.124). Therefore, implications for their future were regarded as fixed and determined solely by the school (p.141).

In line with King's (2009) study, Wood (2012) explored permanently excluded young people's perceptions of the school system and captured the importance that these excluded young people placed on feeling listened to. The findings demonstrated that participants viewed themselves as being passive in the exclusion process, the reasons given and how it was communicated to them (p. 141). A lack of trust in the school system was also identified. Participants felt let down by their school because their experience of being in the system did not match how the school presented itself to the external world (p. 148). Closely connected to their teacher relationships (section 2.4.1), these participants expressed their view that due to teachers' comments (to and about them), including a lack of understanding and reluctance to explore the reasons for their behaviour, their trust in the school system had been lost.

Closely connected to their experience of teacher relationships (section 2.4.1), the participants within Wood's (2012) study highlighted their perception that their school systems failed them. Firmly interlinked with the lack of understanding of their needs (section 2.4.2), the young people shared their experiences of feeling frustrated that they had no adult support within the school environment. Participants communicated the unfairness of their permanent exclusion, with permanent exclusion's being attributed to a particular incident caused by long-standing, unsupported difficulties within the school environment. As with King's (2009) study, participants reported feeling "disconnected" from the school community (p.64), attributing this to being distanced from the other pupils, being taught in a separate area of the school from the rest of the class (p. 64). In addition to King's (2009) study, these young people perceived those reputations, such as being a 'problem child,' had also become embedded as part of their identity within the school system (p.90).

In accordance with King (2009) and Wood's (2012) studies, Wilson (2014) considered the conditions under which environments are facilitative or disruptive to motivation. Differing from previous studies within this review, this study highlighted the importance of the perspective of basic psychological needs, and how motivations drive behaviour. Wilson found that social-contextual features such as feedback and rewards positively impacted young people's basic psychological need for competence. These participants perceived that within mainstream schools when academic work was completed, they did not receive praise, which caused a lack of motivation. Participants described experiences that either encouraged or diminished their autonomy and competence within the school environment. Closely related to their experiences of receiving verbal praise (section 2.4.2), these participants shared their experiences of being restricted by punishments and a lack of choice, within mainstream schools. In addition to the other studies, the young people felt that within the school system they could have been better supported with their interpersonal skills.

Alexis' (2015) study also described the excluded participants' school experiences. Drawing parallels with the lack of emotional support considered in other studies (King, 2009 & Woods, 2012) these young people highlighted how, within the mainstream school system, their areas of difficulty had not been fully understood or supported. Agreeing with the participants in King's (2009) study, these participants also felt that the permanent exclusion process was poorly managed and not communicated to them in a helpful manner.

Thacker's (2017) life path tool provided a graphical representation of school experiences and highlighted young people's dissatisfaction with the school system that left them feeling "let down" (p. 84). In line with the other studies within this

review, participants identified several unsupported external factors such as parental mental ill-health. The young people explained having difficulties trusting adults in the school environment, which led to feelings of insecurity and anger. As with findings in other studies in this review, inappropriate or absent support and action, unfairness and feelings of being misunderstood were also captured within the findings. In contrast to other studies, participants highlighted difficulties in the transition from child-centred primary settings to less nurturing secondary settings (p. 84).

Alongside the previous studies within this review, Boyd's (2019) study found that excluded young people's experiences of practices and procedures within the mainstream school environment were heavily negative. Drawing parallels with King's (2009) study, this paper captured young people's perceptions of displacement and disconnection from their peers during internal isolation (p. 211). Young people explained the loss of familiarity of "belonging" within the school environment prior to their permanent exclusion. Adding to the studies in this review, Boyd's findings illuminated the young people's experiences of the need to manage their self-identity due to being identified as 'bad' and the adults' perceptions of them, including the suddenness and injustice of exclusion. The positive role of peers and connections with key members of staff such as mentors within the school system were also captured.

In summary, young people perceived that there was a lack of emotional support within school systems. Participants also felt that the process of permanent exclusion was "poorly managed" and inadequately communicated to them. The young people experienced feelings of "helplessness," whereby their voices were not heard due to insufficient exploration or investigation on behalf of the school before their exclusion and during the exclusion process.

2.2.4 Family Situations

Six of the included studies reported excluded young people's experiences of family situations that contributed to the permanent exclusion, (Alexis, 2015; Griffiths, 2009; King, 2009; Pomeroy, 1999; Thacker, 2017; Wood, 2012).

Within Pomeroy's (1999) study the participants shared their experiences of long-term family difficulties, such as the illness of a parent, that they felt contributed to their permanent exclusion. The effects of a family crisis, such as divorce, were also shared as having had an impact on their behaviour and therefore also having contributed to their permanent exclusion. Whilst the participants highlighted the support they received from their families (helping and encouraging them to achieve academically), some young people highlighted that their home situations negatively impinged on their experience of school. Within the findings, challenging home experiences were recorded as: firstly, a lack of contact with at least one parent, either because of work pressures or because they were absent from the young people's life; secondly, a conflict between the young people and one of their parents (described as "bad patches" or "antagonistic" relations that were "static and continuous" (p. 171). Other identified factors were poor parental physical health, poverty and living away from their parental home(s). Participants suggested that family crises caused disruptive incidents and acted as catalysts for conflict at school. These crises included the separation of parents and death within the family. Taking this further, some participants explained the connection between "static" long-term vulnerabilities in their home environments and conflict at school (p. 175). Pomeroy suggests these family experiences contributed to young people's overall experience of school.

King's (2009) study also revealed how family circumstances negatively impacted pupils' school experiences. Although family circumstances varied greatly, young people described how situations within the home environment affected their behaviour within their mainstream school (p. 157). Participants' experiences of significant family difficulties included a family crisis or difficult circumstances at home. In line with Pomeroy's (1999) study, the separation of parents and death within the family were identified. Young people also explained the general encouragement, moral and emotional support they received from their parents (p. 158).

Moore (2009) also explored the contribution of family circumstances on excluded young people's school experiences. This study looked at the extent to which family situations proved to be a stress factor for excluded young people. Participants shared their experiences of an absent significant figure (usually fathers), parental inaction/failure to advocate for them and spending time within the care system, which they perceived to have contributed to their difficulties in school. Differing from Pomeroy (1999) and King's (2009) studies, young people's complex family situations negatively impacted on their sense of belonging in both the home and school environments. Participants described feelings of being alienated from their families due to their difficulties at school and this alienation impacting other relationships in their lives (p. 58). "Volatile" relationships with mothers, "absent" father figures, relationships with fathers that were "scanty" and "fragmented" were also identified as impacting their experience of permanent exclusion within participant responses (pp. 58–59).

Drawing parallels with other studies within this review (King, 2009; Moore, 2009; Pomeroy, 1999), Griffiths' (2009) findings identified family factors that participants had attributed as impacting their experience of permanent exclusion. Similar to Moore's

(1999) study, participants' experiences included poor parenting skills and the families' lack of ability to support them. This study also illuminated young people's experiences regarding parental literacy levels and other family members' experiences of school. Within this study participants discussed family issues that they perceived to have either contributed to, or directly caused their permanent exclusion.

Wood's (2009) study highlighted young people's perceptions of strained home-school relationships and how participants were often aware of their parents having negative relationships with school staff (p. 86). Wood highlighted how negative teacher-parent relationships encouraged participants' negative relationships with teachers in which they often felt victimised in the school environment, including teachers expecting the worst of them and not giving them a chance (p.87).

Alexis (2015) explored young people's experiences of family life. In line with Pomeroy (1999), King (2009) and Moore's (2009) studies, Alexis highlighted young people's perceptions of a lack of parental support. Participants within this study held the collective view that their families had given up on them and were no longer supportive. These young people communicated their negative perceptions of parents, blaming parental relationships for the negative outcomes that they experienced. Family difficulties in this study included parental separation, illness and loss, parental drug taking, domestic abuse and estranged family dynamics. The findings highlighted the awareness that these young people had about the impact that their family experiences had on their perceptions of family, world views and development, which contributed to their experiences of permanent exclusion.

Thacker's (2017) study placed significant focus on young people's home lives and the impact that home-related factors had on their school experiences. Parental separation,

conflicts with parents and illness of a family member were perceived to be home situations that impacted on young people's eventual permanent exclusion. In addition to previous research, parental difficulties with mental health and young people's feelings of "abandonment", which also emerged from narratives as the root cause of difficulties in school (p.116), were a significant finding.

In summary, the studies within this literature review (Alexis, 2015; Griffiths, 2009; King, 2009; Pomeroy, 1999; Thacker, 2017; Wood, 2012), captured participants' experiences of family situations that they attributed as having impacted their experiences of permanent exclusion. These studies have captured young people's perceptions that experiences of parental relationships, long-term family difficulties such as the illness of a parent, family crises such as divorce had an impact on their behaviour and therefore also contributed to permanent exclusion.

The studies within this literature review have produced convincing evidence that relationships with peers and teachers including the lack of positive praise and the positive influence and support young people received from their peers, play an important part in young people's experience of permanent exclusion. Whilst there was less overlapping evidence about educational and learning experiences than experiences of relationships, this review does highlight young people's perceptions that mainstream schools lacked an understanding of their academic needs. When considering their mainstream secondary schools as systems, the participants within some of the studies shared their experiences of permanent exclusion as being "poorly managed" and inadequately communicated to them. The studies within this review (Alexis, 2015; Griffiths, 2009; King, 2009; Pomeroy, 1999; Thacker, 2017; Wood, 2012)

also captured participants' experiences of family situations that they had attributed as having had an impact on their experience of permanent exclusion.

2.5 Chapter Summary

The purpose of this chapter was to explore what is already known from within the literature base about young people's experiences of being permanently excluded from school. Highlighting identified themes, the literature review question is answered, whilst critically analysing included papers and demonstrating gaps within the published literature. Throughout this review, it is evident that a dearth of literature exists within the UK exploring young people's experiences of permanent exclusion. Whilst papers exploring the phenomenon of permanent exclusion exist, the majority focus on school professionals' or young people's perceptions regarding reasons for exclusion, fixed-term exclusion and young people at risk of permanent exclusion (see the list of excluded papers in Appendix A). This review demonstrates that there are a limited number of papers directly exploring excluded young people's experiences of mainstream school, whilst there is still an increase in children and young people being permanently excluded, as described in Chapter 1. Therefore, this highlights the necessity for the development of further understanding of excluded young people's experiences for the EP profession and other professionals working with this vulnerable group, in order to provide better support during this period of their education so as to reduce the risk of permanent exclusion.

3

METHODOLOGY

3.1 Chapter Overview

Within this chapter, the study's research question and the philosophical underpinnings that led to the ontological and epistemological positioning are provided. The qualitative approach methodology of Interpretative Phenomenological Analysis (IPA) is described, and an explanation of the research design is also given, including the rationale for taking an exploratory approach. Participant selection, data collection methods and analysis are explained. Research quality, including ethics, is also outlined.

3.2 Research Aims and Purpose

The study's aim was to explore the lived experiences of young people that had been permanently excluded from mainstream school. The research aim and identified gaps in the literature were used to construct the research question:

'What are young people's experiences of being permanently excluded from mainstream school?'

This question was formulated due to the lack of existing knowledge about the experiences of young people that had been permanently excluded from mainstream school (see Chapter 2). It was hoped that through developing a better understanding of the experience of permanent exclusion, professionals working with this group would be able to provide better support during this period of their education.

3.3 Philosophical Underpinnings

An individual's worldview directly impacts and shapes the methods used to collect and interpret data (McCartan & Robson, 2016). What and how questions are asked is affected by the researcher's philosophical position (Smith et al., 2009). In this subsection, the researcher's ontological and epistemological positioning are explained in order to provide the context for the study and how the findings can be understood.

3.3.1 Ontology

Ontology is the enquiry into the nature of reality, knowledge and beliefs about truth, the "study of being" (Crotty, 1998, p. 10). Ontological stances exist as a continuum, with realism and relativism sitting at either end. 'Realism' is the ideology that there is one single, objective truth and 'Relativism' the view that there are multiple realities, beliefs and perspectives, with knowledge perceived as subjective, relative and based on experience (Willig, 2008)

Realist conceptions applied to this study would accept an external reality of permanent exclusion from mainstream school discoverable through the research process and a value-free, detached and objective researcher (Willig & Rogers, 2017); this has therefore been rejected. A relativist ontology, applied to this study, accepts that there is no single truth of permanent exclusion from mainstream school, but that individuals and groups hold multiple realities that are socially constructed and mediated (Crotty, 1998).

With the belief that the individual's construction of reality is developed through their own subjective experience of the world, the researcher adopted an ontological stance

closer to the relativist end of the continuum. In accordance with this ontological position, the existence of multiple realities is argued (Willig, 2008), with each individual constructing and mediating different interpretations of being permanently excluded from mainstream school. In taking up this ontological stance, the researcher's findings and the knowledge generated should therefore be understood as representing the realities of the participants involved.

3.3.2 Epistemology

Epistemology is concerned with the theory and nature of knowledge, questioning 'how and what can we know?' (Willig, 2008, p. 4). Influenced by an ontological stance, epistemological positions exist on a parallel continuum, with 'Positivism' and 'Social Constructionism' sitting at either end, as shown in figure 5 overleaf.

'Positivism' is the belief that objective knowledge and truth are both measurable and testable (McCartan & Robson, 2016), and is the stance that leads to quantitative approaches being adopted. 'Social Constructionism' is the assumption that meaning is created through interaction with the world, emphasising the role of culture, discourse and society (Gray, 2017). This position leads to the adoption of qualitative approaches, individual meaning-making is therefore important and emphasised.

Figure 5 below shows a graphical depiction of the ontological and epistemological continuums.

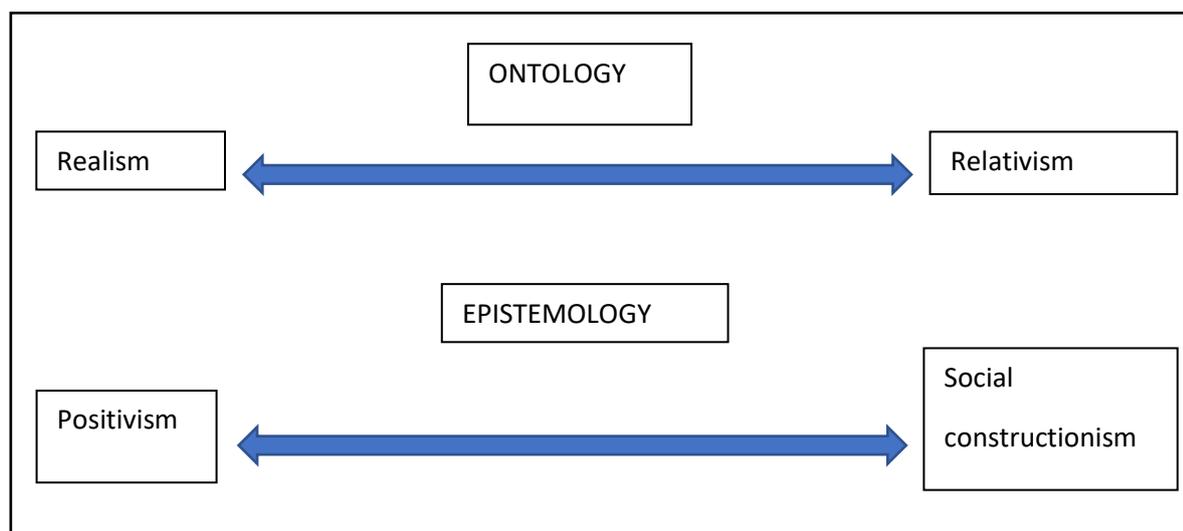


Figure 5: The Ontological and Epistemological Continuum

In line with relativist ontological positions and emphasising the diversity in interpretations that can be applied to the world, this research took the ‘constructivism’ epistemological stance. The constructivist researcher generates meaning inductively, rather than adopting a theory-driven approach. Ratner (2008) describes the individual’s reality as ‘unknowable’ (Ratner, 2008, p. 128) therefore, through the process of co-construction the role of the researcher was to develop an impression of the participant’s world. Through engagement with this process of co-construction, it is acknowledged that the researcher must take a reflexive position, aware of the influence that their own constructions of the world may have on the process of interpretation.

3.4 Interpretive Phenomenological Analysis (IPA)

Interpretive Phenomenological Analysis (IPA) is a qualitative research methodology that focuses on the meaning individuals make in relation to significant events in their lives (Smith et al., 2009). Recognising the impracticality of gaining direct access to the individual's worldview, the researcher attempts to use IPA in order to generate meaning through interpretation of the individual's experience (Willig, 2013).

Identifying the need for an idiographic and interpretative approach that focused on the individual's lived experience, IPA was deemed appropriate to explore the voice of permanently excluded young people. In line with the ontological and epistemological position of the researcher, this approach allowed a commitment to the individuality in meaning each participant impressed upon an experience, acknowledging the diversity of interpretations. Smith et al (2009) explain that IPA is well suited to exploring periods of transition or change, which fits well with the experience of being permanently excluded from mainstream school. The philosophical foundations of the research approach meant that an ontology of Relativism and epistemology of Constructivism led to a theoretical approach that considered Phenomenology, Hermeneutics and Ideography which led to the methodology of IPA.

3.4.1 The Theoretical Underpinnings of IPA

Smith et al (2009) explain that IPA is underpinned by three fundamental philosophical concepts; Phenomenology, Hermeneutics and Ideography.

3.4.1.1 Phenomenology

Phenomenology is the philosophical approach to studying experience and is concerned with 'understanding the world as it is experienced by human beings within particular contexts and at particular times' (Willig, 2008, p. 52).

Phenomenology combines the distinct thinking of four leading figures Husserl, Heidegger, Merleau-Ponty and Sartre (Smith et al., 2009). Through the work of these writers, it has been accepted that understanding experience invokes a lived process, acknowledging the perceptions and meanings distinctive to the individual, whilst recognising their 'embodied and situated relationship to the world' (Smith et al., 2009, p. 21). The interpretative nature of the meaning-making process is emphasised (Heidegger, 1927), alongside the researcher's need to engage in a process of 'bracketing off' their own thoughts, beliefs and pre-conceptions (Smith et al., 2009, p. 16).

3.4.1.2 Hermeneutics

Drawing on the theoretical standpoints of Heidegger, Schleiermacher and Gadamer hermeneutics relates to the theory of interpretation for verbal and written forms of communication (Smith et al., 2009). Hermeneutics highlights the importance given to the language used when explaining experiences. An individual's attempt to give an account of their experiences relates to the way another person interprets what they have heard. As everyone has a unique way of expressing themselves which gives insight to their world, hermeneutics is important within IPA research, as the researcher is attempting to make sense of the participant's attempts to make sense of their experiences of a phenomenon (Smith et al., 2009). IPA attempts to understand the participant's inner world whilst acknowledging that insight into a

person's experience and their understanding of their experiences can never be directly gained. Heidegger (1962) highlighted that language is important in conveying experiences; he believed that an individual's interpretation is of importance (Smith et al., 2009). Important elements to note when trying to gain an understanding of a participant's experience is their use of figurative language and rhythms in their spoken language (Tuffour, 2017). When conducting IPA, the researcher goes beyond simply describing the experiences of participants, by drawing on their own prior knowledge to interpret the participant's words (Smith et al., 2009). Heidegger explained that giving priority to the new experience through the participant's words should be the primary objective.

Heidegger (1927) emphasised that researchers' interpretations are affected by their own thinking before, during and after conducting studies (Smith et al., 2009). Researchers conducting IPA should, therefore, have an awareness of their own experiences, as understanding participants' lived experiences is important. It is also important in line with the notion of "bracketing" what is already known, as this is when the researcher is risking research bias. Smith et al, (2009) acknowledge that completely dismissing the researcher's prior knowledge and experience in relation to the phenomena would not be possible. Therefore, the relationship between previous knowledge and the new information which is being presented needed to be carefully balanced (Smith et al., 2009). Gadamer recognised that a researcher may not be made aware of their own preconceptions until they engage with the participant's data, as they engage with the response's preconceptions are likely to surface. This helps in the understanding of 'bracketing', and the extent to which the researcher should put their previous knowledge aside, before engaging with the data and to what extent this is an ongoing process (Smith et al., 2009).

When understanding the analysis within IPA, it is important to understand the hermeneutic circle, the relationship between the whole and the parts which make up the whole; as the parts which make up the whole can only be understood in relation to the whole and vice versa (Smith et al., 2009). The hermeneutic circle involves the researcher engaging with the text. The process of making sense of the text occurs at different levels which constantly shift. Such as understanding a word in a sentence and then understanding a sentence and the significance a word plays within that sentence (Smith et al., 2009). The hermeneutic circle also occurs whilst the researcher puts their preconceptions aside. Participants are interviewed using their previous knowledge and preconceptions, whilst the researcher attempts to make sense of the participant's experience of their permanent exclusion.

3.4.1.3 Ideography

IPA is initially concerned with gaining an in-depth understanding of each individual's experience therefore, an idiographic approach is central to the research method (Smith et al., 2009). Ideography is concerned with what is particular to the individual rather than attempting to make generalisations about a group (Oxley, 2016). IPA's relationship with ideography is demonstrated through the level of depth that is required in the systematic analysis of data. As IPA research intends to understand the experiences of a specific selection of individuals in a specific context meaning that each interview is looked at in depth (Smith et al., 2009). During this process the researcher aims to understand each participant's response separately, before finally looking at comparable and contrasting information, across different individual's experiences (Smith et al., 2009).

3.4.2 *Why IPA?*

Consistent with the studies' relativist ontology and constructivist epistemology, the participant's attribution to a phenomenon based on their experiences, is of importance in IPA research (Crotty, 1998).

IPA research generally uses a small sample size in order to explore each individual participant's account in depth (Smith et al., 2009). IPA also offers an opportunity for a greater understanding of participants' experiences (Oxley, 2016), which supports the aim of this study, as it could lead to a better understanding of the experience of permanent exclusion. This enhanced understanding would enable professionals who work with young people to provide better support during this period of their education and was therefore chosen to enable participants' experiences of permanent exclusion to be explored in depth (Smith et al., 2009).

Smith et al (2009) explained that "Successful IPA research is empathetic and questioning", (Smith et al., 2009, p. 36), suggesting that the researcher should seek to understand the world from the participant's perspective. IPA is in keeping with the exploratory aim of this research allowing the voice of young people that have contributed to the national exclusion figures to be heard, providing a better understanding of the experience of permanent exclusion. Hopefully, their shared experiences will have an impact, so that professionals working with this group can provide better support during this period of their education.

3.4.3 Limitations of IPA

IPA research has a small sample size which has implications for generalisability (Smith et al., 2009) however, IPA research is ideographic and therefore more concerned with studying the experience of each participant in detail.

IPA research has also been criticised as having a heavy reliance on language. Whether language can accurately be used to understand the complexities of human experience, has also been questioned (Willig, 2013). The researcher holds the belief that language is central to the way people communicate with each other and make themselves understood. It would, therefore, be challenging to gain an understanding of how individuals view their experiences without using the well-established medium of language.

It could also be argued that the interpretive aspects of IPA may move too far away from the participant's experience, meaning that the themes arrived at are the researcher's opinion of the participant's experience (Tuffour, 2017). However, it has been considered that there is a risk that any qualitative research method's data could be analysed in a way that does not represent the participant's experience. When considering IPA, the step-by-step analysis process outlined in section 3.7.1 means there is a reduced risk of this occurring (Smith et al., 2009). It should also be considered that the data collected will have an inductive approach as mentioned previously, and not therefore initially aligning with a particular psychological theory.

An underlying assumption in IPA is that significant life events cause individuals to reflect on their experience in a way that they would not in more generic aspects of everyday life (Smith et al., 2009). It is therefore possible that the experience of permanent exclusion is not of major significance to participants. If this should be the

case, this would also be an interesting outcome that could lead to further questions related to the lack of significance.

3.4.4 Consideration of Other Methodologies

As part of the research process, alternative methodologies to IPA were also considered. Given the ontological and epistemological position of the researcher, in addition to the exploratory focus of the research, only qualitative approaches were considered.

- Narrative Analysis

Narrative analysis involves participants telling their story about an experience. With this approach researchers analyse the way a story is told alongside contextual information (Clandinin, 2006). Although this methodology looks at participants' experiences, it is heavily reliant on how participants tell their story. Therefore, the researcher felt it was not appropriate for this piece of research, as there was a lack of focus on the meaning participants made of their experiences (Clandinin, 2006). In contrast, IPA gains insight into participant experiences and stories without focusing on how the stories are told.

- Discourse Analysis

Discourse analysis is defined as being concerned with language use beyond the boundaries of a sentence and the interrelationships between language and society (Willig, 2008). Although meaning is explored, there is a heavier focus on how language is used to construct social realities taking more of a sceptical approach to the process of eliciting cognitions, such as thoughts, reasoning, understandings and meaning. IPA explores meaning beyond words and differs from discourse analysis due to the fact

that it acknowledges that cognitions may not be visible directly from the interview transcript (Smith et al., 2009). IPA uses a deeper analytical approach, which allows the researcher to make sense and explore the meaning behind the words (Smith et al., 2009).

While it is recognised that societal discourses influence our understanding of school exclusion, this study is primarily concerned with the lived experiences of young people. It therefore seems more appropriate to use an approach that explores the individual experiences.

- Thematic Analysis

Thematic analysis is a flexible approach which can be used in both an inductive and deductive manner to identify and highlight themes within a set of data (Braun & Clarke, 2006). Thematic analysis is, however, criticised as it tends to describe the data with minimal interpretation and create codes which diverge from the true nature of the individual's experience (Braun & Clarke, 2006; Willig, 2013). Recognising these areas of difficulty and the importance of a psychological interpretation of the participants' experiences for this study, the researcher felt that IPA was the most appropriate approach.

3.5 Participant Recruitment and Selection Criteria

3.5.1 Sample Size

IPA studies should use a "fairly homogenous sample for whom the research question will be meaningful" (Smith et al., 2009, p. 49). As detailed by Smith et al (2009) between four and six participants are used in IPA research. The homogeneity in the

sample of participants allows the researcher to generate a detailed analysis of the pattern of convergent and divergent themes arising in the narratives, and thus the psychological variability within the group (Willig, 2008).

3.5.2 Participant Recruitment

A Pupil Referral Unit (PRU) was selected as a suitable setting from which to seek participants for the study. The PRU was chosen as it is the default full-time educational provider for 11–16-year-olds who have been permanently excluded from a mainstream secondary school environment.

3.5.3 Selection Criteria

In keeping with the research question and epistemological position, a non-probability method of purposive sampling was employed. Within this study a purposeful, criterion sampling strategy was used, which involved selecting participants that fitted the participant inclusion criteria (Creswell, 2010b). Purposeful sampling was chosen as it enabled participants to be selected based on their ability to provide insight into a particular phenomenon (Smith et al., 2009), and participant selection criteria was applied.

Table 5 below displays the participant selection criteria

SELECTION CRITERIA	RATIONALE
The young people participants must have been permanently excluded from a mainstream school setting.	The focus of the current research is young people's experiences of permanent exclusion. Accounting for the limited research conducted with this group, these young people were the only participants included within the sample.
Participants must be currently attending a PRU on a full-time basis.	This was to ensure that the participants were not dual registered in a mainstream setting. Ensuring young people had an experience of permanent exclusion in contrast to a fixed term exclusion.
Participants must have had ongoing difficulties within their secondary school setting.	This ensured that all of the participants had an experience leading up to their permanent exclusion to share in contrast to having been excluded for a one-off incident.
Participants must be of secondary age.	These young people would potentially be more reflective and more able to articulate their experience of permanent exclusion.

Table 5: Participant Selection Criteria and Rationale

3.5.4 Participant Information

Pen portraits were developed to provide an overview of key information about the young people's characteristics (Appendix J). The pen portraits also provide an overview of the number of educational establishments the young people attended over time based on their description of their educational journey including their reasons for leaving, where given (Appendix J).

3.6 Data Collection

3.6.1 Semi-Structured Interviews

When choosing an interview style, it was important to consider that unstructured interviews are time-consuming, difficult to participate in and manage, because of the lack of pre-determined questions (Willig & Rogers, 2017). In contrast, structured interviews require a list of pre-determined questions, that cannot be altered during the interview. Differing from unstructured and structured interviews, semi-structured interviews include an interview schedule that enables the participant to talk about their experiences and tell their stories in depth (Smith et al., 2009) Therefore, semi-structured, one-to-one interviews were chosen for this research, as a method that allows rich data to be collected (Smith et al., 2009).

3.6.2 Interview Schedule

In this research, the interview schedule (Appendix K) consisted of five open ended questions. The researcher considered that, in contrast to when IPA is used with adult participants, the young people may have required a greater structure to talk, and the semi-structured interview schedule assisted with this. For example, prompts and probing questions were used to add richness to the participants' responses when required. The interview schedule was designed to illuminate the young people's lived experiences allowing them to feel comfortable and to share whatever came to mind, they had control regarding what they contributed. During the interview, participants were given the opportunity to highlight the aspects of their lived experiences that were important to them.

3.6.2.1 Developing the Interview Schedule

Smith et al (2009) suggest that questions within a semi-structured interview schedule should be 'open and expansive' (Smith et al., 2009, p. 59). They recommend that the starting question should allow participants to recount their experience. This was adopted within the interview schedule (see Appendix K).

Smith et al (2009) go on to make suggestions of particular types of questioning, in order to facilitate the expression of more in-depth information. These suggestions were drawn upon when developing the interview schedule in Appendix K and included the following types of question:

1. *Descriptive*: Participants were encouraged to explain the details and content of their experience helping the researcher understand the situation. Such as, "*Can you tell me more about what school was like for you? What was primary and secondary school like?*"
2. *Narrative*: This was beneficial in building connections within the participants' experience including the events that had occurred up until their exclusion. Such as, "*What was school like at the time leading up to your exclusion? What was a typical school day like?*".
3. *Structural*: This allowed a better understanding of the events that had occurred within school including how they may have been connected. Such as, "*Can you tell me about the experience of finding out you were being permanently excluded? Where and when were you told and by whom?*"
4. *Contrast*: This level of encouragement allowed the participants to consider both the positive and negative differences within their experience. Such as,

“What has life been like since being permanently excluded? What has changed? What has stayed the same?”

5. Evaluative: Throughout I asked how situations made participants feel, this encouraged them to identify their feelings. Such as, *“And how did that make you feel, when you were not able to go to school?”*
6. Prompts: Participants were also asked *“Can you say a bit more about that?”* This encouraged them to give a more detailed description of their experiences.
7. *Probes*: Attempting to ‘expose the obvious’ (Smith et al., 2009), participants were asked to explain what they meant if particular phrasing or slang words were used. E.g., *“What do you mean when you say bad?”*

3.6.3 Conducting Interviews

Following ethical approval and informed consent discussed in sections 3.9 and 3.9.2, data was collected within one interview. The researcher ensured that although each interview would last a maximum of 60 minutes, deemed an appropriate length of time (Willig & Rogers, 2017), for participants to share their experiences of being excluded; there was an additional 30 minutes available for debriefing (detailed in section 3.9.5). Due to the social distancing rules of Covid-19 the interviews were conducted with a two-metre distance between the participant and researcher, the use of face masks was also required.

The researcher read through the information sheet and signed consent form (Appendix I). Each participant was reminded that their involvement in the research was voluntary, they would be free to withdraw any time during the interview, and

could have their data removed from the study, up until March 2021 when the final report would be written and shared. This meant that if a participant had difficulties reading, they were made fully aware of what the study involved and had the opportunity to reconfirm their consent. Before each interview participants were also informed that in the event a safeguarding matter was disclosed, this would follow the appropriate safeguarding procedures including telling the PRU's safeguarding officer.

During the interview, firstly the researcher established a rapport with the participant (Smith et al., 2009), discussing how their day had been so far. This enabled them to feel comfortable. As also suggested by Smith et al (2009), the researcher kept their verbal input to a minimum ensuring that time was provided for the participants to think about their responses, this enabled the interview to have a 'steady rhythm' (Smith et al., 2009). During the interviews, participants were asked to explain any unfamiliar terms used. The researcher also used skills acquired from their role as a Trainee Educational Psychologist (TEP) to remain aware of participants' emotional states. When participants shared difficult experiences, the researcher adopted an empathetic stance and gave the participants an opportunity to process their experiences. It was not necessary to stop the interviews at any point however, throughout the process, the researcher remained aware of this option, should any of the participants have needed it.

At the end of the interview both participants and school staff were informed of the support available from outside agencies, such as the Child and Adolescent Mental Health Service (CAMHS), Childline, and Mind helpline, for more serious distress if required. If requested, both parents/carers and school staff were also signposted to the Educational Psychology Service and Young Minds parent helpline.

There was also an additional half an hour free between each interview making allowance for additional time, to discuss more general or safeguarding concerns, should it be necessary.

3.6.4 Data Recording and Transcription

Smith et al (2009) explain that IPA is mainly concerned with the content of responses rather than the participant's body language. Therefore, a video recording was not thought to be needed, and the interviews were recorded using a digital audio recorder.

The researcher used a transcription service called "Type Out" to transcribe the participants' responses verbatim. Although once sent to the transcribers it was evident that some phrases were unclear and either incorrectly transcribed, marked as 'sounds like', or 'inaudible', which did not clearly communicate the meaning of some of the text. As a result of this, the transcripts were checked against the recorded interviews and several inconsistencies identified. Following this, correct phrases were inserted although terms that were unknown and not clarified during the interview may have been missed.

Table 6 below shows the typographic features used when transcribing the participant interviews:

Typographic Features	
M, D, T, S	Participant's pseudonym initial when responding
"..."	Quote from participant
()	Participant's non-verbal communication
* ... *	Names
[...]	A condensed quotation
-	Stutter
,	Short pauses in speech
.	Long pauses in speech
	Indicates a question asked by the interviewer (Researcher)

Table 6: Typographic features used within participants' transcripts

3.7 The Process of Data Analysis

The analysis process within IPA requires the researcher to move through different stages of analysis; this begins with descriptive analysis and moves to interpretive analysis (Smith et al., 2009).

3.7.1 Stages of IPA

Figure 6 below shows the six stages of IPA analysis

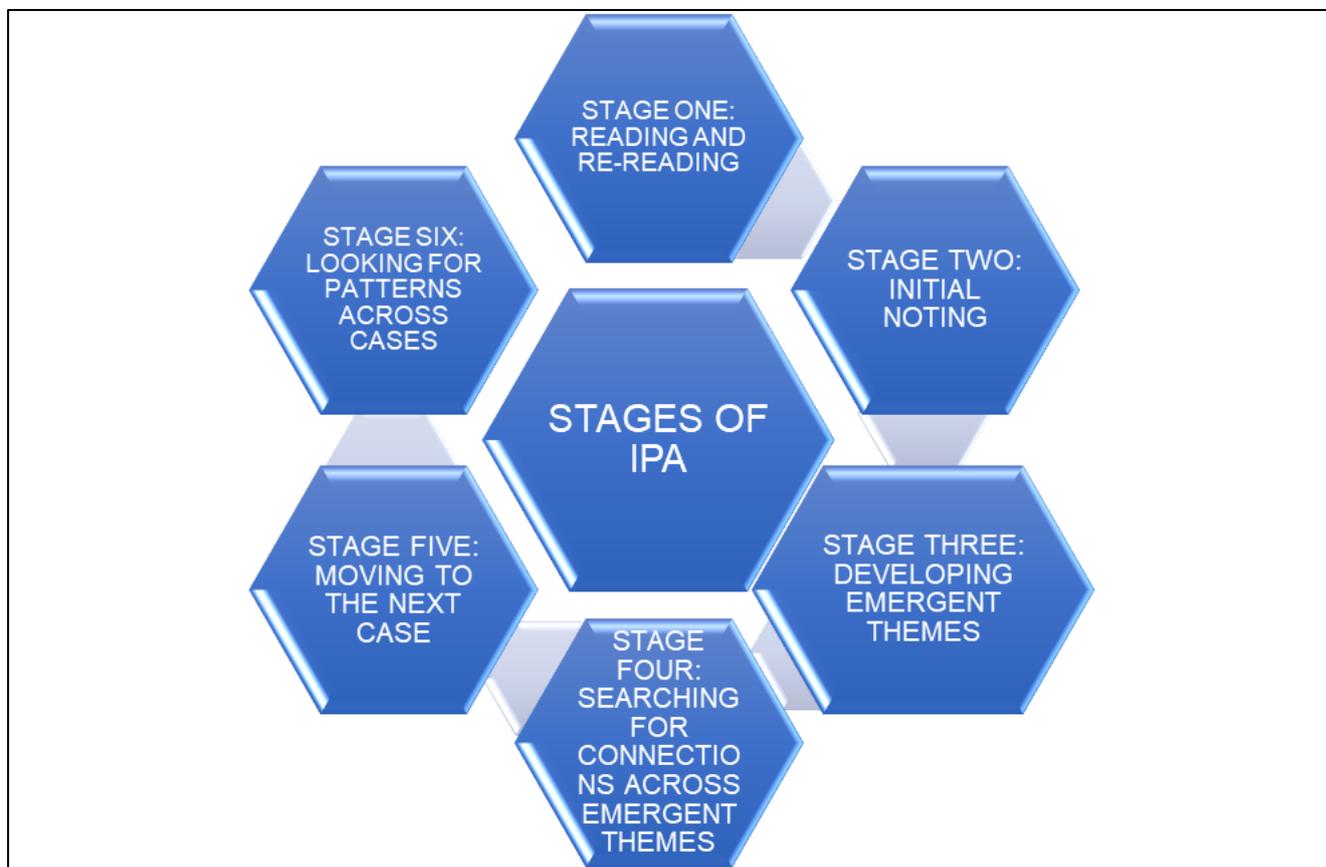


Figure 6: The six stages of analysis within IPA

During stage one the researcher is expected to ‘stand in the shoes’ of the participants, immersing themselves into the participants’ world (Smith et al., 2009). The transcripts were read whilst the researcher listened to the recording. This allowed careful listening to the participants’ voice, their change in speech, pauses, emphases and tone, not captured clearly within the written transcript. Any emotional responses or thoughts present during the process were written down in the reflective diary, in order to ‘bracket off’ impulses while maintaining focus on the transcript (Smith et al., 2009).

Stage two is considered to be the most detailed and time-consuming of the stages (Smith et al., 2009). During this stage, the researcher made detailed exploratory comments beside the transcripts, assisting in the development of a deeper understanding. Following the guidance of Smith et al (2009) the exploratory comments were divided into three categories:

- *Descriptive Comments* that describe the experience to gain a better understanding of what the participant was communicating.
- *Linguistic Comments* that note the specific use of language.
- *Conceptual Comments* that detail a more conceptual understanding and ask questions of the data, in order to understand what it meant to have had that experience within that context.

Smith et al (2009) also highlight the importance of asking questions to clarify participants' responses by engaging in the analytical dialogue within the transcript.

During stage three Smith et al (2009) suggest that a shift occurs. The interpretative analysis of this stage requires that exploratory comments are transformed into emergent themes. At this stage the experiences described were captured and reflected.

Smith et al (2009) explain that within stage four the emergent themes are brought together. Identified common features were used to create subordinate themes and emergent themes are shown below:

- *Abstraction* - Emergent themes that were similar were brought together.
- *Subsumption* - Emergent themes were transformed into subordinate themes.
- *Numeration* - The number of times an emergent theme was repeated.
- *Function* - This relates the function of the emergent themes.

As directed by Smith et al (2009) the subjects that were connected and had keywords/statements that were repeated, were used to create an emergent theme. These emergent themes were then clustered into subordinate themes.

During stage five the previous stages within the process of analysis were repeated for the remaining transcripts.

Within stage six connections were made across the cases and the subordinate themes were drawn together further. Superordinate themes for the group were then created. Subordinate themes that did not reoccur in at least half of the transcripts were discarded. At this stage the relational connections that had been identified between the subordinate themes, assisted in bringing together areas of participants experiences that demonstrated convergence and divergence of the same theme under the umbrella of a superordinate theme.

Table 7 below gives details of the IPA data analysis process employed by the researcher, providing the reader with a comprehensive data trail.

Data analysis stage	Content	Appendix
Stage 1 – 3: Reading, initial noting and development of emergent themes	Example of an interview transcript (Mervin)	Appendix M
	Example of an analysed interview transcript with initial notes and emergent themes (Mervin)	Appendix N
Stage 4: Development of subordinate and superordinate themes	Example of subordinate and superordinate theme development (Mervin)	Appendix O

Table 7: The IPA data analysis process

During stage 5, stages 1-4 were completed for the remainder of the participants and a table of overarching themes for all of the participants can be seen in Appendix P

3.8 Quality of Research

Smith et al (2009) suggest that researchers using IPA utilise Yardley's framework for assessing reliability and validity. Yardley's framework (2000) presents four broad principles for assessing the quality of qualitative research, as detailed below:

3.8.1 Sensitivity to Context

Yardley (2000) argues that good qualitative research will establish sensitivity to context, which demonstrates the analysis and interpretation sensitive to the data, the social context, and the relationships (between researcher and participants) from which it emerged (Yardley, 2000). This research study demonstrated sensitivity to

context, when reviewing the existing literature related to young people's experiences of permanent exclusion. During the early stages of this research process, the importance of demonstrating an understanding of the existing literature and the underlying philosophical principles is emphasised. In line with this, a systematic review was conducted, deriving the current study's aims, research question and purpose from an identification of gaps within the current literature base. A thorough understanding and rationale for IPA was also demonstrated, centred upon sensitivity to details of the experience and close engagement with the idiographic.

3.8.2 Commitment and Rigour

Commitment is concerned with the degree of attentiveness given to the participants and rigour refers to the thoroughness of the study (Smith et al., 2009). Several steps were taken to ensure commitment and rigour in this research. Commitment was shown whilst the researcher persisted in organising data collection with the participants who met the criteria for research (Smith et al., 2009). Rigour was shown within in the selection of participants who were carefully selected to answer the research question based on having been permanently excluded and were therefore able to provide an insight into the lived experience of this phenomenon. The PRU was contacted by email and phone to gain contact with the most appropriate staff members. Reflective notes following each interview were also essential in ensuring a rigorous approach.

3.8.3 Transparency and Coherence

Transparency refers to how clear the stages of the research process were and coherence is concerned with a clearly presented argument (Smith et al., 2009).

Transparency and coherence were demonstrated within the methodology section of this research. How the participants were selected was detailed including why they were chosen, which demonstrated transparency (Yardley, 2000). A clear account of how interviews were conducted and the clear steps that were used in analysis have also been given to provide coherence.

3.8.3 Impact and Importance

Yardley (2008) argued that the impact and importance of the study are the most significant component of critiquing a piece of research. Impact and importance considers the validity of a piece of research and whether it has been interesting, important or useful (Smith et al., 2009). Within this research the discussion chapter aims to outline how the study's findings contributed to the body of research in the field of permanent exclusion. The discussion intended to provide deeper insight into the experiences of young people who had been permanently excluded from mainstream schooling. The role of the EP and implications for how professionals could support this group of young people during this period of their education was considered.

3.8.4 Generalisability

Smith et al (2009) explain that the purpose of IPA is to explore the meaning of experiences. It is an idiographic approach, which means the focus is on individual experiences rather than generalisability. However, it is founded upon the notion that

within a community of people who share some characteristic there will be similarities as well as differences. Knowledge about these can then be applied to others in the community through what is called 'theoretical transferability' (Smith, Flowers & Larkin, 2012). Theoretical transferability allows the reader to compare and contrast the findings with their own participants' experiences, fostering a deeper and more meaningful understanding.

3.9 Ethical Considerations

The Tavistock Research Ethics Committee [TREC] granted approval for this research (Appendices F and L) and the research was carried out according to this.

3.9.1 Privacy and Confidentiality

The Data Protection Act and General Data Protection Regulation (GDPR, 2018) states that all data collected must remain anonymous and confidential. In line with these regulations the young people within the study were given pseudonyms. Any additional information that could potentially identify the participants or location where the research was carried out, such as teachers' names on transcripts were also removed or anonymised. The audio recordings of the interviews were stored securely and encrypted until being transcribed and checked after which the recordings were deleted. The transcribing company (Type Out) are a registered company compliant with GDPR and DPA regulations. The researcher used a secure system (Egress) for transferring the data to the transcribing service.

Although this was not necessary, the only exception would have been in the case of a child protection/safeguarding issue. Under these circumstances a referral would have been made to the appropriate agency and support would have been sought

from the supervisor at the Tavistock before taking any action. The parent would have been informed of any concerns prior to any referral taking place.

The information sheets to parents and participants (Appendices H and I) explained that the participants' information and audio recordings would be kept secure, and in line with legal guidelines. The University's data protection policy regarding storage and handling of confidential Information was carried out.

3.9.2 Informed Consent

When conducting a research study, informed consent is one of the founding principles of research ethics. Its intent is that human participants can enter research freely (voluntarily) with full information about what it means for them to take part, and that they give consent before they take part in the research (Willig, 2013).

Informed consent was gained before any interviews were conducted.

Within this research, following ethical approval, the PRU's headteacher was contacted via email to seek permission for the proposed research to be conducted on the PRU's premises and to be used to recruit participants (Appendix G). Once the PRU headteacher's permission was received in writing, the SENCO was asked to send all parents, via email, the information sheets, which explained the issue of capacity and consent form (Appendix H). When parental consent was obtained, the SENCO distributed the participant information sheet and consent forms to the corresponding students (Appendix I), up until a maximum of eight signed consent forms were received. This was in line with the General Data Protection Regulation (European Union, 2018) which does not allow people's information to be shared with other agencies without the individual's consent.

3.9.3 Protection of Participants.

Due to the participants being a vulnerable population, the researcher was mindful of any potential risks to safety (Willig & Rogers, 2017). There was therefore a member of PRU staff available if any behaviour that challenged were to occur during the interview. Secondly, when considering the protection and potential impact on the participants of eliciting information that was sensitive, personal and of an emotional nature a duty of care was considered.

3.9.4 Right to Withdraw

As the experiences being explored may have been distressing, each participant was reminded of their right to withdraw and advised that they would not be expected to discuss anything that made them feel uncomfortable. If participants felt uncomfortable, they were reminded that the interview could end at any time. During the interview process, the researcher monitored the participants closely.

3.9.5 Debriefing

Following the interview, participants were provided with 30 minutes to debrief, to explore their emotional responses. This was an opportunity for participants to discuss the process of having been interviewed, the experience and if they required further support to process any points raised. At this point, if required, participants were advised to seek further support from their parents, carers or PRU SENCO if they felt distressed later on. This was not required however if participants appeared

distressed, they would have been signposted to the relevant services to contact if they felt more support was required.

3.10 Reflexivity

The researcher's role related to the awareness of the practice of the research process, and the outcomes of research are referred to as reflexivity (Smith et al., 2009). Qualitative research should consider the role of the researcher in bringing their perspectives and interpretations into the construction of meaning (Haynes, 2012). The interpretative nature of IPA requires reflexive engagement as the researcher makes sense of the participant's experience, therefore, in order to ensure that the interpretation was inspired by and arose from the participant's words (Smith et al., 2009), reflexivity was important during this study.

In order to consider reflexivity, Haynes (2012) suggests that the researcher reflect on the following points:

1. The motivation for undertaking the research.
2. The underlying assumptions that the researcher is bringing to the research.
3. The researcher's connection to the research, theoretically, experientially, emotionally and the effect that all three points may have on the researcher's approach.

The researcher's interest into this area of study was led by having worked in a primary PRU with children who had experienced permanent exclusion from a mainstream setting (as explained in chapter 1). Having worked closely with these children and having a level of empathy for their situation, created the potential for researcher bias both consciously and unconsciously. The researcher's personal relationship with the

subject of permanent exclusion was disclosed at the start of this research journey, and steps have been taken to ensure high levels of reflexivity and reflectivity. As suggested by Haynes (2012), a research diary was used to record thoughts and feelings related to the research process which assisted in maintaining critical and conscious awareness in order to prevent unconscious biases within the research.

3.11 Chapter Summary

This chapter introduced the study's research question:

'What are young people's experiences of being permanently excluded from mainstream school?'

The philosophical underpinnings that led to a relativist ontology, and constructivist epistemological were explained. The qualitative approach methodology of Interpretative Phenomenological Analysis (IPA) was described including an explanation of the research design and rationale for taking an exploratory approach. A clear description of the participant selection, data collection methods and analysis were given and the research quality, including ethics, outlined.

Following the IPA data analysis process described in section 3.7, the findings of this research will be presented in Chapter 4.

4

FINDINGS

4.1 Chapter Overview

This chapter describes the findings from the analysis, focusing on the research question:

'What are young people's experience of being permanently excluded from mainstream school?'

The findings are organised into six overarching themes: 'Contrasting Relationships and Difficulties with Authority', 'Negative School Experiences: The Emotional Impact', 'Creating Defences', 'Learning: A Boring Requirement', 'Exclusion: A Sense of Relief' and 'The Evolving Self'. Under each of the themes, excerpts from the participant's interviews are provided to evidence how these themes were present in the young people's accounts.

To uphold the individuality of the participants' experiences, the researcher chose to describe each account in turn when presenting the overarching themes. It is important to note that the themes generated are closely interlinked; to demonstrate this, the researcher highlights when and where these inter-relationships were particularly strong.

As explained in Chapter 3, pen portraits have been included (see Appendix J) to provide an overview of the number of educational establishments attended by each young person throughout their time in mainstream education. The narratives provided by the participants can be confusing in relation to this and pen portraits are intended to address any confusion arising.

4.2 Contextual Information

As highlighted above, during the interviews, when some of the young people shared their experiences of different schools, they presented confusion relating to the reasons for their move. These 'departures' from school, whilst not formally recorded as permanent exclusions, and sometimes referred to as 'managed moves', were experienced in the same way as a permanent exclusion by the participants and, therefore, this information was included in the analysis. This is discussed further in chapter 5.

During the interviews, whilst explaining their experiences, the young people often had fragmented ways of speaking which included the use of slang words, this was considered in section 3.6.4. In addition, within this chapter when using quotes from the interviews, some edits have been made to aid comprehension. Where these edits occurred, this is indicated by the use of squared brackets.

Table 6 in Chapter 3 provides the typographic features used within the participant quotes throughout this chapter. Table 7 in Chapter 3, provides the reader with a comprehensive data trail, detailing the appendices that contain relevant examples for each stage of the analysis. Appendix M provides a whole interview transcript.

Appendix N provides a coded transcript which identifies initial codes and emergent themes. Appendix O provides an example of the development of subordinate and superordinate themes, and Appendix P provides a table of overarching themes for the participant group.

Table 8 below provides an overview of the overarching and superordinate themes across all four participant interviews.

Overarching Themes	Superordinate Themes
THEME ONE: 'Contrasting Relationships and Difficulties with Authority'	<ul style="list-style-type: none"> • Beginning School • Feeling Powerless Due to a Lack of Trust • Relationships • The Good Old Days • Relationship Challenges • Early Days • Respect and Rules
THEME TWO: 'Negative School Experiences: The Emotional Impact'	<ul style="list-style-type: none"> • Difficulties Identifying Feelings • Needing Support • Emotional Toll • An Emotional Experience • Disconnected within School Settings • Upsetting Situations
THEME THREE: 'Creating Defences'	<ul style="list-style-type: none"> • Defences • Defence Systems • Defence Mechanism
THEME FOUR: 'Learning: A Boring Requirement'	<ul style="list-style-type: none"> • Academic Demand • Demotivated with Learning • Boredom
THEME FIVE: 'Exclusion: A Sense of Relief'	<ul style="list-style-type: none"> • New Beginnings • Exclusion as Freedom • Happy Endings
THEME SIX: 'The Evolving Self'.	<ul style="list-style-type: none"> • Growing Through Experience • Onwards and Upwards

Table 8: Overarching and Superordinate Themes

4.3 Overarching Theme 1: Contrasting Relationships and Difficulties with Authority

The overarching theme 'Contrasting Relationships and Difficulties with Authority' was prevalent in all young people's interviews. This theme captures the contrast between a 'good' primary school experience, including positive relationships with peers and staff, and their secondary school experience, which was predominantly centred around negative relationships with the adults at school. Within this theme, young

people’s perceptions relating to the lack of necessity for some, or many, of the rules within mainstream secondary school environments were also captured.

Table 9 below shows how the superordinate and subordinate themes arising in each young person’s transcript were drawn together to create the overarching theme, with the participants each assigned a different colour (Mervin, Dexter, Terrance, and Sasha).

Overarching Theme One: Contrasting Relationships and Difficulties with Authority		
Participant	Superordinate Themes	Subordinate Themes
Mervin	Beginning School	Beginning School
	Feeling Powerless Due to a Lack of Trust	Feeling Powerless Due to a Lack of Trust
Dexter	Relationships	Relationships
Terrance	The Good Old Days	The Good Old Days
	Relationship Challenges	An Environment with Ongoing Challenges The Importance of Friendships
Sasha	Early Days	Early days
	Respect And Rules	Respect and Rules

Table 9: Subordinate and Superordinate Themes within Overarching Theme One

4.3.1 Mervin (Beginning School)

This theme captures Mervin’s experience of primary school. He presents a picture of being happy and having a positive experience:

“... When I was in primary school, I loved going there, cos my friends were there. I just loved going to school. Jus cos [...] you have fun (laughs)” (Lines 27-29).

“... It was alright. There was a lot of playing, [...] it was just a playground to me, like, it was numbers (laughs). [...] learning, numbers, letters, and just playing (laughs), to be honest” (Lines 4-7)

The quotes above highlight Mervin's positive peer relationships and his experience of primary school as being centred around play. Although there was an expectation that learning would also take place in this environment.

4.3.1.1 Mervin (*Feeling Powerless Due to a Lack of Trust*)

Mervin's transcript was littered with accounts of how he was removed from schools, sometimes not knowing or understanding if the moves were permanent or temporary:

"... When I eventually got permanently excluded, I was [...] in and out of schools, but I was in different schools in other boroughs, [...] I was just going in and out of school for a good while [...]" (Lines 260-262)

Mervin spoke about a lack of supportive teacher relationships throughout his time in secondary schools. He explained his perception of being watched, feeling targeted by school staff and getting into trouble more often than his peers. Because of this, he began to question whether school staff were invested in his best interests, which appears to have created a lack of trust:

"... They're not watching the other people. They just mention my name because I'm me..." (Lines 176-179)

Mervin described his belief that the decision to exclude him from his first school, happened very quickly, which left him with suspicions regarding the school staff's intentions, his lack of control and subsequent lack of trust:

"...But I never knew it was going to come like, so quick. [...] that means they were like, pushing for me to already leave [...] I couldn't really do anything. So I didn't really know what was coming". (Lines 306-309).

When considering his peers throughout his time in mainstream secondary schools, Mervin explained a mixture of positive and negative relationships. He spoke about his difficulties trusting the teachers enough to report incidents of bullying:

“... Cos they don’t know [...] I’m getting bullied. [...] I kind of never, wanted to say it...”. (Lines 96-97)

4.3.1.2 Mervin - Contrasting Relationships and Difficulties with Authority

Together, the superordinate themes ‘Beginning School’ and ‘Feeling Powerless Due to a Lack of Trust’, highlighted how Mervin’s positive relationships at mainstream primary school dissipated at mainstream secondary school and, over time, a lack of trust in school staff took hold as a result of his poor relationships with them. The positive memories from primary school provided a blueprint for what school could and should be like for Mervin; this meant that his poor relationship experiences at secondary school were deemed intolerable and unacceptable in Mervin’s eyes.

4.3.2 Dexter (Relationships)

This superordinate theme captures Dexter’s perception of contrasting relationships. He described positive experiences of relationships with teachers in mainstream primary school, which differed to the difficulties he appeared to have with authority in his mainstream secondary school, and which impacted on his relationships with the adults, fostering increased negativity as he moved through secondary school. Dexter reflected on his positive primary school experience as a time when things were fine:

“Hmm, it was alright. It was easy. Hmm, It was calm as well”. (Line 4)

He explained that he liked the teachers in his primary school because they didn't bother him:

"... The teachers [...] don't really get on to you about certain stuff innit. [...] I got on with the teachers innit." (Lines 8-9)

Dexter went on to describe the relationships he formed with staff at his first secondary school. He spoke about staff being friendly to start with and then changing and becoming extremely strict:

"When you first start school in Year 7, teachers are friendly. But, when you get to know them and that, they try take advantage and try talk to me a certain way..." (Lines 84-85)

Dexter seemed to be unsure as to why his interactions with teachers had gradually changed. It seemed that he had had difficulties accepting the authority expected from the adults in his secondary school and, similarly to Mervin, he felt 'watched' and/or 'targeted':

"(lip trill) The teachers would be on me [Slang for bothering] [...] always watching what I'm doing..." (Lines 65-66)

Dexter held the belief that he was constantly being judged negatively by teachers and he did not agree with the rules:

"... They just always had something to say about something. Like [...] when you're not wearing your blazer in the corridor. Like, it's not that much of a big deal..." (Lines 42-44)

Dexter appeared to disagree with the rules within his first secondary school setting. In the quote below he spoke about the teachers being strict and getting 'kicked out' because he was 'too bad':

"... The first one, that I went to they was, like, more strict [...]. Whatever you do, they would have to shout in your face. [...]. I wouldn't like that. So I didn't leave, but they kicked me out cos my behaviour was jus' too bad...". (Lines 242-244)

Dexter also experienced contrasting peer relationships throughout his time in secondary school. He didn't build many meaningful peer relationships in his first secondary school and went on to place an importance on the value of friendships once he had left.

"... I went to a different school. [...] I knew more people at the second school I was going to so. [...] It was alright". (Lines 244-246)

"... I had friends in that school, so I fitted in. [...] All my friends from primary school were like, at dat secondary school so. Like. it was more better [...]" (Lines 270-272)

4.3.2.1 Dexter - Contrasting Relationships and Difficulties with Authority

The 'Relationships' theme highlights the positive relationships Dexter had within his mainstream primary school in contrast to the negative relationships with school staff during his time in mainstream secondary school alongside the increased importance he placed on peer relationships following the move from his first secondary school. Dexter's dissatisfaction with his relationships with his secondary school teachers led him to not respecting the authority he believed his teachers expected him to respect. This loss of quality of relationships upon transfer to secondary school also awakened in him the value of relationships. He recognised that the quality of his relationships with peers was important to him once this was lost and then regained.

4.3.3 Terrance (The Good Old Days)

This superordinate theme captures Terrance's positive recollections of mainstream primary school. For Terrance, much like Mervin and Dexter, the reflections of his primary school experience were positive. He described himself as having a calm

nature, playing and doing his work in primary school. His narrative suggests that he followed the rules:

"Primary school was, um, fine. I just used to play football and [...] get on with my work (coughs). [...] I used to be very calmed down when I was younger." (Lines 4-6)

"... I just was calmed down. I just didn't really used to, like, mess around...." (Lines 10-11)

4.3.3.1 Terrance (*Relationship Challenges*)

This superordinate theme captures Terrance's difficulties adhering to mainstream secondary school rules and his experience of negative teacher relationships, which appeared to stem from his dissatisfaction with the mainstream secondary school environment:

"Just never really liked school". (Line 131)

Similarly, to Mervin and Dexter's difficult teacher relationships in their secondary school environments, Terrance also found teacher relationships challenging and he held the perception that the teachers within his mainstream secondary school did not understand his needs:

"The teachers at mainstream were not understanding, sometimes when I walked out then in mainstream they just never really understood why...". (Lines 191-192)

Like Mervin and Dexter, Terrance also seemed to have difficulties adhering to the rules within the mainstream secondary school system:

"They just used to moan at me for the same things every day. Just for being rude to teachers and not listening...". (Lines 99-100)

He presented a picture of having a clear understanding that he was not following the rules:

"Used to walk out of lessons. Not doing my work. Not really, like, doing all the things you should be doing in school". (Lines 88-89)

4.3.3.2 Terrance - Contrasting Relationships and Difficulties with Authority

The superordinate themes 'The Good Old Days' and 'Relationship Challenges' show the contrast in Terrance's positive mainstream primary school experience where he had built good adult relationships, felt calm and demonstrated his ability to adhere to the rules. Differing to him knowingly not following rules within his mainstream secondary school, because teachers did not understand him and his motivations. Terence felt that his behaviour, which ultimately led to his permanent exclusion, was justified due to the poor relationships he experienced.

4.3.4 Sasha (Early Days)

This superordinate theme captures Sasha's contrasting experiences within two mainstream primary schools. Her experience of negative peer relationships that involved being bullied by her peers and having a better experience in her second primary school, were also captured.

"Um. I went to two primary schools. The first primary school I went to I got bullied [...] I moved to another one. And [...] I had a good childhood in the second primary school." (Lines 8-10)

In her second primary school, similarly, to Mervin, Dexter and Terrance's positive experiences, Sasha also placed an emphasis on playing:

"It was alright. Nothing to say really It was just primary, playing and stuff". (Line 25)

4.3.4.1 Sasha (*Respect and Rules*)

This superordinate theme captures Sasha's experiences within the three mainstream secondary schools she attended. She presented a picture of being unhappy in her secondary schools due to confrontational relationships with school staff and her desire for 'mutual respect.'

For Sasha, similarly to Mervin, Dexter and Terrance, relationships with school staff and adhering to the rules within the mainstream secondary school environment was challenging. Sasha explained having difficulties with teacher relationships in all three of the mainstream secondary schools she attended:

"... When I was in mainstream. I had difficulties with the teachers...". (Line 352)

Sasha presented a picture of not being spoken to respectfully in secondary school by teaching staff:

"... They expect you to respect them (high pitched voice), talk to them with respect without showing that same respect...". (Lines 426-427)

Sasha expected mutual respect irrespective of the role/position teachers held:

"... They're thinking I'm the adult, you're the child, you do what I say and that's that. But I didn't see it as that, I see it as, if you want respect, you should respect me. It's as simple as that". (Lines 433-435)

Sasha's transcript was littered with accounts relating to her view that some of the rules in the mainstream secondary schools she attended were not necessary:

"... It was a strict school (high pitched voice), like, strict (high pitched voice). So strict. I'm not used to that. Every single thing you did, yeah, every single wrong thing you did you would get a detention. So. If you're two minutes late. Detention. If-if-if. I even got detention for chewing gum one time. That ... that was so silly. But, um. but

regarding following the rules, I was following the rule. But it was my punctuation, I think, that was the problem...". (Lines 204-209)

Sasha revealed that her rule breaking was sometimes justified (as the rules were unnecessary) and sometimes not:

"... I chose not to follow them. So [...] I was in the wrong with that one 100%. I was in the wrong with that one. Cos they did try support me as well.

4.3.4.2 Sasha - Contrasting Relationships and Difficulties with Authority

The superordinate themes 'Early Days' and 'Respect and Rules' captured Sasha's mixed peer relationships within mainstream primary school and her difficult relationships with school staff due to what she considered to be a lack of mutual respect. Sasha's expectations regarding respect from the adults within the mainstream secondary school environment, linked to her choices in behaviour. Sasha based her decision making regarding whether to adhere to the rules on her views of the attitudes of teaching staff.

4.3.5 Overarching Theme Summary

This Overarching theme 'Contrasting Relationships and Difficulties with Authority' demonstrates how the young people's relationships with peers and adults differed between their mainstream primary and mainstream secondary school experiences. It highlights difficulties with authority figures as they grew older, and how this intersects with ideas around mutual respect and willingness to accept and/or follow school rules. The theme captures experiences that suggest the young people made choices about the behaviours they exhibited in relation to their permanent exclusions, that were influenced by their perceptions of how teaching staff regarded them. Their

experiences of positive relationships in primary school provided positive reference experiences that created a model of what 'can be,' influencing the perceived unacceptability of the contrasting relationships within their secondary school experiences. This overarching theme has highlighted how the young people's experiences in secondary school lacked respect and caring relationships.

4.4 Overarching Theme 2: Negative School Experiences: The Emotional Impact

The overarching theme 'Negative School Experiences: The Emotional Impact' was prevalent within three young people's interviews. This theme is closely interlinked to the 'Contrasting Relationships and Difficulties with Authority' theme. What separates **the two is** how, having left mainstream school systems, these participants had developed an awareness of their needs having previously been unmet. The theme captures the emotional turmoil they experienced in relation to this.

Table 10 below shows how the superordinate and subordinate themes from each of the young people were drawn together to create the overarching theme.

Overarching Theme Two: Negative School Experiences: The Emotional Impact		
Participant	Superordinate Themes	Subordinate Themes
Mervin	Difficulties Identifying Feelings	Difficulties Identifying Feelings
	Support	A Lack of Understanding Regarding Needs
		Needing Help
Emotional Toll	Emotional Toll	
Terrance	An Emotional Experience	An Environment with Ongoing Challenges
		The Importance of Friendships
		Uncomfortable Feelings
Sasha	Disconnected Within School Settings	Challenging School Environment
		Difference
	Upsetting situations	Difficult Feelings
		A Sense of Powerlessness

Table 10: Subordinate and Superordinate Themes within Overarching Theme Two

4.4.1 Mervin (*Difficulties Identifying Feelings*)

This theme captures Mervin's difficulties identifying the feelings that his negative school experiences left him with. He had difficulties explaining his feelings relating to his time in secondary schools:

"... Everything that was happening, the whole experience was just long [slang for annoying] for me, like. Everything that was happening, it made me stop caring about things.[...] I would jus' lose hope, literally". (Lines 453-456)

4.4.1.1 Mervin (*Support*)

Needing adult support was a central theme of Mervin's narrative. He described how,

initially, when he was provided with adult support, he didn't have an understanding of his needs:

"...Everyone always said that I need help for some reason. I had something wrong with me, like. But I'd be thinking there's nothing wrong with me." (Lines 497-499)

"Cos I still had extra, like, placements put in for me because. They was always thinking there was something wrong with me". (Lines 444-445).

Over time, Mervin seemed to develop an understanding of his needs and the helpfulness of the adult support provided for him:

"...I think I needed more help because like, I wasn't as focused as everyone like. I wouldn't like. When I would like, write things or. I wouldn't write it in like, key details". (Lines 486-488)

"I need someone to help me just to write a paragraph, [...] I just need more help, like, in general like, with my learning and things like that with my speaking". (Lines 490-493)

Mervin's understanding of his need for support linked with time he spent in America, out of the UK. Despite English being the language spoken in America, Mervin held the opinion that he had learnt a new language, which contributed to his lack of focus when he returned to school in England, which seemed to be how he understood his need for adult support with his academic work:

"... I didn't live in America, but I kind of like, learnt a new language [...] so when I came back it was hard for me like, to speak and jus' like, do my work...". (Lines 474-476)

Mervin also appeared to recognise that adult support helped with his behaviour. He did not however, seem to have a clear understanding of the need to develop

independent behavioural regulation, when explaining his reliance on a Learning Support Assistant (LSA):

“...Sometimes they put me with an LSA, like a teacher, like one to one, like, sitting in my class with me. So, it was like, if I had a one to one. More likely I wouldn’t get in trouble because like, I’m literally sitting right beside a teacher. So, any little thing I do, they will just be like stop, so it was like, that would help me”. (Lines 219-223)

4.4.1.2 Mervin (Emotional Toll)

This theme captures the negative impacts of changing schools. Mervin described how travelling to different schools in different boroughs required him taking action to protect himself, betraying underlying feelings of vulnerability. Similarly, he described having to adapt his self-presentation when attending different secondary school settings:

“...Going to new places [...], new boroughs, like, the way how like, in- in London how like, borough to borough. People beef [slang for having disagreements] from different boroughs, so I knew how to act. Like, present myself and jus. Stay out of certain things, like.” (Lines 357-360)

Mervin went on to explain the emotional impact of potential conflicts he needed to avoid, whilst moving between schools in different boroughs:

“... From a different, [,,] area like, and they don’t know you. Like. They’d be like, ahh like, where do you come from? [,,] and like ask, like, questions. [...] I knew how to like, say certain things to certain people so I wouldn’t get in danger. [...] Just cos I live in a different borough or different area.” (Lines 374-381)

4.4.1.3 Mervin - Negative School Experiences: The Emotional Impact

The themes 'Difficulties Identifying Feelings', 'Support' and 'Emotional Toll' captured Mervin's gradual understanding of his academic and behavioural difficulties whilst in mainstream secondary school. His understanding of his need for academic support and lack of understanding about behavioural support was captured, alongside the hidden vulnerability he felt and the emotional toll that the change of schools had on him.

4.4.2 Terrance (An Emotional Experience)

This theme captures Terrance's feelings when attending his mainstream secondary school. He presents a picture of finding the structure and routines within his secondary school annoying and demanding:

"You have to do so much walking and then just so much work, homework and it's just annoying." (Lines 22-23)

"And then you had to go from lesson to lesson in, different buildings and it was just effort" (Lines 16-17)

Frustration also arose from his difficulties following or understanding the relevance of the learning tasks:

"It was just pointless. It was, about things that we never even learnt yet. It was just pointless. I never really done it. I just didn't do the classwork" (Lines 27-29).

The view that attending school was pointless impacted on Terrence's desire to attend:

"I just didn't want to go to school anymore (coughs)". (Line 113)

4.4.2.1. Terrance – Negative School Experiences: The Emotional Impact

The theme 'An Emotional Experience' captures Terrence's difficulties engaging with academic tasks and his frustration within the secondary school environment, which left him not wanting to attend. His experiences seemed to have led to a lack of inclusion within the school system.

4.4.3 Sasha (*Disconnected Within School Settings*)

This superordinate theme captures Sasha's predominantly negative experiences during her educational journey in mainstream secondary schools. The emotional impact of her experience is captured within her explanation of the secondary school environments, she attended:

I: What was secondary school like for you?

S: "A rollercoaster. I got excluded from three schools". (Line 29)

Sasha described being excluded from three schools, and none of these schools providing positive experiences:

"... I've been to numerous secondary schools, all of them were the same, they were bad experiences...". (Lines 33-34)

Sasha's account highlighted that she felt unwanted and disconnected, seeing the schools as 'beings' that did not want her:

"In my first school, they tried their hardest to get me out ever since that. They would actually jus' pick on me" (Lines 42-44)

Alongside her thoughts that she was being picked on, Sasha also had a sense of being treated unfairly:

"You would see other students do the exact same thing I would do. But when I do it, it's a big problem. But when they do it, they just brush past it". (Lines 61-65)

Sasha also felt damaged by this treatment:

"I wasn't confident, because I was so quiet, people thought they could, talk to me in a certain way, do certain things". (Lines 79-82)

She described the emotional impact of her negative school experiences:

"I couldn't stand that school, I could be in a good mood, and as soon as I walk into that school it would all go away. It was a bad atmosphere, I didn't feel comfortable". (Lines 305-308)

4.4.3.1 Sasha (Upsetting Situations)

This superordinate theme captures Sasha's experience of being bullied and stuck in fixed school situations (such as lessons taught in ability sets) that could not be changed, that left her with undesirable feelings.

When considering negative school experiences, Sasha explained her perception of the emotional impact of being bullied whilst attending her first primary school:

"... It made me feel, like, insecure [...] feel worthless. Didn't feel pretty at all. I actually thought I was one of the (laughs) ugliest people on earth...." (Lines 410-412)

Following on from her experience of bullying Sasha described experiences of being socially excluded within her top set peer groups, due to a lack of racial diversity in two of the secondary schools she attended:

"... Because I was in top set classes, I'm in classes with a lot of white kids, so I felt uncomfortable. [...] Didn't think, my place was there. [...] I didn't wanna stay there...". (Lines 309-311)

4.4.3.2 Sasha - Negative School Experiences: The Emotional Impact

The superordinate themes 'Disconnected Within School Settings' and 'Upsetting Situations' captured the emotional impact of Sasha's negative experiences during her time at both her mainstream primary and secondary schools she attended. These experiences conveyed a sense of powerlessness, whereby Sasha felt mistreated and forced to endure situations and events that were damaging to her.

4.4.4 Overarching Theme Summary

The Overarching theme 'Negative School Experiences: The Emotional Impact' describes the negative impact the young people's school experiences had on them and how this influenced their dissatisfaction with education. This overarching theme highlighted the young people's experiences within environments that they explained lacked choice, acknowledgement of feelings, and inclusion.

4.5 Overarching Theme 3: Creating Defences

The overarching theme 'Creating Defences' emanated from three young people's interviews. This theme is closely interlinked to the 'Contrasting Relationships and Difficulties with Authority' and the 'Negative School Experiences: The Emotional Impact' themes. What separates the three is that within this theme the young people spoke about their inability to change the negative experiences they encountered within their mainstream secondary school environments. This overarching theme captured young people's perceptions of the attitudes and behaviours they adopted over time as a response to ongoing negative encounters.

Table 11 below shows how the superordinate and subordinate themes from each of the young people were drawn together to create the overarching theme.

Overarching Theme Three: Creating Defences		
Participant	Superordinate Themes	Subordinate Themes
Mervin	Defences	A Sense of Protection
		Difficulties with Secondary Placements
Terrance	Behaviour as a Communication	Behaviour as a Communication
Sasha	Defence Mechanism	Defence Mechanism

Table 11: Subordinate and Superordinate Themes within Overarching Theme Three

4.5.1 Mervin (Defences)

Closely interlinked with his experiences of needing support (section 4.4.1.1), it seemed that Mervin's behaviour had become a defence, a type of protection from the initial confusion he held regarding his needs. Mervin appears to have created a "shrugging things off" defence as a response to overhearing discussions about his needs that he disagreed with:

"...They'd just treat me like I'm something I'm not. So it was like...I adapted things. [...]. People were saying. [...] Like you can't hear them. [...] They'd be speaking like you're not there, like you're just invisible. [...], I just tried to shrug it off". (Lines 499-507)

He seemed to have adopted a sense of denial, by ignoring the reality of a situation to avoid anxiety or to cope with distressing feelings. However, Mervin's efforts to 'shrug it off' were not successful as his account conveys the upset, he felt.

"...That's why, that's the reason why I smoke now because, I felt like things were just getting on top of me. I don't wanna speak about it, so I just like. I jus. Brought it out in a different way. So, I just like, I listen to music. And I smoke, like that's one of the ways how I cope with things. Even though smoking is bad, like, that's how like, one

of the ways I mostly deal with things. [...] that's how I had to deal with. The things that I was going through. I just shrugged it off. "(Lines 527-533)

Mervin described other unsuccessful efforts he made to maintain the status quo:

"... I always had a-a smile on my face for some reason, [...] I would just be, [...] in a good mood for, for jus' like no reason, just because, [...] (laughs). Then it got to the point where I was like this is so long [slang for annoying], like. Why am I ... like (kisses teeth), It's whatever. Like, I don't even wanna give these people energy if like... you're really just gonna talk...". (Lines 562-567)

I: *What do you mean by "give these people energy"?*

M: *"Like. try to do what they want. Like teachers innit". (Line 571)*

This superordinate theme captures Mervin's insights into his failed attempts to try and mitigate the problems he encountered.

4.5.2 Terrance (*Behaviour as Communication*)

Terrance presented two pictures – of then and of now. He located the behaviours that led to his exclusions as being in the past and in contrast to how he behaves now and how he will behave in the future:

"I used to throw pens at teachers. I used to swear at teachers. I just used to be bad". (Line 177)

"Doing the same thing every day. Waking up, going to school, being bad and then, I got kicked out". (Lines 76-77)

"... I don't really do the same things as I would in mainstream, swear at teachers anymore. Just not, doing, the bad, bad things" (Lines 172-173)

Here, Terrance acknowledges that he engaged in behaviours that led to his exclusion, but distances himself from them now by locating them in the past.

4.5.3 Sasha (Defence Mechanism)

As explained previously in section 4.3.4.1, Sasha felt disrespected by adults at secondary school. This theme captured how Sasha chose to behave in ways that she knew would put her at risk of exclusion but did so, as this gave her a sense of control in relation to gaining respect from others:

“...There was certain things that I chose to do [...] Cos in my head I had to prove something like. Cos you’re new to a school you don’t want. Especially with my past. I didn’t want no one taking me for some. D’ya know what I mean, like. I wanted respect, so I would act a certain way. [...] so, like, with the rules and stuff I chose not to follow them....” (Lines 158-163)

This theme captured how Sasha felt she could take charge of her need to feel respected, and to demand respect, by behaving in ways that upset others. She felt her rule breaking, in some way, righted the wrongs committed against her.

4.5.4 Overarching Theme Summary

The overarching theme ‘Defences’ captured different ways in which the young people took action to protect themselves from experiences that they found difficult. These ranged from pretending or denying to self or others that unwanted things were happening, distancing from the difficulties by locating them in the past only and by minimising the problems by developing a narrative that overwrote the unwanted experiences. This overarching theme has highlighted the young people’s lack of security in their mainstream school environments.

4.6 Overarching Theme 4: ‘Learning: A Boring Requirement’

The overarching theme ‘Learning: A Boring Requirement’ featured within three young people’s interviews and captured their experiences related to their understanding of the relevance of learning.

The young people spoke about being expected to complete academic work tasks that were too hard or boring whilst attending mainstream secondary school. Within this theme, young people’s difficulties understanding the necessity of learning were also captured.

Table 12 below shows how the themes from each of the young people were drawn together to create the fourth overarching theme.

Overarching Theme Four: Learning: A Boring Journey		
Participant	Superordinate Themes	Subordinate Themes
Mervin	Academic Demand	Academic Demand
Dexter	Demotivated Learner	Demotivated Learner
Terrance	Laborious Tasks	Laborious Tasks

Table 12: Subordinate and Superordinate Themes within Overarching Theme Four

4.6.1 Mervin (Academic Demand)

This theme captures Mervin’s perceptions of the academic pressures within mainstream secondary schools. His difficulties accessing work tasks independently were also captured:

“I wouldn’t say I was stupid. But I would try to do all the work, like. I would always be the person that like, jus’ puts their hand up cos I needed help.” (Lines 128- 130)

Described as a 'push', he presents a picture of being confused about the level of work he was given, although he was later able to realise the need to extend his learning beyond his level of comfortability:

"[...] Like, inside of school they push you to where, they want you to be or where. You think you don't want to be, but you really do ..." (Lines 545-547)

"[...] Give you more work, like even when you don't know why". (Line 551)

Mervin found considering the emotional impact of his difficulties with academic work tasks challenging. He explained his reduced energy levels as not being depression or sadness, but a loss of energy, when independently attempting academic work tasks that were too hard. There was also a sense of becoming disconnected from his learning.

[...] "In the middle of it. [...] I wasn't depressed. [...] I wasn't sad. [...] Cause I was so energetic, [...] all that energy would just go. [...] I wouldn't be so interested [...] From like a ten to like a two". (Lines 551-557)

This theme 'Academic Demand' captured Mervin's experience of academic work tasks being too hard for him, his difficulties working independently and the emotional impact this had on his mood.

4.6.2 Dexter (Demotivated Learner)

This theme captures Dexter's experience of academic work tasks becoming harder as time went on, which impacted on his approach to learning. His lack of motivation as a learner had a negative impact on his belief that he could achieve.

Dexter described his thoughts as the academic work tasks became more challenging:

[...] "The subjects got harder and then I jus' feel like, I can't do it". (Line 113)

For Dexter, his experience of academic work tasks becoming increasingly harder as time went on throughout secondary school, led to a level of demotivation:

[...] *"Some of the subjects dat got harder, they were easy. But maths, when dat got harder, I was like, I can't do it. I'm not good at maths". (Lines 117-118)*

This sense of giving up on his learning appeared to have led to further demotivation, negatively impacting his approach to learning more generally. Dexter explained his lack of engagement during lessons:

"I'd be either sleeping or not doing the work, or talking to my friends". (Line 122)

He explained his on-going disengaged behaviours that had become normalised due to his view that learning was boring:

[...] *"If the lesson is boring, I would do one page of work and then sleep". (Lines 219-221)*

This theme 'Demotivated Learner' captured Dexter's in-class behaviours. His presentation as a demotivated learner due to his perception of uninteresting work tasks was also captured.

4.6.3 Terrance (Boredom)

This theme captures Terrance's perception that attending school in order to learn was boring. What stood out from Terrance's experience was that he didn't understand the importance or relevance of learning:

[...] *"Boring. Who wants to wake up and go to school? It's just I thought it was pointless, no reason to actually be in school". (Lines 82-84)*

Similarly, to Dexter, Terrance found learning boring. He questioned the need to

attend school daily (no reason to actually be in school). Similarly, to Dexter, Terrance's confusion related to the necessity of schooling appeared to impact his level of motivation, approach to learning and behavioural response:

[...] *"I did less work. That's when I turnt". (Lines 35-36)*

[...] *"Went from being calmed down to, hyperactive and just changed". (Line 40)*

The quote below demonstrated that Terrance's approach to learning appeared to have changed over time. The experience of permanent exclusion seemed to have developed a greater recognition regarding the importance of learning and the benefit of academic achievement:

[...] *"I do more work. Cos I have to do my GCSEs, and I don't want to fail. I have to do my GCSEs and I have to do work" (Lines 199-200)*

This theme 'Boredom' captured Terrance's beliefs related to the relevance of learning. His behaviours during academic lessons due to his perception that learning was boring, was also captured.

4.6.4 Overarching Theme Summary

This Overarching theme 'Learning: A Boring Requirement' has demonstrated the young people's understanding of academic learning in the secondary school environment. The young people's difficulties understanding the relevance of learning have also been captured. This overarching theme has highlighted the of the young people's excessive challenges in relation to their learning.

4.7 Overarching Theme 5: 'Exclusion: A Sense of Relief'

4.8 Overarching Theme 6: 'The Evolving Self'

The overarching theme 'The Evolving Self' arose from two young people's interviews and captured a sense of them having more control of their educational journey following their permanent exclusion. Their thoughts related to planning for the future, what had changed about them and what had stayed the same following the permanent exclusion, were captured. The young people spoke about the changes in their behaviour and their reflections of the negative experience of permanent exclusion.

Table 14 below shows how the themes from each of the young people were drawn together to create the overarching theme.

Overarching Theme Six: The Evolving Self		
Participant	Superordinate Themes	Subordinate Themes
Mervin	Growing Through Experience	Growing Through Experience
Sasha	Onwards and Upwards	Onwards and Upwards

Table 14: Subordinate and Superordinate Themes within Overarching Theme Six

4.8.1 Mervin (Growing Through Experience)

This theme captures the transformation in Mervin's thinking following his permanent exclusion. His reflections related to not wanting to make the same mistakes in the

future. He presented a picture of how his experience of permanent exclusion had informed his plans for his future:

“My whole attitude has changed [...] The way I think. The way I do things. Like. The way I even rock up to school like, the way how I even present myself is jus’ different. Cos like, I-I just think like, it’s long [slang for annoying] getting trouble, [...] So from, fr-from when I was a little boy to how old I am now, I’ve changed a lot.” (Lines 342-347)

Mervin seemed to suggest that he had learned from his experiences, even though he hadn’t set out to do this:

“...From when I was a little boy to how old I am now, I’ve changed a lot. [...] I never knew I was gonna change. Like. It takes time to change, but for me it happened like, like, that. [...] I’ve been through like, (kisses teeth) a lot of things. So. I jus’ feel like, [...] All the things that have happened it jus’ changed me as a person” (Lines 346-353)

This theme ‘Growing Through Experience’ has captured Mervin’s views of how without intending to, his attitude changed following the permanent exclusion.

4.8.2 Sasha (Onwards and Upwards)

This theme captures Sasha’s beliefs about what she had learned since being permanently excluded:

“... I don’t know if I’m going to be able to get into a mainstream. But I know if I did, I’d be able to stay because, I’ve now taught myself how to deal with these teachers. You know? (high pitched voice)” (Lines 345-348)

“... I will remove myself out of the situation. [...] I deal with situations way more calmly now, way more calmly. Yeah”. (Lines 472-473)

It is interesting to note that Sasha attributes this learning to having taught herself.

Sasha seemed to anticipate a bright future for herself, which greatly contrasted with the negativity and hostility that emanated from her accounts of school:

“I know that I’m going to do better with my life. I’m actually gonna be successful. I’m still planning to pass my GCSEs,[...] go college,[...] go uni, all my plans are the same. Nothing’s changed about that and it will never change”. (Lines 374-378)

“... I’m gonna follow in my uncle’s footsteps and be an estate agent. [...] I’ve already got it. It’s all sorted really, like he’s just gonna teach me. I’m gonna do work experience at his thing when I’m the age, yeah it’s all sorted out”. (Lines 382-385)

This theme ‘Onwards and Upwards’ captures Sasha’s sense of purpose and hope about her future which is starkly different to her accounts of her past.

4.8.3 Overarching Theme Summary

This Overarching theme ‘The Evolving Self’ demonstrates the young people’s perception of changes within themselves and personal characteristics that had stayed the same following the permanent exclusion. Closely interlinked to their negative experiences within their mainstream secondary schools, was a sense of taking control over their future, now they were no longer attending the challenging mainstream secondary school environments. This overarching theme has demonstrated the young people’s acknowledgement of their feelings which led to a level of choice creating a level of autonomy; related to their future choices.

4.9 Chapter Summary

The purpose of this chapter was to present the overarching themes through detailing the associated subordinate and superordinate themes that informed them. Appendix P shows the table of superordinate themes for the participant group.

Following a positive primary school experience, all participants described the difficulties they faced initiating and/or maintaining meaningful relationships with mainstream secondary school staff and/or peers. The relationships within secondary school settings were described as lacking in respect and care.

Adhering to the rules within the mainstream secondary school environment was further complicated by perceptions of the need to build forms of defence for self-protection. Within secondary school environments that lacked security these young people explained a lack of choice, acknowledgement of feelings and inclusion.

Participants shared their excessive challenges and difficult experiences with learning, which involved struggling with academic demands, demotivation, and boredom. As a result of their difficult mainstream secondary school experiences, the young people expressed a sense of freedom relating to their permanent exclusion, describing the relief of no longer having to attend a mainstream secondary school with the ongoing challenges it presented.

Following their permanent exclusion these young people went on to acknowledge their feelings which led to a level of autonomy; related to their future choices.

These findings are discussed in relation to existing, published research and psychological theory in Chapter 5.

5

DISCUSSION

5.1 Chapter Overview

This chapter considers the findings of this study in relation to existing published research. Relevant psychological theories are drawn upon to reflect on the participants' experiences and the researcher's interpretation of the findings.

The limitations of this research and recommendations for future research are presented. Implications of the findings for all key stakeholders are offered, alongside a consideration of the role and practice of EPs. How the findings will be disseminated to participants, the Local Authority (LA), and more widely to other professionals, is outlined.

5.2 The Findings in the Context of Previous Research

The aim of the research was to explore the experiences of young people who have been permanently excluded from mainstream school. The analysis generated six overarching themes; each is discussed in the context of the similarities and differences with the studies included in Chapter 2 and alongside relevant psychological theory that further illuminates the findings.

5.2.1 Contrasting Relationships and Difficulties with Authority

Widely recognised within existing literature is the significance of difficult interactions with school staff (Alexis, 2015; Boyd, 2019; Griffiths, 2009; King, 2009; Moore, 2009; Pomeroy, 1999; Thacker, 2017; Wilson, 2014; Wood, 2012). This research mirrored

these findings, highlighting the young people's perceptions of negative relationships with their secondary school teachers. Similar to previous studies (Alexis, 2015; Boyd, 2019; Griffiths, 2009; King, 2009; Pomeroy, 1999; Thacker, 2017; Wilson, 2014; Wood, 2012), Mervin, Dexter and Sasha also described experiencing difficulties with peer relationships.

An additional finding in this study was that of negative relationships at secondary school contrasting with positive ones at primary school. During their time at primary school, participants in this study appeared to have built their own understanding of how teacher relationships should be. Then, following this, the relationships they had with their secondary school teachers fell short of their expectations. This suggests a need for increasing awareness of the challenges related to the transition between primary and secondary school. When considering Bowlby's (1979) theory of affectional bonds and attachment figures, the importance of trusting adult relationships and secure attachments within secondary school environments is also of importance here.

Wilson's (2014) study found that young people reported poor relationships which led to a lack of trust; this is very similar to the experience of some of this study's participants. Wilson's study explored the experiences of permanently excluded children and young people from the perspective of self-determination theory, (Ryan & Deci, 2000) and the concept of basic psychological needs. Self-determination seems to provide a useful frame here, as self-determination allows individuals to feel that they have control over their choices and lives. It also has an impact on motivation, as individuals feel more motivated to take action when they feel that what they do will have an effect on the outcome.

Self-determination theory is an approach to human motivation that emphasises the importance of evolved human resources for behavioural self-regulation (Ryan & Deci, 2000). Self-determination theory is grounded in the assumption that all human beings are 'growth-oriented' and proposes that this tendency is supported or undermined by our experience of environmental influences or social-contextual factors (Ryan & Deci, 2002). As shown in figure 7 below, the core tenets of self-determination theory emphasise a relationship between three basic psychological needs: Autonomy, Relatedness, and Competence (Ryan & Deci, 2000).

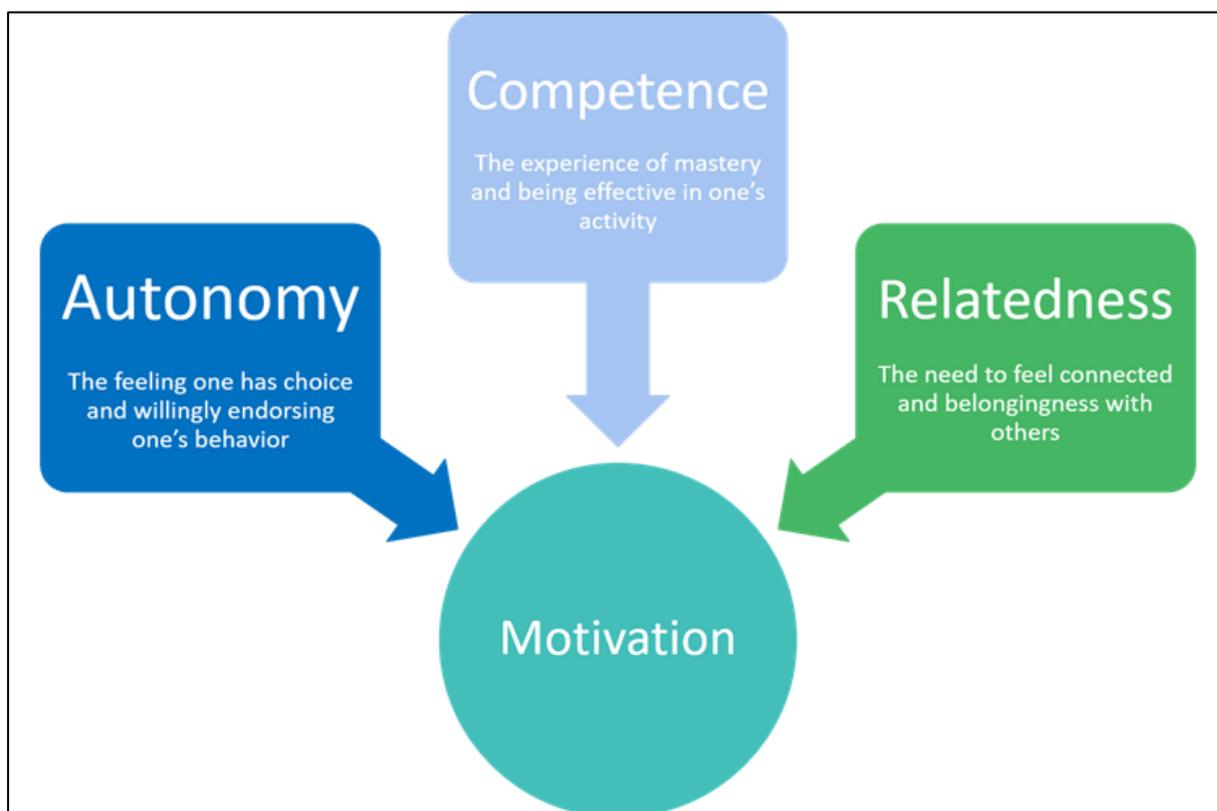


Figure 7: Ryan and Deci's (2000) Self-Determination Theory

Within this research, when considering the negative relationships participants experienced during their time in secondary school, self-determination theory provides a framework for understanding how these negative relationships would have created excessive challenges, resulting in their basic psychological need for relatedness not

being met. In line with the findings relating to negative relationships in previous studies, (Alexis, 2015; Boyd, 2019; Griffiths, 2009; King, 2009; Moore, 2009; Pomeroy, 1999; Thacker, 2017; Wilson, 2014; Wood, 2012), using self-determination theory, this research suggests that secure relationships with trusted adults that include respect, care and security can support and enhance pupils' basic psychological need for relatedness.

In addition to what has been published, this research also highlighted participants' scepticism regarding the necessity for many of the rules within the mainstream secondary schools they attended. When applying the self-determination continuum in figure 5, with the recognition that the negative experiences explained by Mervin, Terrance and Sasha were traumatic, subsequently their sense of autonomy in relation to their ability to make choices would not have been met.

Within this research the young people's experiences in secondary school lacked respect and caring relationships. Research on the conditions that foster, versus undermine, positive human potential, has both theoretical and practical significance; it can contribute not only to formal knowledge of the causes of human behaviour, but also to the design of social environments that optimise development, performance, and wellbeing. Research guided by self-determination theory has had an ongoing concern with precisely these issues (Deci & Ryan, 1985; Ryan, 1995). Together, these points highlight the significance of primary to secondary school transfer and that consideration should be given to exploring and managing young people's expectations.

Within the research, young people's accounts were littered with experiences of relational disruption; this would have negatively impacted their relatedness and could

also be defined as “relational trauma” (Thierry, 2016). Relational trauma occurs when there is consistent disruption of an individual’s sense of being safe within relationships. When considering the basic psychological need for relatedness, without appropriate support, traumatic experiences can have severe and long-lasting effects. The absence of supportive relationships can, therefore, be a source of psychological harm (Thierry, 2016)

Figure 8 below shows Thierry’s (2014) trauma continuum.

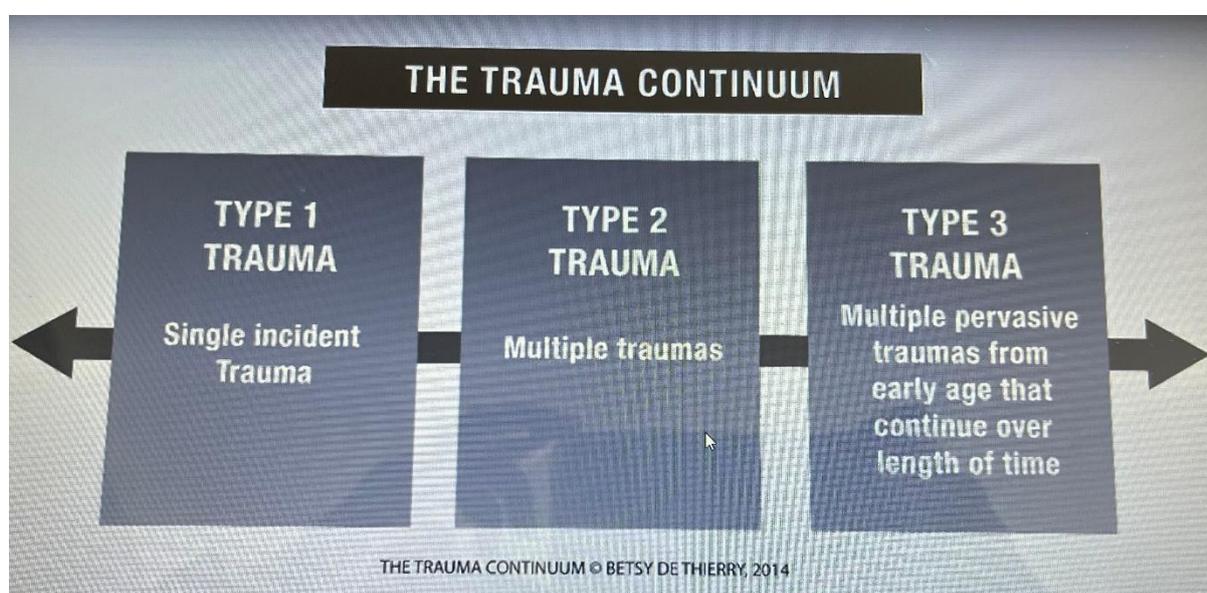


Figure 8: The Trauma Continuum (Thierry, 2014)

The young people within this study explained multiple incidents of negative relational interactions with school staff and, in some cases, peers; when considering the continuum above and relational trauma, this would be considered ‘Type 2 Trauma’ (Thierry, 2014). Good quality relationships are vital for wellbeing, growth and health, especially when a child has experienced adversity or trauma (Thierry, 2016) and these young people’s accounts highlighted that the protective factors of supportive relationships were absent during their time in secondary school.

5.2.2 Negative School Experiences: The Emotional Impact

In alignment with previous studies (Alexis, 2015; Boyd, 2019; Moore, 2009; Griffiths, 2009; Thacker, 2017; Wood, 2012; Wilson, 2014), when discussing their lived experiences, participants explained having developed an awareness of their needs that were previously unmet after being made to leave their school. An additional finding of this study was that of participants describing the impact of unmet needs, which led to further challenges and upsetting situations during their time at mainstream secondary schools. Within the findings, Mervin, Terrance and Sasha all described the negative impact that their school experiences had on them. Their experiences highlighted school environments that lacked choice, acknowledgement of feelings and inclusion.

This research has highlighted the young people's experiences of a lack of support to cope with difficult circumstances. Participants spoke about their inability to change the negative experiences they encountered within their mainstream secondary school environments. Their perceptions of the demands of situations exceeding their belief in their capacity to cope, has also been captured; it seems important, therefore, to consider Social, Emotional and Mental Health (SEMH) needs. Closely interlinked with relationships (section 4.3), there are many ways that a young person's mental health can be nurtured and supported, and evidence increasingly shows that relationships must be prioritised (Bombèr et al., 2020). When considering the emotional impact of school environments (section 4.4), it is important to consider that education staff are often 'experts' in building relationships and have the power to create and foster a

culture of warmth, nurture, kindness and positive relationships within their school environments (Bombèr et al., 2020).

Self-determination theory suggests that the development and maintenance of autonomy, relatedness and competence can be harmed in social environments that are antagonistic toward these tendencies (Ryan & Deci, 2000). Research guided by self-determination theory has had an ongoing concern with precisely these issues (Deci & Ryan, 1985; Ryan, 1995). Drawing on this, the young people's multiple negative experiences, ongoing maintenance of their situations, and their perceptions of a lack of inclusion whilst attending their secondary mainstream school settings, could also be considered as 'systemic/institutional trauma'; this is systemic/institutional action or inaction that can worsen the impact of traumatic experience. Systemic trauma regards the contextual features that give rise to, maintain, and impact trauma-related response (Bombèr et al., 2020). Therefore, the young people's poor experiences in school could have meant that they felt extremely vulnerable (Vizard, 2009).

Again, self-determination theory is useful to consider in relation to what was captured in this theme. Much of the research guided by self-determination theory has also examined environmental factors that hinder or undermine self-motivation, social functioning, and personal wellbeing. Self-determination theory suggests that the development and maintenance of autonomy, relatedness and competence can be harmed in social environments that are antagonistic toward these tendencies (Ryan & Deci, 2000). When considering autonomy highlighted in figure 7, it is important to recognise that the negative experiences explained by Mervin, Terrance and Sasha

would have subsequently undermined their levels of autonomy, as there was a lack of explanation and rationale for the decisions made in the school environment, no acknowledgement of their feelings and a lack of choice.

5.2.3 Creating Defences

Closely interlinked to their negative school experiences (section 4.4) this research has added to the existing literature (Alexis, 2015; Boyd, 2019; Griffiths, 2009; King, 2009; Moore, 2009; Pomeroy, 1999; Thacker, 2017; Wilson, 2014; Wood, 2012), by illuminating the young people's perceptions of the attitudes and behaviours they adopted overtime as a response to ongoing negative encounters. These young people's accounts highlighted their inability to change the difficult relationships (4.3) and negative school experiences (section 4.4), they encountered within their mainstream secondary school environments. When considering self-determination theory, Mervin's experience of failed attempts to try and mitigate the problems he encountered, Terrance's acknowledgment that he engaged in behaviours that led to his exclusion and Sasha's experience of a lack of respect would have undermined their basic psychological need for relatedness. During their time in mainstream secondary school Mervin, Terrance and Sasha did not experience a sense of belonging and attachment to others. The behaviours they adopted seemed to be a response to the negative experiences they faced daily. When considering their sense of autonomy, the young people appeared to have a lack of control of their own behaviours and goals, which undermined their ability to feel self-determined.

Within Sasha's experience, she explained choosing to behave in ways that she knew would put her at risk of exclusion but doing so, as it gave her a sense of control, this would suggest her need to build a sense of autonomy. The young people within

King's (2009) study shared their perception of rigid school systems, with participants' feeling helpless, excluded and not heard. Within Griffiths' (2009) study the young people held a narrative regarding a sense of injustice which resulted in them giving up. In line with this research, Wilson's study (2014) also captured young people's perceptions of needing a level of control over their negative situation in school, which led to choices that resulted in bad consequences. This was also captured within Sasha's experience of her need to feel respected, and to demand respect, by behaving in ways that upset others. She felt her rule breaking, in some way, righted the wrongs committed against her.

Within Alexis' (2015) study the young people shared their experiences of struggling to deal with uncomfortable feelings and Boyd's (2019) research highlighted the participants' difficulties managing others' perceptions of them. Although these studies seemed to acknowledge the existence of negative experiences, they failed to consider to what extent the young people's challenging behaviours were a response or communication connected to these daily negative encounters.

This study has added to the literature base that considered the negative experiences of excluded young people (Alexis, 2015; Boyd, 2019; Griffiths, 2009; King, 2009; Moore, 2009; Wilson, 2014; Wood, 2012). In line with Wilson's (2014) study, the young people's basic psychological needs that were not met in the mainstream secondary school environment have also been considered. It would appear that because of unmet basic psychological needs, Mervin, Terrance and Sasha took action to protect themselves from experiences that they found difficult. Mervin shared his insights into his failed attempts to try and reduce the impact of the problems he encountered by pretending or denying to himself or others that unwanted things were happening. Terrance acknowledged that he engaged in behaviours that led to his

exclusion but now distanced himself from them by locating them in the past, and Sasha minimised the difficulties she experienced and offered a narrative that overwrote the unwanted experiences. These defences seemed to have been created due to a lack of autonomy, competence and relatedness within their mainstream secondary school environments.

Here, it is also important to consider that these young people used unconscious psychological responses that protected them from feelings of anxiety. The young people's perceptions of the attitudes and behaviours they adopted over time, were unconsciously used to protect them from the anxiety arising from unacceptable thoughts or feelings associated with perceived threats or fears (Youell, 2006). It should be considered that as a response to ongoing negative encounters defence mechanisms were applied. With a consideration for unmet basic psychological needs and without the necessary support, the young people unconsciously took action to protect themselves from experiences that they found difficult. When considering figure 7, young people can be motivated because they value an activity or because there is strong external coercion. They can behave from a sense of personal commitment to excel or from fear of being under surveillance. Within the findings of this study, being externally pressured was evident in Mervin (section 4.3.1.1) and Dexter's (4.3.2) experiences of being 'watched' by mainstream school staff.

With a consideration for Social, Emotional, Mental Health (SEMH) and anxiety, schools not only have the potential to protect pupils from harm and to promote their wellbeing, they have a duty to do so (DfE, 2021b). Highlighted here is the necessity of teachers' understanding of behaviour in the classroom, such as the importance of

opportunities for teacher reflection and work discussion (Youell, 2006). At a systemic and organisational level, systems of communication seem important here. When considering the ongoing impact of negative interactions, it is important to also consider organisational defences against anxiety and the causes of stress and dysfunction that may occur within systems. Employing a systems psychodynamic approach which may be beneficial in shifting the views held by staff members, ensuring that they remain open systems that are able to engage in more effective relationships, is of importance here. (Eloquin, 2016).

5.2.4 Learning: A Boring Requirement

Adding to the previous studies, this research places a focus on the excluded participants' perspectives related to academic learning. Although Moore's (2009) study found that young people perceived not having their academic needs met, this was not considered further. Within this research, school-based learning held a lack of meaning for both Dexter and Terrance once in secondary school. Therefore, this research has considered the view that many students arrive at school in a 'disrupted' state due to the confusing world they are growing up in, as a result many become disaffected and disengaged from their learning (Vizard, 2009).

Self-determination theory holds the idea that individuals are actively directed towards growth. Gaining mastery over challenges and taking in new experiences are both essential for developing a cohesive sense of self (Ryan & Deci, 1985). Field studies have shown that teachers who are autonomy-supportive (in contrast to controlling) increase students levels of intrinsic motivation, curiosity and desire for challenge (Deci et al., 1981; Flink et al., 1990; Ryan & Grolnick, 1986). Further studies have suggested that students taught with a more controlling approach not only lose

initiative but learn less effectively, especially when learning requires conceptual, creative processing (Amabile, 1996; Grolnick & Ryan, 1987; Utman, 1997). In line with these studies, Dexter's experience of being a demotivated learner and Terrance's experience of boredom in relation to learning would suggest that their basic psychological need for competence was unmet.

When again considering self-determination theory's concept of intrinsic motivation and the tendency toward learning and creativity, it seems that conditions that facilitate versus forestall intrinsic motivation are important to consider. It appears that Dexter and Terrance experienced learning as being inaccessible and/or unengaging, resulting in them navigating away from feelings of boredom or incompetence, through switching off or distracting themselves (Ryan & Deci, 2000).

5.2.5 Exclusion: A Sense of Relief

Also captured within other studies (Boyd, 2019; King, 2009; Wood, 2012), within this research Dexter, Terrance and Sasha did not express surprise at being excluded; in addition, these young people shared their perceptions of the positive meanings they took from being placed outside of mainstream education; with Terrance and Sasha explaining that they anticipated it. Although permanent exclusion is something done to young people, all three young people suggested that there was some degree of choice or agency of their own that contributed to the decision to exclude. Where aspects of relief were expressed, associated with disliking the school they attended, ambivalence was also expressed about 'not caring'.

It appeared that for Dexter, Terrance and Sasha adhering to the rules within secondary school became an excessive challenge. The idea of threats and imposed goals/control resulted in their basic psychological needs for relatedness, competence and autonomy not being met. When considering their levels of autonomy these young people did not share experiences of feeling in control of their own behaviours and goals. Instead, Dexter and Terrance explained their experience of not having the skills needed for academic or social success, which demonstrated that their basic psychological needs for competence both academically and socially were not met. With consideration for relatedness, all three young people shared experiences that were not conducive to a sense of belonging or having positive attachment to others.

5.2.6 The Evolving Self

Adding to the existing studies (Alexis, 2015; Boyd, 2019; Griffiths, 2009; King, 2009; Moore, 2009; Pomeroy, 1999; Thacker, 2017; Wilson, 2014; Wood, 2012), this research captured the young people's perception of changes within themselves and personal characteristics that had stayed the same following their permanent exclusions. This theme is closely interlinked to Mervin and Sasha's negative experiences within their mainstream secondary schools (in sections 4.4.1 and 4.4.3). This may suggest that when considering Maslow's (1943) theory of human motivation their basic needs such as belonging, were not met in order to have their basic psychological needs met, whilst attending school.

Mervin and Sasha experienced a transformation in their thinking following their permanent exclusions. They appeared to have a sense of taking control over their

future once they were no longer attending the challenging mainstream secondary school environments.

Following the permanent exclusion, when considering self-determination theory, it is evident that Mervin experienced growth within his basic psychological needs for autonomy and competence. He reflected on not wanting to make the same mistakes, recognising his needs and how his experience of permanent exclusion had informed his plans for his future. Although Sasha's experiences demonstrated that she had a good sense of competence as she was academically achieving, her basic psychological needs for relatedness and autonomy were unmet. Sasha explained feeling that, following the permanent exclusion from her third school, she had more choice which demonstrated her increased autonomy. Both young people demonstrated extrinsic motivation, through a level of personal endorsement and a feeling of choice. Within their evolving selves Mervin and Sasha explained their improved self-awareness, decision-making skills, self-regulation, and goal-setting abilities which can encourage the growth of stronger self-determination. (Ryan & Deci, 2000).

5.3 Reflection on the Studies' Participants

The researcher feels it is also important to consider the permanent exclusion rate, and number of permanent exclusions, by ethnicity over time highlighted in section 1.3. In every year covered by the data in figure 4, the rate for pupils from black and mixed backgrounds was higher than the national average. The rate of both temporary and permanent exclusion is highest among Black Caribbean, Gypsy/Roma and Traveller pupils (Timpson, 2019). All participants within this research were of black

or mixed British decent. Critical race theorists may argue that this feeling of being watched speaks to the experience of covert racism within society which in this case would be in the form of exclusion from school (Boyd, 2019). Boyd (2019) considers that whilst few studies have quantified the prevalence of trauma among young people who belong to these groups, there is evidence that social, educational and intellectual disadvantage, and belonging to a racial or ethnic minority are risk factors for trauma (Hatch & Dohrenwend, 2007). There is a two-way relationship between psychological distress and school exclusion, young people who have poor mental health are more likely to be excluded (Boyd, 2019).

The implications of the points above are that school environments would benefit from a better understanding of cultural differences within exclusion. Working to a more trauma informed approach may benefit these vulnerable groups..

5.3.1 Reflective Account

Reflexivity is an essential element of IPA studies. In order to support my reflections, I used a diary to record my thoughts throughout the research process.

The process of data analysis was lengthy and the generation of emergent themes was difficult. Thinking about conceptual comments reminded me of working as a TEP whilst hypothesising, so I found this quite familiar. The generation of emergent themes following this was difficult. So much had been conveyed by the participants and I wondered how I would consolidate all that had been said into one statement. I looked at other student's theses to get an idea of how they had arrived at emergent themes. I was not much clearer following this and used supervision to aid my thoughts. Following supervision I had a better idea of how to create emergent themes

from the data collected, without being too interpretive. Following my supervision, the generation of emergent themes sometimes seemed quite natural and much more difficult at other times. I explained this in the next supervision and was told that the first transcript is always the hardest and it would become easier following that, I was finding the process very difficult and hoped this was true.

I also found developing the superordinate themes very difficult. I wondered if I had grouped the emergent themes correctly and how to do this the 'right' way. An IPA group had been arranged by one of the research supervisors and I found thinking out loud in this forum very beneficial. I recognised that I was not alone in this difficult data analysis stage and it built my confidence in deciding how to name the superordinate themes.

Again, the choice of overarching themes was challenging. I found it very difficult to avoid duplication because the participants responses often overlapped. It was not clear cut that some themes would fit into an overarching theme and not in others. I managed this by making it clear that there were often overlaps in experiences and this was made explicit when it occurred. During individual supervision I was able to talk through the overlap and arrive at a rationale of the choice of the overarching themes.

I wondered how I would present the findings as the theses I had looked at all took very different approaches. Due to the interpretative nature of IPA, Following supervision, I was able to come to the conclusion that presenting the participants individual accounts would allow me to incorporate psychology into my interpretations of the data that had been collected..

5.4 Limitations

As a methodology, IPA focuses on the language used, exploring semantic and linguistic content in order to develop a rich description of experiences. The participants provided succinct replies and appeared to have felt uncomfortable or unable to express themselves freely at some points throughout the interviews. They often used slang and colloquial language that would be unfamiliar to those outside of their peer group or from a different background. Here, the researcher being of black British descent with a London accent was at an advantage as the participants appeared to feel free to share their experiences using the terms and language they felt most comfortable with. However, this too had its limitations as participants did not appear to see the need to fully explain the meaning of certain phrases. During the interviews, participants were asked to explain unfamiliar terms.

Within this research young people placed more of an emphasis on their time in school leading up to the permanent exclusion. What happened before contrasts with what happened after, that in itself is quite interesting, this can be considered to be a limitation but can also be reflected on in different ways.

Learning needs were also described within participants experiences, due to the focus of this study, these experiences were not explored further.

5.5 Implications for Practice

The findings of this research align with a substantive body of research on self-determination theory (Deci et al., 1981; Deci & Ryan, 1985; Ryan et al., 1997; Ryan & Deci, 2000).

implications for practice can be stated with some confidence by drawing on the self-determination theory literature. When considering self-determination theory, the permanently excluded young people in this research have highlighted experiences where the three basic psychological needs autonomy, relatedness and competence were unmet. Thereby giving rise to a number of implications at a national and local level for organisations and professionals such as policy makers, EPs and teachers.

Local

- Local support programmes such as mentoring from elders that had difficult school experiences and have become successful would foster positive relationships, encouraging young people's basic psychological need for relatedness.
- Local clubs and access to local activities that can be attended by young people out of school hours, would encourage choice and positive performance feedback, increasing the basic psychological needs for competence and autonomy.

Schools

Under the Special Educational Needs and Disability Code of Practice (*SEND Code of Practice, 2020*) exclusions guidance, schools have a duty to ensure the process of implementing, reviewing and amending support. This research highlighted the permanently excluded young people's experience of negative relationships with

teachers throughout their secondary school journeys. When considering young people's basic psychological need for relatedness in line with the Code of Practice (2020) the following should be considered:

- The importance of effective home-school partnerships, where dynamics within teacher/pupil relationships can be identified early on, are important.
- Teaching staff should be enabled to establish and maintain positive relationships through short conversations with pupils. Positive relationships with teachers would result in significant differences in young people's experiences of their relationships with teachers and contribute to teachers' perceptions of young people at risk of permanent exclusion.
- Staff members within the school's Senior Leadership Team (SLT) should be supported in establishing a behaviour management system that is fair, just, and can be enforced with authority.
- A guidance document for primary and secondary school transfers available to transitioning pupils and their parents may be useful, helping to set out staff roles, rules and school expectations.
- Regular dual action plans that ensure collaborative working is taking place, also ensuring that trust and approachability is developed.
- Valuing young people's feedback and asking them for feedback.

This research highlighted the permanently excluded young people's negative experience's related to learning throughout their secondary school journeys. When considering young people's basic psychological need for competence the following should be considered:

- Providing positive performance feedback when students perform well.
- Assigning work tasks that provide optimal challenge.

The permanently excluded young people explained their negative school experiences throughout their secondary school journeys. When considering young people's basic psychological need for autonomy the following should be considered:

- Being supported to adopt a comprehensive, whole school approach to promoting the social and emotional wellbeing of children and young people (National Institute for Health and Care Excellence, 2009)
- Work towards a trauma-informed school approach which could make a positive difference to young people's behaviour and, more importantly, to their mental wellbeing, attainment and future life chances.

Educational Psychologists (EPs)

EPs are well placed to help schools understand the factors that could be at play within the education system, and which may be contributing to the high rates of permanent exclusion. When considering young people's basic psychological need for relatedness the following should be considered:

- Advocate regular training to school staff related to the benefits of being reflective about their practice. Training on implicit bias and the importance of having high academic and behavioural expectations of pupils.
- Have opportunities to provide secondary school staff with training and supervision related to maintaining an authoritative, rather than a power relationship.
- Help schools understand the relational needs of pupils and provide training that supports positive pupil/teacher interactions.
- Conduct work eliciting and empowering the voice of young people at risk of permanent exclusion by positively challenging secondary school systems where practices and policies do not directly promote inclusion.

When considering young people's basic psychological need for competence the following should be considered:

- Help teachers to identify when young people are being exposed to difficulties and potentially intervene before they result in traumatic experiences, and subsequently 'SEMH' difficulties (externalising or internalising) and/or exclusion.
- Help individual pupils to understand themselves better through exploring the impact of their cognitions on emotions and behaviours. Cognitive Behavioural Therapy (CBT), as well as other therapeutic approaches, can be very useful components of an EP's toolkit in helping schools to improve the 'SEMH' of all children and young people.

When considering young people's basic psychological need for autonomy the following should be considered:

- Deliver SEMH training to school staff such as building confidence and self-esteem of young people at risk of permanent exclusion, in response to the recommendations related to the adverse effects of permanent exclusion within the Timpson report (2019).

Wider Policy Development

When considering the need to encourage that young people's basic psychological needs for autonomy, competence and relatedness are met:

- In line with the Coram report (2019) permanent exclusions should never be unsupported: policies that allow for clear expectations, good communication, access to assessment of needs and timely provision of alternative placements can be and must be achieved.

5.6 Dissemination of Findings

The findings of this research will be disseminated to participants, the LA and more widely to other professionals as detailed below:

Participants

Young people will be provided with the opportunity to contact the researcher to ask any questions or discuss the research further.

PRU Headteacher

A summary of the study's key findings will be sent to the headteacher of the PRU that took part in the research.

LA and EPs

The researcher will provide EPs with a summary of the study process, key findings and implications for their practice during a Continued Professional Development (CPD) session.

SENCo Forum

As the study has applicability to: 1) working relationships between mainstream schools and young people and, 2) staff who support pupils at risk displaying challenging behaviour, a summary of the key findings will be presented at the LA SENCo forum.

Wider Professional Community

To address the gap in the literature base, the researcher intends to publish the current study in a journal relevant to Educational Psychology (e.g., 'Educational Psychology in Practice').

5.7 Suggestions for Further Research

More research is needed in this area to fully understand the connections between basic psychological needs' self-determination theory and young people's experiences of permanent exclusion. Given the importance of pupil and teacher relationships, it

would be useful for researchers to look at the relationship between young people's experiences of unmet basic, psychological needs, and their teachers understanding of contributing to learning environments that enhance relatedness, competence and autonomy. Further research into how the basic psychological needs of young people who have not been excluded would be useful to explore. This would reveal additional experiences related to psychological growth within mainstream secondary school environments.

The pupils' lack of experiences of inclusive environments had an impact on their feelings of belonging. Research on schools with practices and procedures that encourage a sense of belonging could help to build an understanding of how autonomy, relatedness and competence are successfully met in those mainstream school environments.

Due to the lack of previous research that included the voice of young people that had experienced permanent exclusion this research focused only on this group. The inclusion of parental and school professionals would have given a more holistic view, allowing for a better understanding of the experience of permanent exclusion from the perspective of others involved in the process and could have added additional insights and value to the research.

5.8 Concluding Comments

In order to orientate the reader to the topic of permanent exclusion, Chapter One provided the background and contextual information with regards to permanent

exclusion, which provided the rationale for this area of study. The researcher's personal interests in the topic of permanent exclusion were explained.

Building on that, Chapter Two focused on what is already known within the literature about the experiences of young people who have been permanently excluded. A systematic literature review was carried out identifying themes within the literature related to:

- Teacher and peer relationships
- Education and learning
- School as a system
- Family situations

Whilst critically analysing included papers, a gap within the published literature was evident. A dearth of literature within the UK that directly explores excluded young people's experiences of permanent exclusion from mainstream school was identified and the necessity for the development of further understanding of excluded young people's experiences was highlighted.

Chapter 3 presented the study's research question "What are young people's experiences of being permanently excluded from mainstream school?". The relativist ontology, and constructivist epistemological were explained. The qualitative approach methodology of Interpretative Phenomenological Analysis (IPA) was described including an explanation of the research design and rationale for taking an exploratory approach. Participant selection, data collection methods and analysis were explained and the research quality, including ethics, outlined.

Following the IPA data analysis process, within Chapter 4 the findings of this research were organised into six overarching themes: 'Contrasting Relationships and Difficulties with Authority', 'Negative School Experiences: The Emotional Impact', 'Creating Defences', 'Learning: A Boring Requirement', 'Exclusion: A Sense of Relief' and 'The Evolving Self'. Excerpts from the participants' interviews were provided to evidence how the themes were present in the young people's accounts. These themes can be brought together to present the overall thesis that there is a need to build a greater psychological understanding of permanently excluded young people's experiences in relation to social determination theory (Deci et al., 1981; Deci & Ryan, 1985; Ryan et al., 1997; Ryan & Deci, 2000) and the concept of their basic psychological needs. Agreeing with Wilson's (2014) deductive study of excluded young people, this research inductively highlighted a link between basic psychological needs and the experience of wellbeing. The young people's experiences demonstrated that their lack of basic needs for competence, autonomy, and relatedness being met led to a lack of positive psychological growth.

EPs routinely work with young people who often find it difficult to engage with challenging lessons or assessment tasks. Fundamentally, the current research has demonstrated that young people who have been excluded are capable of expressing their feelings and opinions about their experiences when they are provided with the space to do so. It is suggested that the role of the EP is to advocate for the young person and provide a holistic understanding of them, including their strengths and areas of need. A person-centred approach promotes understanding and awareness of the young person and treats them with respect.

Word Count: 32, 460

APPENDICES

Appendix A: Tables of Excluded/Included Papers

Search Papers Returned (47)

No	Record	Screened	Reason for Exclusion
1	McClusky, G., Cole, T., Daniels, H., Thompson, I., Tawell, A. (2019). Exclusion from School in Scotland and the UK: Contrast and Questions. <i>British educational research Journal</i> , Vol. 45 issue six, P1140-1159.	Title and Abstract	Focused on reasons for exclusion
2	Quickie, J. (2019). Jolly Good Show, Sir. Forum-for promoting three; 19 comprehensive education, p83-88	Title and Abstract	Focused on young people at risk of permanent exclusion.
3	Messeter, T. & Soni, A. (2018). A Systematic Literature Review of the "Managed Move" Process as an Alternative to Exclusion in UK Schools. <i>Emotional & behavioural difficulties</i> , Vol 23 issue two, P169-185.	Title and Abstract	Focused on managed moves.
4	Malcolm, A. (2018). Exclusions and Alternative Provision: Piecing Together the Picture. <i>Emotional & behavioural difficulties</i> , Vol 23 (1), pp. 69-80.	Title and Abstract	Focused on permanent exclusion data and attendance at alternative provisions.
5	Craggs, H. & Kelly, C. (2018). School belonging: listening to the voices of secondary school students who have undergone managed moves. <i>School psychology International</i> , Vol 39 (1), pp. 56-73.	Title and Abstract	Focused on managed moves.
6	Trotman, T., Tucker, S., Martyn, M. (2015). Understanding problematic pupil behaviour: perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city. <i>Educational research</i> , Vol 57 issue 3, p 237-253.	Title and Abstract	Focused on factors affecting school exclusion.
7	Severinsson, S., Nord, C., Reimers, E. (2015). (2015). Ambitious spaces for troubled youth: home, therapeutic institution or school? <i>Pedagogy, culture & Society</i> , Vol. 23 issue 2, p 245-264.	Title and Abstract	Carried out in Sweden
8	Tucker, S. (2013). Pupil vulnerability in school exclusion: developing responsive pastoral policies and practices in secondary education UK. <i>The school care in education</i> , vol 31 issue 4, p 279-291.	Title and Abstract	Focused on pupils at risk of exclusion.
9	Pirrie, A., Macleod, G., Cullen, M, A & McClusky, G. (2011). What happens to pupils permanently excluded from special schools and pupil referral units in England? <i>British educational research Journal</i> , Vol 37 (3), pp 519-538.	Title and Abstract	Focused on exclusions from special schools and pupil referral units.

10	McLoughlin, C. (2010). Concentric circles of containment: psychodynamic contribution to working in pupil referral units. <i>Journal of Child psychotherapy</i> , Vol. 36 issue 3, p 225-239.	Title and Abstract	Focused on psychodynamic therapy for permanently loaded young people.
11	Daniels, H & Cole, T. (2010). Exclusion from school: short-term setback or any long-term or difficulties? <i>European Journal of special needs education</i> , Vol 25(2), pp 115-130.	Title and Abstract	Focused on the negative Impact of school exclusion.
12	Pirrie, A & Macleod, G. (2009). Locked out: researching destinations and outcomes for pupils excluded from special schools and pupil referral unit. <i>Emotional & behavioural difficulties</i> , Vol 14 issue 3, p 185-194.	Title and Abstract	Focused on the outcomes for pupils permanently excluded from pupil referral units and special schools.
13	Pritchard, C & Williams, R. (2009). Does social work make a difference? A controlled study of former "looked- after-children" and "excluded-from-school" adolescents now men aged 16-24 subsequent offences, being victims of crime and suicide. <i>Journal of social work</i> , Vol 9 (3), pp 285:307.	Title and Abstract	Focused on outcomes for looked after children.
14	Frankham, J & Edwards-Kerr, D. (2009). Long story... Beyond "technologies" of knowing in case study work with permanently excluded young people. <i>International Journal of inclusive education</i> , Vol 13 Issue 4, p 409-422.	Title and Abstract	Focused on social exclusion
15	Thomson, P & Russell, L. (2009). Data, data everywhere-but not all the numbers that count? Mapping alternative provisions for students excluded from school. <i>International Journal of inclusive education</i> , Vol 13 issue 4, p 423-438.	Title and Abstract	Focused on the educational and training provisions for permanently excluded pupils
16	Clegg, J., Stackhouse, J., Finch., K., Murphy & Nicholls, S. (2009). Language abilities of secondary age pupils at risk of school exclusion: a preliminary report. <i>Child language teaching and therapy</i> , Vol 25 (1), pp 123-139.	Title and Abstract	Focused on school exclusions and their association with language impairment.
17	Carlile, A. (2009). "Bitchy girls and silly boys": gender and exclusion from school. <i>International Journal on school disaffection</i> . Vol 6 (2), p 36	Title and Abstract	Focused on gender and school exclusion.
18	Goodman, A & Ford, T. (2008). Validation of the audit score is a measure of predicting the level of emotional and behavioural problems in mainstream schools. <i>Research in education</i> , Vol 80 Issue p1-14.	Title and Abstract	Focused on emotional and behavioural problems.
19	Panayiotopoulos, C & Kerfoot, M. (2007). Early intervention and prevention for children excluded from primary schools. <i>International Journal of inclusive education</i> , Vol 11, issue 1, p 59-80.	Title and Abstract	Focused on interventions for pupils excluded from primary school.

20	Hodgson, P & Webb, D. (2005). Young people, crime and school exclusion: A case of some surprises. <i>The Howard Journal of criminal justice</i> , Vol 44 (1), pp 12-28.	Title and Abstract	Focused on the association of school exclusion and crime.
21	Graham, M & Robinson, G. (2004). "Silent catastrophe": institutional racism in the black educational system and the underachievement of black boys. <i>Journal of Black studies</i> , Vol 34 issue 225, p 653-671.	Title and Abstract	Focused on the association between permanent exclusion and race.
22	Sellman, E., Bedward, J., Cole, T & Daniels, H. (200224). A sociocultural approach to exclusion. <i>British educational research Journal</i> , Vol 28 Issue 6 p 889-900.	Title and Abstract	Focused on the formal procedure of permanent exclusion from school.
23	Pomeroy, E. (1999). The teacher-student relationship in secondary school: insights from excluded students. <i>British Journal of sociology of education</i> , Vol 20 issue 4, p 465-482.	Title and Abstract	Focused on excluded student perceptions of teacher qualities.
24	McNeill, B. (1996). Behaviour support in mainstream school. <i>Support for learning</i> , Vol 11 (4), pp 181-184.	Title and Abstract	Focused on the reintegration of permanently excluded students.
25	Rosentel, K., Lopez-Martinez, I., Crosby, R., Salazar, L., & Hill, B. (2020). Black transgender women and school-to-prison pipe file with line: Exploring the relationship between anti-trans experiences in school and adverse criminal-legal system outcomes. <i>Sexuality research & social policy: A Journal of the NSRC</i> , pp 186-198.	Title and Abstract	Focused on transgender individuals' experiences of school. Carried out in the USA
26	Afacan, K., & Wilkerson, K, L. (2019). The effectiveness of behaviour-focused alternative middle schools for students with disabilities. <i>Behavioural disorders</i> , Vol 45 (1), pp. 41-52	Title and Abstract	Focused on the effectiveness of alternative provisions. Carried out in the USA
27	Zeng, S., Corr, C. P., O'Grady, C., & Guan, Y. (2019). Adverse childhood experiences and preschool suspension expulsion: A population study. <i>Child abuse & neglect</i> , Vol 97.	Title and Abstract	Focused on the association of adverse childhood experiences and school exclusion.
28	Embeita, C. (2019). Reintegration to secondary education following school exclusion: an exploration of the relationship between home and school from the prospective parents. <i>Educational and child psychology</i> , Vol 36 (3), pp 18-32.	Title and Abstract	Focused on reintegration.
29	Zinsser, K. M., Zulauf, C. A., Das, V. N., & Silver, H. C. (2019). Utilizing social-emotional learning supports to address teacher stress and preschool expulsion. <i>Journal of Applied Developmental Psychology</i> , 61, 33-42.	Title and Abstract	Focused on interventions to reduce expulsion. Carried out in the USA.
30	Annamma, S. A., Anyon, Y., Joseph, N. M., Farrar, J., Greer, E., Downing, B., & Simmons, J. (2019). Black girls and school discipline: The complexities of being overrepresented and understudied. <i>Urban Education</i> , 54(2), 211-242.	Title and Abstract	Focused on the associations within school exclusion and race.

31	Conners Edge, N. A., Rose, A., Honeycutt, D., McKelvey, L., Swindle, T., Courson, D., & Forsman, J. A. (2018). Implementation of arkansas' initiative to reduce suspension and expulsion of young children. <i>Journal of Early Intervention, 40</i> (4), 317-334.	Title and Abstract	Focused on interventions used to reduce suspensions and expulsion from early care and education settings. Carried out in the USA.
32	Moore, M. (2018). Work discussion as a method for supporting peripatetic teachers of vulnerable children. <i>Infant Observation, 21</i> (1), 88-9	Title and Abstract	Focused on work discussion groups to support teachers of children not attending.
33	Malcolm, A. (2018). Exclusions and alternative provision: piecing together the picture. <i>Emotional and Behavioural Difficulties, 23</i> (1), 69-80.	Title and Abstract	Focused on the clearer reporting of alternative provision for permanent exclusions of CYP.
34	Ford, T., Parker, C., Salim, J., Goodman, R., Logan, S., & Henley, W. (2018). The relationship between exclusion from school and mental health: a secondary analysis of the British Child and Adolescent Mental Health Surveys 2004 and 2007. <i>Psychological medicine, 48</i> (4), 629-641.	Title and Abstract	Focused on the association between mental health and school exclusion
35	Parker, C., Paget, A., Ford, T., & Gwernan-Jones, R. (2016). ' he was excluded for the kind of behaviour that we thought he needed support with...'A qualitative analysis of the experiences and perspectives of parents whose children have been excluded from school. <i>Emotional and Behavioural Difficulties, 21</i> (1), 133-151.	Full Text	Focused on parental and primary aged children's perceptions of school exclusion.
36	Trotman, D., Tucker, S., & Martyn, M. (2015). Understanding problematic pupil behaviour: perceptions of pupils and behaviour coordinators on secondary school exclusion in an English city. <i>Educational Research, 57</i> (3), 237-253.	Full Text	Focused on the factors affecting school exclusion.
37	Coleman, N. (2015). Promoting resilience through adversity: Increasing positive outcomes for expelled students. <i>Educational Studies, 41</i> (1-2), 171-187.	Full Text	Focused on fixed term school exclusions.
38	Carlile, A. (2011). Docile bodies or contested space? Working under the shadow of permanent exclusion. <i>International Journal of Inclusive Education, 15</i> (3), 303-316.	Full Text	Focused on the association between school exclusion and academic league tables.
39	Parsons, C. (2010, September). Achieving zero permanent exclusions from school, social justice and economy. In <i>Forum</i> (Vol. 52, No. 3, pp. 395-404).	Title and Abstract	Focused on alternatives to exclusions from school.

40	Carlile, A. (2009). Sexism and permanent exclusion from school. In <i>Forum</i> (Vol. 51, No. 3, pp. 333-345). Symposium Journals.	Title and Abstract	Focused on the associations of gender and permanent exclusion.
41	Edmonds-Cady, C., & Hock, R. (2008). Children in crisis: Special education status and other stressors in the lives of children removed from school by expulsion. <i>School Social Work Journal</i> , 32(2), 72-86.	Title and Abstract	Focused on early childhood stressors that may have contributed to later school exclusion.
42	McCrystal, P., Percy, A., & Higgins, K. (2007). School exclusion drug use and antisocial behaviour at 15/16 years: implications for youth transitions. <i>Vulnerable Children and Youth Studies</i> , 2(3), 181-190.	Title and Abstract	Focused on the association between school exclusion, subsequent drug use and antisocial behaviour.
43	Brown, T. M. (2007). Lost and turned out: Academic, social, and emotional experiences of students excluded from school. <i>Urban Education</i> , 42(5), 432-455.	Title and Abstract	Focused on the association between students' school exclusion academic, social and emotional well-being.
44	McCrystal, P., Percy, A., & Higgins, K. (2007). Exclusion and marginalisation in adolescence: the experience of school exclusion on drug use and antisocial behaviour. <i>Journal of youth studies</i> , 10(1), 35-54.	Title and Abstract	Focused on school exclusion and its association with drug use and antisocial behaviour.
45	Humphrey, N., & Brooks, A. G. (2006). An evaluation of a short cognitive-behavioural anger management intervention for pupils at risk of exclusion. <i>Emotional and behavioural difficulties</i> , 11(1), 5-23.	Title and Abstract	Focused on an intervention for pupils at risk exclusion.
46	Graham, M., & Robinson, G. (2004). "The Silent Catastrophe" Institutional Racism in the British Educational System and the Underachievement of Black Boys. <i>Journal of Black Studies</i> , 34(5), 653-671.	Title and Abstract	Focused on the association of school exclusion and race.
47	Bracher, D., Hitchcock, M., & Moss, L. (1998). The Process of Permanent Exclusion and Implementation of 'Fresh Start' Programmes. <i>Educational Psychology in Practice</i> , 14(2), 83-93.	Title and Abstract	Focused on reintegration.

Search conducted using Google Scholar and The British Library ETHOS: (32)

No	Record	Screened	Reason for Exclusion
1	Grassie, G. (2004). <i>The experience of exclusion from school, from the viewpoint of those excluded and the generality of pupils</i> (Doctoral dissertation, University of Edinburgh).	Full Text	Focused on exploring experiences in and from school, other than permanent exclusion.
2	Oakley, S. (2015). <i>A narrative of one educational psychologist's search for young men's stories on school exclusion</i> (Doctoral dissertation, University of Sheffield).	Title and Abstract	Focused on YP at risk of permanent exclusion
3	Malcolm, A. D. (2015). <i>Alternative provision as an educational option: understanding the experiences of excluded young people.</i>	Full Text	Focused on YPs experiences in alternative provisions following PE
4	John, G. M. (2019). <i>Aces too high: an IPA study to examine educational exclusion and social inequality</i> (Doctoral dissertation, University of Sheffield).	Full Text	Focused on exploring experiences of exclusion and educational failure during YPs time at school, not permanent exclusion.
5	Walker, R. M. (2013). <i>How do pupils in a secondary school experience fixed period exclusion and reintegration? An exploration of pupil experience</i> (Doctoral dissertation, University of Essex).	Title and Abstract	Focused on fixed period exclusion and reintegration.
6	Lobley, S. (2020). <i>Beyond the Behaviour: An Interpretative Phenomenological Analysis Into the School Experiences of Primary Age Pupils who are 'at Risk' of Permanent School Exclusion</i> (Doctoral dissertation, University of Bristol).	Title and Abstract	Focused primary aged children at risk of PE.
7	Feingold, V. (2020). <i>Permanent Exclusions: Exploring the Narratives of Primary School Pupils, Their Parents and School Staff</i> (Doctoral dissertation, University of East London).	Title and Abstract	Focused on PE from the perspective of primary aged children.
8	King, H. (2011). <i>Young people's experiences of school exclusion and support from the voluntary sector in England and Wales</i> (Doctoral dissertation, University of York).	Title and Abstract	Focused on experiences of fixed term and social exclusion at school.
9	Jarvis, C. (2018). <i>Exploring the experiences of excluded pupils: a case study at a primary Pupil Referral Unit</i> (Doctoral dissertation, University of Bristol).	Title and Abstract	Focused on primary pupils' exclusion and experiences of a pupil referral unit.

10	Gray, L. (2018). <i>Exploring the experiences of school exclusion for pupils on the autism spectrum</i> (Doctoral dissertation, UCL (University College London)).	Title and Abstract	Focused on the exclusion experiences of pupils with autism.
11	Douglas, M. (2013). <i>On the edge of exclusion: the experiences of girls and their teaching assistants in a school-based provision</i> (Doctoral dissertation, University of Essex).	Title and Abstract	Focused on girls at risk of PE.
12	Kenny, R. (2018). <i>Fixed period exclusion: exploring the experience of primary aged pupils attending a specialist setting</i> (Doctoral dissertation, Cardiff University).	Title and Abstract	Focused on fixed term exclusion
13	Gooding, M. (2014). <i>Secondary School Exclusions: Young people's experiences of support</i> (Doctoral dissertation, University of East London).	Title and Abstract	Focused on YP at risk of exclusions experiences of support within school
14	Moyo, L. (2020). <i>School exclusion policies and approaches: a qualitative study of the experiences and perspectives of professionals, young people and their parents across school settings</i> (Doctoral dissertation, University of Sheffield).	Title and Abstract	Focused on YP at risk of exclusion
15	Rouse, D. (2011). <i>Why do girls get excluded from school? A small-scale qualitative investigation of the educational experiences of Key Stage 3 and 4 girls who are at risk of exclusion'</i> (Doctoral dissertation, University of Birmingham).	Title and Abstract	Focused on girls at risk of PE.
16	Lally, S. (2013). <i>School exclusion and reintegration: An exploration of pupils', parents' and teachers' experiences</i> (Doctoral dissertation, University of East London).	Title and Abstract	Focused on fixed term exclusion
17	MacFarlane, K. (2017). <i>Including pupils who are perceived to have challenging behaviour within mainstream schools: exploring the impact of exclusion interventions and SENCos' efficacy beliefs</i> (Doctoral dissertation, Newcastle University).	Title and Abstract	Focused on interventions to prevent fixed period exclusion.
18	Norgate, R. (2001). <i>Headteacher perspectives on the reasons pupils are permanently excluded from special schools for pupils with severe learning difficulties</i> (Doctoral dissertation, The Open University).	Title and Abstract	Focused on reasons for PE.
19	ALABBAD, H., & JAWAD, M. (2020). <i>A study of school attendance and exclusions in secondary schools in England</i> (Doctoral dissertation, Durham University).	Title and Abstract	Focused on the connection between school exclusion and attendance.
20	Callwood, E. L. (2013). <i>The possible selves of young people who have experienced exclusion</i>	Title and Abstract	Focused on fixed term exclusion.

	<i>from school</i> (Doctoral dissertation, University of Sheffield).		
21	Mann, T. W. (2016). <i>Secondary students at risk of permanent exclusion who succeed</i> (Doctoral dissertation, Middlesex University).	Title and Abstract	Focused on YP at risk of PE
23	Ofutu, J. (2006). <i>'Acting strangely': the alienation, exclusion and criminalisation of young black people-an ethnographic study</i> (Doctoral dissertation, University of Central England in Birmingham).	Title and Abstract	Focused on young black men's experiences of social exclusion.
24	Lown, J. (2005). <i>Returning pupils to mainstream schools successfully, following permanent exclusion: participant perceptions</i> (Doctoral dissertation, University of Sheffield).	Title and Abstract	Focused on school reintegration following exclusion
25	Flaherty, J. (2008). <i>"I mean we're not the richest but we're not poor": discourses of poverty and social exclusion</i> (Doctoral dissertation, © Jan Flaherty).	Title and Abstract	Focused on social exclusion
26	Gilmore, G. J. (2010). Inclusion and Professionalism: Reducing fixed term exclusions in a South West Secondary School. A Cultural Historical Activity Theory study of a disciplinary Inclusion room.	Title and Abstract	Focused on fixed term exclusion
27	Moreton, P. (2018). <i>At Risk of Exclusion?: A Study of the Experiences of and Support Provided for Ten Young People Aged 14-16 in Two Large, Urban Secondary Schools</i> (Doctoral dissertation, University of Warwick).	Title and Abstract	Focused on YP at risk of exclusion.
28	Walsh, J. (2017). <i>Permanently excluded and perceived as challenging: a narrative inquiry into a parent's perception of their child</i> (Doctoral dissertation, Cardiff University).	Title and Abstract	Focused on a parental perspective of PE.
29	Birch, J. A. (2015). <i>Using a realistic evaluation approach to explore how alternative education programs support children who are at risk of school exclusion to remain in mainstream education</i> (Doctoral dissertation, University of Birmingham).	Title and Abstract	Focused on YP at risk of PE.
30	Martineau, S. (2018). <i>An appreciative inquiry of young people's transition into alternative provision</i> (Doctoral dissertation, University of Bristol).	Title and Abstract	Focused on YPs experiences of transitioning into AP.
31	Kendall, L. S. (2019). <i>Inclusion or exclusion across a range of educational setting: The lived experiences of students, parents and practitioners</i> (Doctoral dissertation, Liverpool John Moores University).	Title and Abstract	Focused on inclusive practices for YP at risk of PE.

Included papers

Search conducted using Databases, Google Scholar and The British Library ETHOS: (9)

No	Record	Screened	Reason for Inclusion
1	Pomeroy, E. N. (1999). <i>Excluded students' perceptions of their educational experience: a model for understanding</i> (Doctoral dissertation, University of Central England in Birmingham).	Full Text	This thesis met the inclusion criteria, focusing on the experience of PE from the perspective of permanently excluded YP.
2	King, S. (2009), <i>Permanent exclusion from school : the views of pupils and parents</i> . University of East London	Full Text	This thesis met the inclusion criteria, focusing on the experience of PE from the perspective of permanently excluded YP.
3	Moore, K. (2009). <i>Excluded from school: An exploration of the experiences of young people who have been permanently excluded</i> . Institute of Education, University of London.	Full Text	This thesis met the inclusion criteria, focusing on the experience of PE from the perspective of permanently excluded YP.
4	Griffiths, J. (2009). <i>Permanent exclusion: sharing pupil's narratives with teachers</i> . Cardiff University	Full Text	This thesis met the inclusion criteria, focusing on the experience of PE from the perspective of permanently excluded YP.
5	Wood, N. J. (2012). <i>An interpretative analysis of parents' and pupils' experiences of permanent exclusion and placement in a pupil referral unit: implications for successful reintegration</i> (Doctoral dissertation, University of Sheffield).	Full Text	This thesis met the inclusion criteria, focusing on the experience of PE from the perspective of permanently excluded YP.
6	Wilson, M. (2014). <i>Basic psychological need satisfaction from the perspective of permanently excluded children and young people: an exploratory study</i> . University of East London.	Full Text	This thesis met the inclusion criteria, focusing on the experience of PE from the perspective of permanently excluded YP.
7	Alexis, V. (2015). " <i>Girls these days, they just stand up for themselves like</i> ": the conceptualisations and lived experiences of four adolescent girls who were excluded and placed in alternative provision for difficulties related to 'Social, Emotional and Mental Health'(SEMH) (Doctoral dissertation, University of Essex).	Full Text	This thesis met the inclusion criteria, focusing on the experience of PE from the perspective of permanently excluded YP.
8	Thacker, A. (2017). <i>The stories told by permanently excluded female</i>	Full Text	This thesis met the inclusion criteria, focusing

	<i>adolescents attending pupil referral units in relation to their past and future selves.</i> University of Nottingham.		on the experience of PE from the perspective of permanently excluded YP.
9	Boyd, R. (2019). <i>"Nothing much has changed:" Black boys' experiences of exclusion and reintegration in mainstream secondary schools</i> (Doctoral dissertation, University of Essex & Tavistock and Portman NHS Trust).	Full Text	This thesis met the inclusion criteria, focusing on the experience of PE from the perspective of permanently excluded YP.

Appendix B: Overview of Studies Included in the Literature Review

Author	Title	Participants	Design	Measures and Data Analysis	Findings
Pomeroy (1999)	The teacher student relationship in secondary school: Insights from excluded students	Students in years 10 and 11 (n= 33)	Qualitative Study Grounded Theory Approach Purposive Sampling Technique	Semi structured interviews Data coded using Thematic Analysis by Braun and Clarke (2006)	<p>Themes Generated:</p> <p>Relationships with Teachers: Undesirable and desirable teacher qualities.</p> <p>Discipline and Behaviour: Being on the receiving end of unfair, ineffective disciplinary action in school. Disciplinary action was not deemed to be motivated by a concern for the well-being of participants.</p> <p>The Notion of Justice: Differential treatment to various groupings of students. Teacher-student relationships revolved around a particular notion of justice.</p> <p>Hierarchy as the Social Framework in School: Events and interactions within the school system, between individuals who hold different positions within a hierarchy (p.126)</p> <p>Factors outside of school: Family difficulties and relations with neighbourhood peers.</p>

Author	Title	Participants	Design	Measures and Data Analysis	Findings
King (2009)	Permanent Exclusion from School: the views of pupils and parents	Students aged 13-16, (n=5). Parents (n= 5)	Qualitative Study Thematic Analysis Approach Opportunistic Sampling Technique	Semi- Structured interviews with students and one of each students' parents. Data coded using Thematic Analysis by Braun and Clarke (2006)	<p>Themes Generated:</p> <p>School Teachers: Experiences of positive and negative interactions with teachers.</p> <p>Features of School Life: The restricted ethos of schools, level of academic work, Length of lessons and management of the exclusion.</p> <p>Peers: Positive reflections including their reason for attending school. Negative reflections included conflict and reported bullying.</p> <p>Pupil Attitudes and Perceptions: Secondary school as a place of disappointment, lacking respect. The lack of justice and their voice led to a lack of understanding from the school, which led to the exaggerated response of exclusion and worries about their future.</p> <p>Family Circumstances: Illness, a lack of general encouragement, practical, moral, and emotional support.</p>

Author	Title	Participants	Design	Measures and Data Analysis	Findings
Moore (2009)	Excluded from school: an exploration of the experiences of young people who had been permanently excluded.	Male students aged 13-16, (n=6)	Qualitative Study IPA Approach Purposive Sampling Technique	Semi- Structured interviews with students. Focus Groups with students and Parents Data coded using IPA Analysis by Smith et al (2009)	<p>Themes Generated:</p> <p>Belonging: The lack of secure relationships with peers and teachers.</p> <p>Surviving: The need to protect themselves due to living through hardship or adversity. Positive views of the future were expressed, and basic needs not being met (p.69-79)</p> <p>Maladaptive Patterns: Difficulties adapting positively in the face of adversity. The locus of control in relation to their ability to affect different types of events in their life. Labels derived from medical diagnoses becoming the basis of personal identity (p, 79-88).</p>

Author	Title	Participants	Design	Measures and Data Analysis	Findings
Griffiths (2009)	Permanent exclusion: hearing pupils' narratives with teachers	<p>Students aged 12-16, (n=6)</p> <p>School professionals (1 SENCO, 2 Deputy Heads, 1 Specialist behaviour teacher, 1 Teacher) (n=5)</p>	<p>Qualitative Study</p> <p>Narrative Approach</p> <p>Purposive Sampling Technique</p>	<p>Narrative interviews with students and teachers.</p> <p>Focus groups, data analysed using narrative Wilkinson (2005) and thematic analysis techniques Braun and Clarke (2006).</p>	<p>Themes Generated:</p> <p>Family Factors: Various family factors such as unstable families with varying parenting skills, parental literacy levels, older siblings school experiences and lack of family support to succeed.</p> <p>Pupils' and Teachers' Past Experiences and Pre-Conceptions: The differences in pupils' and teachers' expectations contributing to participants' difficulties within school. Teachers' assumptions about pupils related to their past record of schooling. Participants' pre-conceived expectations resulting in negative perceptions of what teachers and school was like.</p> <p>Whole School Factors: At an organisational, schools not being able to adequately support pupils' due to a lack of understanding regarding their needs. Provisions within school being tailored for groups of pupils rather than individual needs.</p> <p>Clear Communication Between Staff and Pupils: To develop an understanding of the pupil and how they view their own behaviour. To allow the pupil to contribute to the support they receive.</p>

Author	Title	Participants	Design	Measures and Data Analysis	Findings
Wood (2012)	An interpretative analysis of parents' and pupil' experiences of permanent exclusion and placement in a pupil referral unit: Implications for successful reintegration	Students aged 13-16, (n=6). Parents (n= 6)	Qualitative Study IPA Approach Purposive Sampling Technique	Semi- Structured interviews and Focus Groups Data coded using IPA Analysis by Smith et al (2009)	<p>Themes Generated:</p> <p>Relationship Difficulties: Strained home-school relationships, problems with peers, Negative relationships with teachers and the importance of mutual respect.</p> <p>I Want to be Heard: The importance of feeling listened to, pupil passivity and the tokenistic nature of meetings.</p> <p>Evolving Identity: Regret and shame, reputation, increasing self-awareness and striving to create a new identity.</p>

Wilson (2014)	Basic psychological need satisfaction from the perspective of permanently excluded children and young people: An exploratory study	Students aged 11-16, (n=7)	<p>Qualitative Study</p> <p>Thematic Analysis approach</p> <p>Purposive Sampling Technique</p>	<p>Semi- Structured interviews</p> <p>Data coded using Thematic Analysis by Braun and Clarke (2006)</p>	<p>Themes Generated:</p> <p>Autonomy: Within the mainstream school environments participants experiences of autonomy were undermined by punishments and a lack of choice.</p> <p>Competence: Enhanced by personal strengths. Interpersonal factors such as supports from staff/peers and environmental factors such as feedback and rewards. Undermined by personal criticism, interpersonal factors such as limitations from staff related to a lack of/types of support and environmental factors such as lesson styles.</p> <p>Relatedness: Enhanced by positive staff and peer relationships. Undermined by negative relationships that for example include criticism, bullying, criticism or verbal confrontations.</p>
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Author	Title	Participants	Design	Measures and Data Analysis	Findings
Alexis (2015)	"Girls these days, they just stand up for themselves like" : the conceptualisations and lived experiences of four adolescent girls who were excluded and placed in alternative provision for difficulties related to 'Social, Emotional and Mental Health' (SEMH)	Students aged 14 and 15, (n=4).	Qualitative Study IPA Approach Purposive Sampling Technique	Semi- Structured interviews with students. Data coded using IPA Analysis by Smith et al (2009)	<p>Themes Generated:</p> <p>Conceptualisations of Self, Gender, Family and Life Experiences: Participants self-perceptions included conceptualisations and experiences of females, males, family, life, and the world.</p> <p>Experiences of Bullying and Peer Relationships: Social Exclusion/ Inclusion. Yearning and struggling to connect with others, trust issues and social acceptance.</p> <p>Internalising and Externalising: Internalising behaviours such as self-harm, medication, overdoses, and suicide attempts. Acting out by displaying anger, aggression, defence, and projection. Recreating the narrative by self-sabotage and self-fulfilling prophecy. Boundaries and self-protection. Correcting the script by transcending adversity, changing family narratives, and helping others.</p> <p>Experiences of the Education System: Difficulty, disaffection and exclusion including experiences of Alternative Provision and inclusion.</p>

Author	Title	Participants	Design	Measures and Data Analysis	Findings
Thacker (2017)	The story told by permanently excluded female adolescents attending pupil referral units in relation to their past and future selves	Students aged 15-16, (n=3).	Qualitative Study Thematic Analysis approach Purposive sampling technique	Narrative interviews Life Path Tool (Life Grid) by Wilson et al (2007) Data coded using Categorical content analysis by Lieblich et al, 1998.	<p>Themes Generated:</p> <p>Home Factors: Such as being let down or neglected due to parental mental health (p.93)</p> <p>Peer Factors: Being the entertainer, unaddressed bullying/peer issue and maintaining loyalty including peer pressure and conflict (pp. 93-103)</p> <p>School and Services: Being let down by the limited support systems, treated unfairly. Using negative behaviour as a cry for help/retaliation and an opportunity to have time away from school. (pp. 93-103)</p> <p>Internal Factors: Difficulties managing anger, insecurity, and a desire to be accepted by a popular group (pp. 93-103)</p>

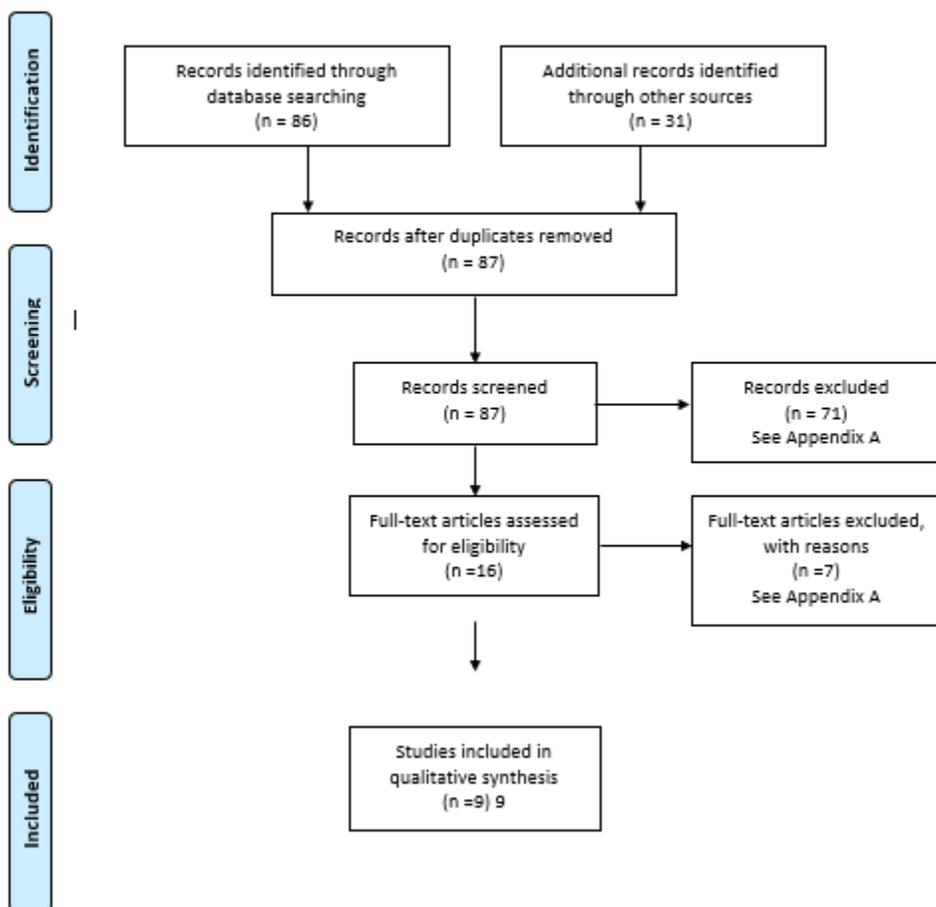
Author	Title	Participants	Design	Measures and Data Analysis	Findings
Boyd (2019)	Nothing much has changed	Students aged 12-15, (n=6)	Qualitative Study IPA Approach Purposive Sampling Technique	Semi- Structured interviews with students. Data coded using IPA Analysis by Smith et al (2009)	<p>Themes Generated:</p> <p><i>Pupils' Positive and Negative Relationships with Schools and Teachers:</i> Teachers' mainly negative role, Being a teachers' target, Return to normality of school, Normality and ambivalent feelings about school.</p> <p><i>Self-identity and Managing Adults' Perceptions of Them:</i> Within the school environment including avoiding the negative perceptions of others, Mentality and approach for coping in school, previously identifying as bad, Celebrating self-identity and Improvements in self,</p> <p><i>Personal Impact of Roles of Exclusion:</i> The impact of exclusion on self, such as initial fear, feeling unconcerned, the suddenness of exclusions, schools rejecting and excluding, Injustice of exclusion, Forms of exclusion, Exclusion and respite at PRU.</p> <p><i>Forms of Exclusion:</i> Exclusion and respite at PRU a positive experience, Exclusion in the form of prison, postcode battles and removal from class, Products of their environment, Displacement and isolation from collective and from activity.</p>

					<p><i>The Role of Significant People:</i> The influence of significant people and the Impact of exclusion on family. Parents' reactions including distress, protest, support, concern, distrust and disappointment.</p> <p><i>Inclusive Environments:</i> Inclusive situations in school, family and society such as supportive intervention, Positive role of Peers, Belonging in friendship groups, Betrayal and importance of loyalty, Connection with peers and mentor, Problematic and welcoming peers.</p>
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Appendix C: PRISMA 2009 Flow Diagram



PRISMA 2009 Flow Diagram



Appendix D: SURE Checklist Critique of Papers Included in the Systematic Review

Citation: Pomeroy (1999)

1. Does the study address a clearly focused question/hypothesis	Yes	Not Clear	No
Setting? Perspective? Intervention or Phenomena Comparator/control (if any)? Evaluation/Exploration?	This study's setting was clearly described. The perspectives of excluded young people were obtained. There was a clear focus.		
2. Is the choice of qualitative method appropriate? Is it an exploration of e.g. behaviour/reasoning/ beliefs)? Do the authors discuss how they decided which method to use?	The methodology was appropriate, and this allowed for an exploration of views and experiences. The consideration of other methods was discussed.		
3. Is the sampling strategy clearly described and justified? Is it clear how participants were selected? Do the authors explain why they selected these particular participants? Is detailed information provided about participant characteristics and about those who chose not to participate?	Selection criteria was purposive and clear. Participants were from an alternative provision within the locality where the research was located. Participants' characteristics are described: 33 Pupils, 10 Females and 13 males who had been permanently excluded from mainstream secondary schools in the locality. There was an explanation of opportunistic sampling which provided an explanation for those who chose not to participate.		

<p>4. Is the method of data collection well described?</p> <p>Was the setting appropriate for data collection?</p> <p>Is it clear what methods were used to collect data? Type of method (e.g., focus groups, interviews, open questionnaire etc) and tools (eg notes, audio, audio visual recording).</p> <p>Is there sufficient detail of the methods used (e.g. how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?)</p> <p>Were the methods modified during the study? If YES, is this explained?</p> <p>Is there triangulation of data (i.e. more than one source of data collection)?</p> <p>Do the authors report achieving data saturation?</p>	<p>Methods were clear.</p> <p>Individual semi-structured interviews were conducted with all of the participants.</p> <p>Interviews were audio transcribed and lasted between 30 to 80 minutes.</p> <p>How the questions were generated, and the pilot study that was conducted have been described; as a result, modifications have been explained.</p>
<p>5. Is the relationship between the researcher(s) and participants explored?</p> <p>Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).</p> <p>Were any potential power relationships involved (i.e. relationships that could influence in the way in which participants respond)?</p>	<p>Background information was provided which gave context to the researcher's relationship with the data.</p>
<p>6. Are ethical issues explicitly discussed?</p> <p>Is there sufficient information on how the research was explained to participants?</p> <p>Was ethical approval sought?</p> <p>Are there any potential confidentiality issues in relation to data collection?</p>	<p>How the research was explained to participants was provided. Ethical approval was sought. Ethical issues in relation to the researcher were explicitly discussed, including the researcher's consideration of ethical principles; confidentiality issues e.g. anonymizing names of participants was fully explained.</p>
<p>7. Is the data analysis/interpretation process described and justified?</p> <p>Is it clear how the themes and concepts were identified in the data?</p> <p>Was the analysis performed by more than one researcher? are negative/discrepant results taken into account?</p>	<p>The use of Braun and Clarke's (2006) thematic analysis, to generate themes, was explained.</p> <p>It is not, however, clear how the themes and concepts were identified in the data.</p> <p>The analysis was conducted by one researcher, and this was discussed.</p>

<p>8. Are the findings credible?</p> <p>Are there sufficient data to support the findings?</p> <p>Are sequences from the original data presented (e.g. quotations) and were these fairly selected?</p> <p>Are the data rich (i.e. are the participants' voices foregrounded)?</p> <p>Are the explanations for the results plausible and coherent?</p> <p>Are the results of the study compared with those from other studies?</p>	<p>Although excerpts from transcripts have been provided, rich data was not provided about the results alongside interpretations from the researcher.</p> <p>Quotations are provided to offer evidence for any interpretations of the researcher.</p> <p>Explanations are given and coherent, although themes throughout are not clearly stated.</p> <p>The results of the study compared similarities and differences with previous studies.</p>
<p>9. Is any sponsorship/conflict of interest reported?</p>	<p>Little information was provided in relation to sponsorship or conflict of interest.</p>
<p>10. Finally...consider:</p> <p>Did the authors identify any limitations?</p> <p>Are the conclusions the same in the abstract and the full text?</p>	<p>Limitations of the study were described, and the conclusions were consistent in the abstract and full text.</p>

Citation: King (2009)

	Yes	Not Clear	No
<p>1. Does the study address a clearly focused question/hypothesis</p>			
<p>Setting? Perspective? Intervention or Phenomena Comparator/control (if any)? Evaluation/Exploration?</p>	<p>This study's setting was clearly described. The perspectives of excluded young people were obtained. There was a clear focus.</p>		
<p>2. Is the choice of qualitative method appropriate? Is it an exploration of e.g. behaviour/reasoning/ beliefs)? Do the authors discuss how they decided which method to use?</p>	<p>The methodology was appropriate, and this allowed for an exploration of views and experiences. The consideration of other methods was discussed.</p>		
<p>3. Is the sampling strategy clearly described and justified? Is it clear how participants were selected? Do the authors explain why they selected these particular participants? Is detailed information provided about participant characteristics and about those who chose not to participate?</p>	<p>Selection criteria was purposive and clear. Participants were from an alternative provision within the locality where the research was located.</p> <p>Participants' characteristics are described: 5 pupils, 2 females and 3 males who had been permanently excluded from mainstream secondary schools attending this provision during the 12-month period, and one of each of their parents.</p> <p>There was an explanation of opportunistic sampling which provided an explanation for those who chose not to participate.</p>		
<p>4. Is the method of data collection well described? Was the setting appropriate for data collection? Is it clear what methods were used to collect data? Type of method (e.g., focus groups, interviews, open questionnaire etc) and tools (e.g. notes, audio, audio visual recording). Is there sufficient detail of the methods used (e.g. how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances? Were the methods modified during the study? If YES, is this explained? Is there triangulation of data (i.e. more than one source of data collection)? Do the authors report achieving data saturation?</p>	<p>Methods were clear. Individual, semi-structured interviews conducted with all participants.</p> <p>Interviews were audio transcribed and lasted between 30 to 80 minutes.</p> <p>How the questions were generated, and the pilot study that was conducted have been described; as a result, modifications have been explained.</p>		

<p>5. Is the relationship between the researcher(s) and participants explored?</p> <p>Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).</p> <p>Were any potential power relationships involved (i.e. relationships that could influence in the way in which participants respond)?</p>	<p>No information was given regarding the researcher's relationship with the data.</p>
<p>6. Are ethical issues explicitly discussed?</p> <p>Is there sufficient information on how the research was explained to participants?</p> <p>Was ethical approval sought?</p> <p>Are there any potential confidentiality issues in relation to data collection?</p>	<p>Explanations of how the research was explained to participants was provided. Ethical approval was sought.</p> <p>Although data was collected via interviews in the home environment, which serves as a potential confidentiality issue.</p>
<p>7. Is the data analysis/interpretation process described and justified? Is it clear how the themes and concepts were identified in the data? Was the analysis performed by more than one researcher? are negative/discrepant results taken into account?</p>	<p>The use of Braun and Clarke's (2006) thematic analysis for data coding and the generation of themes was explained.</p> <p>The analysis was conducted by one researcher, and this was discussed.</p>
<p>8. Are the findings credible?</p> <p>Are there sufficient data to support the findings?</p> <p>Are sequences from the original data presented (eg quotations) and were these fairly selected? Are the data rich (ie are the participants' voices foregrounded)? Are the explanations for the results plausible and coherent? Are the results of the study compared with those from other studies?</p>	<p>Sufficient rich data is provided about the results alongside interpretations from the researcher.</p> <p>Quotations are provided to offer evidence for any interpretations of the researcher.</p> <p>Explanations are plausible and coherent.</p> <p>The results of the study compared similarities and differences with previous studies.</p>
<p>9. Is any sponsorship/conflict of interest reported?</p>	<p>Little information was provided in relation to sponsorship or conflict of interest.</p>
<p>10. Finally...consider:</p> <p>Did the authors identify any limitations?</p> <p>Are the conclusions the same in the abstract and the full text?</p>	<p>Limitations of the study were described in detail and the conclusions were consistent in the abstract and full text.</p>

Citation: Moore (2009)

	Yes	Not Clear	No
<p>1. Does the study address a clearly focused question/hypothesis</p>			
<p>Setting? Perspective? Intervention or Phenomena Comparator/control (if any)? Evaluation/Exploration?</p>	<p>This study's setting was clearly described. The perspectives of excluded male participants were obtained. There was a clear focus.</p>		
<p>2. Is the choice of qualitative method appropriate? Is it an exploration of eg behaviour/reasoning/ beliefs)? Do the authors discuss how they decided which method to use?</p>	<p>The methodology was appropriate, and this allowed for an exploration of experiences. The consideration of other methods was discussed.</p>		
<p>3. Is the sampling strategy clearly described and justified? Is it clear how participants were selected? Do the authors explain why they selected these particular participants? Is detailed information provided about participant characteristics and about those who chose not to participate?</p>	<p>Selection criteria was purposive and clear: Participants were from an alternative provision for CYP with emotional and behavioural difficulties, within the locality where the research was located.</p> <p>Recruited participants were considered to have a "good attendance" record and the definition of "good attendance" was not quantified</p> <p>Participants' characteristics are described: 6 males that had been permanently excluded from mainstream secondary schools. There was an explanation of purposive sampling.</p>		
<p>4. Is the method of data collection well described? Was the setting appropriate for data collection? Is it clear what methods were used to collect data? Type of method (e.g., focus groups, interviews, open questionnaire etc) and tools (e.g. notes, audio, audio visual recording). Is there sufficient detail of the methods used (e.g. how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances? Were the methods modified during the study? If YES, is this explained? Is there triangulation of data (i.e. more than one source of data collection)? Do the authors report achieving data saturation?</p>	<p>Methods were clear.</p> <p>Individual semi-structured interviews conducted with all of the participants.</p> <p>Interviews were audio transcribed and lasted between 30 to 60 minutes.</p> <p>How the questions were generated, including the pre-interview and interview process were described.</p>		

<p>5. Is the relationship between the researcher(s) and participants explored?</p> <p>Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).</p> <p>Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?</p>	<p>Information was given regarding the researcher's relationship with the data.</p> <p>In line with the reflexivity of IPA the researcher's role and relationship with the participant was discussed. Power imbalance was also considered in relation to participants' responses.</p>
<p>6. Are ethical issues explicitly discussed?</p> <p>Is there sufficient information on how the research was explained to participants?</p> <p>Was ethical approval sought?</p> <p>Are there any potential confidentiality issues in relation to data collection?</p>	<p>Explanations of how the research was explained to participants was provided. Ethical approval was sought. Ethical issues in relation to the researcher were explicitly discussed including the researcher's consideration of ethical principles e.g., anonymizing names of participants which was fully explained.</p>
<p>7. Is the data analysis/interpretation process described and justified?</p> <p>Is it clear how the themes and concepts were identified in the data?</p> <p>Was the analysis performed by more than one researcher? are negative/discrepant results taken into account?</p>	<p>Smith, Flower and Larkin's (2009) IPA analysis was used to generate themes.</p> <p>The analysis was conducted by one researcher, and this was discussed.</p>
<p>8. Are the findings credible?</p> <p>Are there sufficient data to support the findings?</p> <p>Are sequences from the original data presented (eg quotations) and were these fairly selected? Are the data rich (ie are the participants' voices foregrounded)? Are the explanations for the results plausible and coherent? Are the results of the study compared with those from other studies?</p>	<p>Sufficient rich data was provided about the results alongside interpretations from the researcher.</p> <p>Quotations were provided to offer evidence for any interpretations of the researcher.</p> <p>Explanations were plausible and coherent.</p> <p>The results of the study compared similarities and differences with previous studies.</p>
<p>9. Is any sponsorship/conflict of interest reported?</p>	<p>Little information was provided in relation to sponsorship or conflict of interest.</p>
<p>10. Finally...consider:</p> <p>Did the authors identify any limitations?</p> <p>Are the conclusions the same in the abstract and the full text?</p>	<p>Limitations of the study were not described in detail although the conclusions were consistent in abstract and full text.</p>

Citation: Griffiths (2009)

	Yes	Not Clear	No
<p>1. Does the study address a clearly focused question/hypothesis</p>			
<p>Setting? Perspective? Intervention or Phenomena Comparator/control (if any)? Evaluation/Exploration?</p>	<p>This study's setting was clearly described. The perspectives of excluded participants and school professionals were obtained. There was a clear focus.</p>		
<p>2. Is the choice of qualitative method appropriate? Is it an exploration of e.g. behaviour/reasoning/ beliefs)? Do the authors discuss how they decided which method to use?</p>	<p>The methodology was appropriate, and this allowed for an exploration of experiences. The consideration of other methods was discussed.</p>		
<p>3. Is the sampling strategy clearly described and justified? Is it clear how participants were selected? Do the authors explain why they selected these particular participants? Is detailed information provided about participant characteristics and about those who chose not to participate?</p>	<p>Selection criteria was purposive and clear: Participants from a PRU within the locality where the research was located. Participants' characteristics are described: 2 females and 4 males that had been permanently excluded from mainstream secondary school, attending two different AP settings and 5 AP professionals. There was an explanation of purposive sampling.</p>		
<p>4. Is the method of data collection well described? Was the setting appropriate for data collection? Is it clear what methods were used to collect data? Type of method (e.g., focus groups, interviews, open questionnaire etc) and tools (e.g. notes, audio, audio visual recording). Is there sufficient detail of the methods used (e.g. how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances? Were the methods modified during the study? If YES, is this explained? Is there triangulation of data (i.e. more than one source of data collection)? Do the authors report achieving data saturation?</p>	<p>Methods were clear: Individual semi-structured interviews followed by focus groups conducted with all of the participants. Interviews and focus groups were audio transcribed although the length of interviews was not disclosed. How the questions were generated, the interview and focus group process have been described. Data was triangulated with AP staff.</p>		

<p>5. Is the relationship between the researcher(s) and participants explored?</p> <p>Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).</p> <p>Were any potential power relationships involved (i.e. relationships that could influence in the way in which participants respond)?</p>	<p>No information was given regarding the researcher's relationship with the data.</p>
<p>6. Are ethical issues explicitly discussed?</p> <p>Is there sufficient information on how the research was explained to participants? Was ethical approval sought?</p> <p>Are there any potential confidentiality issues in relation to data collection?</p>	<p>Explanations of how the research was explained to participants was provided. Ethical approval was sought. Ethical issues in relation to the researcher were explicitly discussed including researcher's consideration of ethical principles including confidentiality issues e.g., anonymizing names of participants was fully explained.</p>
<p>7. Is the data analysis/interpretation process described and justified?</p> <p>Is it clear how the themes and concepts were identified in the data?</p> <p>Was the analysis performed by more than one researcher? are negative/discrepant results taken into account?</p>	<p>The use of Wilkinson's (2005) narrative analysis</p> <p>The analysis was conducted by one researcher, and this was discussed.</p>
<p>8. Are the findings credible?</p> <p>Are there sufficient data to support the findings?</p> <p>Are sequences from the original data presented (eg quotations) and were these fairly selected?</p> <p>Are the data rich (ie are the participants' voices foregrounded)?</p> <p>Are the explanations for the results plausible and coherent?</p> <p>Are the results of the study compared with those from other studies?</p>	<p>Sufficient rich data is provided about the results alongside interpretations from the researcher.</p> <p>Quotations are provided to offer evidence for any interpretations of the researcher.</p> <p>Although, interviews were audio transcribed the full transcriptions have not been provided and the length of interviews was not disclosed.</p> <p>The results of the study compared similarities and differences with previous studies.</p>
<p>9. Is any sponsorship/conflict of interest reported?</p>	<p>Little information was provided in relation to sponsorship or conflict of interest.</p>
<p>10. Finally...consider:</p> <p>Did the authors identify any limitations?</p> <p>Are the conclusions the same in the abstract and the full text?</p>	<p>Limitations of the study were described in detail; conclusions were consistent in abstract and full text.</p>

Citation: Wood (2012)

	Yes	Not Clear	No
1. Does the study address a clearly focused question/hypothesis			
Setting? Perspective? Intervention or Phenomena Comparator/control (if any)? Evaluation/Exploration?	This study's setting was clearly described. The perspectives of excluded participants and school professionals were obtained. There was a clear focus.		
2. Is the choice of qualitative method appropriate? Is it an exploration of eg behaviour/reasoning/ beliefs)? Do the authors discuss how they decided which method to use?	The methodology was appropriate, and this allowed for an exploration of views and experiences. The consideration of other methods was discussed.		
3. Is the sampling strategy clearly described and justified? Is it clear how participants were selected? Do the authors explain why they selected these particular participants? Is detailed information provided about participant characteristics and about those who chose not to participate?	<p>Selection criteria was purposive and clear: Participants from a PRU within the locality where the research was located.</p> <p>Participants' characteristics were described: 5 YP (2 females and 4 males) that had been permanently excluded from mainstream secondary school, attending an AP setting. One or both parents of all Students (n=9) and 10 members of PRU staff.</p> <p>The selection of participants was clear.</p> <p>There was an explanation of purposive sampling.</p>		
4. Is the method of data collection well described? Was the setting appropriate for data collection? Is it clear what methods were used to collect data? Type of method (e.g., focus groups, interviews, open questionnaire etc) and tools (e.g. notes, audio, audio visual recording). Is there sufficient detail of the methods used (e.g. how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances? Were the methods modified during the study? If YES, is this explained? Is there triangulation of data (i.e. more than one source of data collection)? Do the authors report achieving data saturation?	<p>Methods were clear.</p> <p>Individual semi-structured interviews were conducted with all of the participants.</p> <p>Interviews were audio transcribed and the length of 30 minutes was explained.</p> <p>How the questions were generated, and the interview process have been described.</p> <p>Data was triangulated with AP staff and parents</p>		

<p>5. Is the relationship between the researcher(s) and participants explored?</p> <p>Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).</p> <p>Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?</p>	<p>Information regarding the researcher's relationship with the data was not provided.</p>
<p>6. Are ethical issues explicitly discussed?</p> <p>Is there sufficient information on how the research was explained to participants? Was ethical approval sought? Are there any potential confidentiality issues in relation to data collection?</p>	<p>Explanations of how the research was explained to participants was provided. Ethical approval was sought. Ethical issues in relation to the researcher were explicitly discussed considering ethical principles including confidentiality issues e.g. anonymizing names of participants was fully explained.</p>
<p>7. Is the data analysis/interpretation process described and justified? Is it clear how the themes and concepts were identified in the data?</p> <p>Was the analysis performed by more than one researcher? are negative/discrepant results taken into account?</p>	<p>The data being coded using IPA Analysis by Smith et al (2009) was described and justified.</p> <p>A table of themes generated alongside transcripts was provided for justification</p> <p>The analysis was conducted by one researcher, and this was discussed.</p>
<p>8. Are the findings credible?</p> <p>Are there sufficient data to support the findings?</p> <p>Are sequences from the original data presented (eg quotations) and were these fairly selected?</p> <p>Are the data rich (i.e. are the participants' voices foregrounded)?</p> <p>Are the explanations for the results plausible and coherent?</p> <p>Are the results of the study compared with those from other studies?</p>	<p>Sufficient rich data was provided about the results alongside interpretations from the researcher.</p> <p>Quotations were provided to offer evidence for any interpretations of the researcher.</p> <p>Explanations were plausible and coherent.</p> <p>The results of the study compared similarities and differences with previous studies.</p>
<p>9. Is any sponsorship/conflict of interest reported?</p>	<p>Little information was provided in relation to sponsorship or conflict of interest.</p>
<p>10. Finally...consider:</p> <p>Did the authors identify any limitations?</p> <p>Are the conclusions the same in the abstract and the full text?</p>	<p>Limitations of the study were described in detail; conclusions were consistent in the abstract and the full text.</p>

Citation: Wilson (2014)

	Yes	Not Clear	No
1. Does the study address a clearly focused question/hypothesis			
Setting? Perspective? Intervention or Phenomena Comparator/control (if any)? Evaluation/Exploration?	This study's setting was clearly described. Self-determination theory and the concept of basic psychological needs were used as a basis to obtain permanently excluded CYP perspectives. There was a clear focus.		
2. Is the choice of qualitative method appropriate? Is it an exploration of eg behaviour/reasoning/ beliefs)? Do the authors discuss how they decided which method to use?	The methodology was appropriate, and this allowed for an exploration of participants perspectives and opinions. The consideration of other methods was discussed.		
3. Is the sampling strategy clearly described and justified? Is it clear how participants were selected? Do the authors explain why they selected these particular participants? Is detailed information provided about participant characteristics and about those who chose not to participate?	Selection criteria was purposive and clear: Participants were recruited within the locality where the research was located. Participant's characteristics were described: 4 females and 3 males that had been permanently excluded from mainstream secondary school, attending an AP setting, for at least 6 weeks. There was an explanation of purposive sampling.		
4. Is the method of data collection well described? Was the setting appropriate for data collection? Is it clear what methods were used to collect data? Type of method (e.g., focus groups, interviews, open questionnaire etc) and tools (e.g. notes, audio, audio visual recording). Is there sufficient detail of the methods used (e.g. how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances? Were the methods modified during the study? If YES, is this explained? Is there triangulation of data (i.e. more than one source of data collection)? Do the authors report achieving data saturation?	Methods were clear. Individual semi-structured interviews with all of the participants. Interviews were audio transcribed and lasted for approximately 40mins to 1 hour. How the questions were generated, and the interview process have been described. The Interview schedule and transcripts were provided within the appendix.		

<p>5. Is the relationship between the researcher(s) and participants explored?</p> <p>Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data)?</p> <p>Were any potential power relationships involved (i.e. relationships that could influence in the way in which participants respond)?</p>	<p>Information was given regarding the researcher's relationship with the data.</p> <p>Power imbalance was also considered in relation to participants' responses.</p>
<p>6. Are ethical issues explicitly discussed?</p> <p>Is there sufficient information on how the research was explained to participants? Was ethical approval sought?</p> <p>Are there any potential confidentiality issues in relation to data collection?</p>	<p>Explanations of how the research was explained to participants was provided. Ethical approval was sought. Ethical issues in relation to the researcher were explicitly discussed including researcher's consideration of ethical principles including confidentiality issues e.g. anonymizing names of participants was fully explained.</p>
<p>7. Is the data analysis/interpretation process described and justified?</p> <p>Is it clear how the themes and concepts were identified in the data?</p> <p>Was the analysis performed by more than one researcher? are negative/discrepant results taken into account?</p>	<p>The use of Braun and Clarke's (2006) thematic analysis for data coding and the generation of themes was explained.</p> <p>The analysis was conducted by one researcher, and this was discussed.</p>
<p>8. Are the findings credible?</p> <p>Are there sufficient data to support the findings?</p> <p>Are sequences from the original data presented (e.g. quotations) and were these fairly selected?</p> <p>Are the data rich (i.e. are the participants' voices foregrounded)?</p> <p>Are the explanations for the results plausible and coherent?</p> <p>Are the results of the study compared with those from other studies?</p>	<p>Sufficient rich data was provided about the results alongside interpretations from the researcher.</p> <p>Quotations are provided to offer evidence for any interpretations of the researcher.</p> <p>Explanations were plausible and coherent.</p> <p>The results of the study compared similarities and differences with previous studies.</p>
<p>9. Is any sponsorship/conflict of interest reported?</p>	<p>Little information was provided in relation to sponsorship or conflict of interest.</p>
<p>10. Finally...consider:</p> <p>Did the authors identify any limitations?</p> <p>Are the conclusions the same in the abstract and the full text?</p>	<p>Limitations of the study were described in detail; conclusions were consistent in abstract and full text.</p>

Citation: Alexis (2015)

	Yes	Not Clear	No
<p>1. Does the study address a clearly focused question/hypothesis</p> <p>Setting? Perspective?</p> <p>Intervention or Phenomena Comparator/control (if any)?</p> <p>Evaluation/Exploration?</p>	<p>This study's setting was clearly described. Self-determination theory and the concept of basic psychological needs were used as a basis to obtain permanently excluded CYP perspectives. There was a clear focus.</p>		
<p>2. Is the choice of qualitative method appropriate?</p> <p>Is it an exploration of e.g. behaviour/reasoning/ beliefs)?</p> <p>Do the authors discuss how they decided which method to use?</p>	<p>The methodology was appropriate, and this allowed for an exploration of participants perspectives and opinions.</p> <p>The consideration of other methods was discussed.</p>		
<p>3. Is the sampling strategy clearly described and justified?</p> <p>Is it clear how participants were selected?</p> <p>Do the authors explain why they selected these particular participants?</p> <p>Is detailed information provided about participant characteristics and about those who chose not to participate?</p>	<p>Selection criteria was purposive and clear: Participants from a secondary PRU within the locality where the research was located.</p> <p>Participants' characteristics are described: 4 females with SEMH needs that had been permanently excluded from mainstream secondary school.</p> <p>There was an explanation of purposive sampling.</p>		
<p>4. Is the method of data collection well described?</p> <p>Was the setting appropriate for data collection?</p> <p>Is it clear what methods were used to collect data? Type of method (e.g., focus groups, interviews, open questionnaire etc) and tools (e.g. notes, audio, audio visual recording).</p> <p>Is there sufficient detail of the methods used (e.g. how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?</p> <p>Were the methods modified during the study? If YES, is this explained?</p> <p>Is there triangulation of data (i.e. more than one source of data collection)?</p> <p>Do the authors report achieving data saturation?</p>	<p>Methods were clear.</p> <p>Individual semi-structured interviews with all of the participants.</p> <p>Interviews were audio transcribed and lasted for approximately 40mins to 1 hour.</p> <p>How the questions were generated, and the interview process have been described.</p>		

<p>5. Is the relationship between the researcher(s) and participants explored?</p> <p>Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).</p> <p>Were any potential power relationships involved (i.e. relationships that could influence in the way in which participants responded)?</p>	<p>Information was given regarding the researcher's relationship with the data.</p> <p>Power imbalance was also considered in relation to participants' responses.</p>
<p>6. Are ethical issues explicitly discussed?</p> <p>Is there sufficient information on how the research was explained to participants?</p> <p>Was ethical approval sought?</p> <p>Are there any potential confidentiality issues in relation to data collection?</p>	<p>Explanations of how the research was explained to participants was provided. Ethical approval was sought. Ethical issues in relation to the researcher were explicitly discussed including researcher's consideration of ethical principles including confidentiality issues e.g. anonymizing names of participants was fully explained.</p>
<p>7. Is the data analysis/interpretation process described and justified?</p> <p>Is it clear how the themes and concepts were identified in the data?</p> <p>Was the analysis performed by more than one researcher? are negative/discrepant results taken into account?</p>	<p>The data being coded using IPA Analysis by Smith et al (2009) was described and justified.</p> <p>A table of themes generated alongside transcripts was provided for justification.</p> <p>The analysis was conducted by one researcher, and this was discussed.</p>
<p>8. Are the findings credible?</p> <p>Are there sufficient data to support the findings?</p> <p>Are sequences from the original data presented (e.g. quotations) and were these fairly selected?</p> <p>Are the data rich (i.e. are the participants' voices foregrounded)?</p> <p>Are the explanations for the results plausible and coherent?</p> <p>Are the results of the study compared with those from other studies?</p>	<p>Sufficient rich data was provided about the results alongside interpretations from the researcher.</p> <p>Quotations were provided to offer evidence for any interpretations of the researcher.</p> <p>Explanations were plausible and coherent.</p> <p>The results of the study compared similarities and differences with previous studies.</p>
<p>9. Is any sponsorship/conflict of interest reported?</p>	<p>Little information was provided in relation to sponsorship or conflict of interest.</p>
<p>10. Finally...consider:</p> <p>Did the authors identify any limitations?</p> <p>Are the conclusions the same in the abstract and the full text?</p>	<p>Limitations of the study were described in detail; conclusions were consistent in the abstract and the full text.</p>

Citation: Thacker (2017)

	Yes	Not Clear	No
<p>1. Does the study address a clearly focused question/hypothesis</p>			
<p>Setting? Perspective? Intervention or Phenomena Comparator/control (if any)? Evaluation/Exploration?</p>	<p>This study's setting was clearly described. The perspectives of excluded young people were obtained. There was a clear focus.</p>		
<p>2. Is the choice of qualitative method appropriate? Is it an exploration of e.g. behaviour/reasoning/ beliefs)? Do the authors discuss how they decided which method to use?</p>	<p>The methodology was appropriate, and this allowed for an exploration of participants' experiences. The consideration of other methods was discussed.</p>		
<p>3. Is the sampling strategy clearly described and justified? Is it clear how participants were selected? Do the authors explain why they selected these particular participants? Is detailed information provided about participant characteristics and about those who chose not to participate?</p>	<p>Selection criteria was purposive and clear: Participants from a KS3/4 PRU within the locality where the research was located.</p> <p>Participants' characteristics are described: 3 females that had been permanently excluded from mainstream secondary school, attending an AP setting.</p> <p>Although basic information about the participants (e.g. background) and methodological approach (e.g. informed consent of students) was not described.</p> <p>There was an explanation of purposive sampling.</p>		
<p>4. Is the method of data collection well described? Was the setting appropriate for data collection? Is it clear what methods were used to collect data? Type of method (e.g., focus groups, interviews, open questionnaire etc) and tools (e.g. notes, audio, audio visual recording). Is there sufficient detail of the methods used (e.g. how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances? Were the methods modified during the study? If YES, is this explained? Is there triangulation of data (i.e. more than one source of data collection)? Do the authors report achieving data saturation?</p>	<p>Methods were clear.</p> <p>Individual narrative interviews with all of the participants'.</p> <p>Interviews were audio transcribed and lasted for approximately 30 to 50 mins.</p> <p>How the questions were generated, and the interview process were described.</p>		

<p>5. Is the relationship between the researcher(s) and participants explored?</p> <p>Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).</p> <p>Were any potential power relationships involved (i.e. relationships that could influence in the way in which participants respond)?</p>	<p>Information was given regarding the researcher's relationship with the data.</p> <p>Power imbalance was also considered in relation to participants' responses.</p>
<p>6. Ethical issues explicitly discussed?</p> <p>Is there sufficient information on how the research was explained to participants?</p> <p>Was ethical approval sought?</p> <p>Are there any potential confidentiality issues in relation to data collection?</p>	<p>How the research was explained to participants was provided. Ethical approval was sought. Ethical issues in relation to the researcher were explicitly discussed including the researcher's consideration of ethical principles. Confidentiality issues e.g. anonymizing names of participants was fully explained.</p>
<p>7. Is the data analysis/interpretation process described and justified?</p> <p>Is it clear how the themes and concepts were identified in the data?</p> <p>Was the analysis performed by more than one researcher? are negative/discrepant results taken into account?</p>	<p>Lieblich et al's (1998) categorical content analysis was used for data coding and the generation of themes; this was explained and justified.</p> <p>How the themes and concepts were generated was explained clearly.</p> <p>The analysis was conducted by one researcher, and this was discussed.</p>
<p>8. Are the findings credible?</p> <p>Are there sufficient data to support the findings?</p> <p>Are sequences from the original data presented (e.g. quotations) and were these fairly selected?</p> <p>Are the data rich (i.e. are the participants' voices foregrounded)?</p> <p>Are the explanations for the results plausible and coherent?</p> <p>Are the results of the study compared with those from other studies?</p>	<p>Sufficient rich data is provided about the results alongside interpretations from the researcher.</p> <p>Quotations and a visual life path aid were provided to offer evidence for any interpretations of the researcher.</p> <p>Explanations were plausible and coherent.</p> <p>The results of the study compared with those of previous studies similarities and differences discussed.</p>
<p>9. Is any sponsorship/conflict of interest reported?</p>	<p>Little information was provided in relation to sponsorship or conflict of interest.</p>
<p>10. Finally...consider:</p> <p>Did the authors identify any limitations?</p> <p>Are the conclusions the same in the abstract and the full text?</p>	<p>Limitations of the study were described in detail and the conclusions were consistent in the abstract and full text.</p>

Citation: Boyd (2019)

	Yes	Not Clear	No
<p>1. Does the study address a clearly focused question/hypothesis</p> <p>Setting? Perspective? Intervention or Phenomena Comparator/control (if any)? Evaluation/Exploration?</p>	<p>This study's setting was clearly described. Self-determination theory and the concept of basic psychological needs were used as a basis to obtain permanently excluded CYP perspectives. There was a clear focus.</p>		
<p>2. Is the choice of qualitative method appropriate?</p> <p>Is it an exploration of e.g. behaviour/reasoning/ beliefs)?</p> <p>Do the authors discuss how they decided which method to use?</p>	<p>The methodology was appropriate, and this allowed for an exploration of the participants perspectives and opinions. The consideration of other methods was discussed.</p>		
<p>3. Is the sampling strategy clearly described and justified?</p> <p>Is it clear how participants were selected?</p> <p>Do the authors explain why they selected these particular participants?</p> <p>Is detailed information provided about participant characteristics and about those who chose not to participate?</p>	<p>Selection criteria was purposive and clear:</p> <p>Participants characteristics are described: 6 males that had been permanently excluded from mainstream secondary school.</p> <p>There was an explanation of purposive sampling.</p>		
<p>4. Is the method of data collection well described?</p> <p>Was the setting appropriate for data collection?</p> <p>Is it clear what methods were used to collect data? Type of method (e.g., focus groups, interviews, open questionnaire etc) and tools (e.g. notes, audio, audio visual recording).</p> <p>Is there sufficient detail of the methods used (e.g. how any topics/questions were generated and whether they were piloted; if observation was used, whether the context described and were observations made in a variety of circumstances?</p> <p>Were the methods modified during the study? If YES, is this explained? Is there triangulation of data (i.e. more than one source of data collection)?</p> <p>Do the authors report achieving data saturation?</p>	<p>Methods were clear.</p> <p>Individual semi-structured interviews with all of the participants.</p> <p>Interviews were audio transcribed and lasted between 33-57mins.</p> <p>How the questions were generated, and the interview process have been described.</p>		

<p>5. Is the relationship between the researcher(s) and participants explored?</p> <p>Did the researcher report critically examining/reflecting on their role and any relationship with participants particularly in relation to formulating research questions and collecting data).</p> <p>Were any potential power relationships involved (ie relationships that could influence in the way in which participants respond)?</p>	<p>Information was given regarding the researcher's relationship with the data.</p> <p>Power imbalance was also considered in relation to participant responses.</p>
<p>6. Are ethical issues explicitly discussed?</p> <p>Is there sufficient information on how the research was explained to participants? Was ethical approval sought?</p> <p>Are there any potential confidentiality issues in relation to data collection?</p>	<p>Explanations of how the research was explained to participants was provided. Ethical approval was sought. Ethical issues in relation to the researcher were explicitly discussed including the researcher's consideration of ethical principles including confidentiality issues e.g. anonymizing names of participants was fully explained.</p>
<p>7. Is the data analysis/interpretation process described and justified?</p> <p>Is it clear how the themes and concepts were identified in the data?</p> <p>Was the analysis performed by more than one researcher? are negative/discrepant results taken into account?</p>	<p>Smith, Flower and Larkin's (2009) IPA analysis was used to generate themes.</p> <p>The analysis was conducted by one researcher, and this was discussed.</p>
<p>8. Are the findings credible?</p> <p>Are there sufficient data to support the findings?</p> <p>Are sequences from the original data presented (e.g. quotations) and were these fairly selected?</p> <p>Are the data rich (i.e. are the participants' voices foregrounded)?</p> <p>Are the explanations for the results plausible and coherent?</p> <p>Are the results of the study compared with those from other studies?</p>	<p>Sufficient rich data is provided about the results alongside interpretations from the researcher.</p> <p>Quotations are provided to offer evidence for any interpretations of the researcher.</p> <p>Explanations are plausible and coherent.</p> <p>The results of the study compared with those of previous studies similarities and differences discussed.</p>
<p>9. Is any sponsorship/conflict of interest reported?</p>	<p>Information was provided in relation to conflict of interest and power imbalance.</p>
<p>10. Finally...consider:</p> <p>Did the authors identify any limitations?</p> <p>Are the conclusions the same in the abstract and the full text?</p>	<p>Limitations of the study were described in detail; conclusions were consistent in the abstract and full text.</p>

Appendix E: Literature Map

TEACHER AND PEER RELATIONSHIPS

Pomeroy (1999)	King (2009)	Griffiths (2009)
Wood (2012)	Moore (2009)	Wilson (2014)
Alexis (2015)	Thacker (2017)	Boyd (2019)

EDUCATION AND LEARNING

King (2009)	Moore (2009)	Griffiths (2009)
Wood (2012)	Wilson (2014)	Alexis (2015)
Thacker (2017)	Boyd (2019)	

SCHOOL as a SYSTEM

King (2009)	Wood (2011)	Wilson (2014)
Alexis (2015)	Thacker (2017)	Boyd (2019)

FAMILY SITUATIONS

Pomeroy (1999)	King (2009)	Griffiths (2009)
Wood (2012)	Alexis (2015)	Thacker (2017)

APPENDIX F: Ethical Approval Confirmation LetterThe Tavistock and Portman 

NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699 <https://tavistockandportman.nhs.uk/>

Sabrina Bovell

By Email

28 July 2020

Dear Sabrina,

Re: Trust Research Ethics Application**Title:** The Lived Experiences of Young People Permanently Excluded from Mainstream Schooling

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

Please be advised that any changes to the project design including changes to methodology/data collection etc, must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,

Best regards,

**Paru Jeram**

Secretary to the Trust Research Degrees Subcommittee

T: 020 938 2699

E: academicquality@tavi-Port.nhs.uk

cc. Course Lead, Supervisor, Research Lead

Appendix G: PRU Headteacher Approval Letter

The Tavistock and Portman 
NHS Foundation Trust

[Date]

Dear [Headteacher's name],

I am a Trainee Educational Psychologist studying at the Tavistock and Portman Mental Health Trust and working for [Local Authority name] Educational Psychology Service. I am writing to ask for permission to recruit participants for my doctoral thesis at [PRUs name]. The title of my research is "The Lived Experiences of Young People Permanently Excluded from Mainstream schooling" and I have attached the information sheets for parents and young people to provide you with an understanding of what will be required of participants.

If you are willing for participants to be recruited through [PRUs name] please let me know. If you have any questions, please do get in touch.

Kind Regards

Sabrina Bovell
Trainee Educational Psychologist

Researcher: Sabrina Bovell

Email address: XXXXXXX@tavi-port.nhs.uk

Telephone: XXXXXXX (Monday to Wednesday)

Appendix H: Parent/Carer Information Sheet and Consent Form

The Tavistock and Portman 
NHS Foundation Trust

Parent/Carer Information Sheet and Consent Form

This information is being shared with you because I would like your consent to invite your child to take part in some research. Before deciding whether or not you consent to me inviting them to participate, it is important for you to have a clear understanding of the research and what participating would involve.

What is the title of the research?

The Lived Experiences of Young People Permanently Excluded from Mainstream Schooling

Who is doing the research?

My name is Sabrina Bovell and I am currently studying a course in Educational Psychology at the Tavistock and Portman NHS Trust. I am carrying out this research as part of my studies.

Why has my child/young person been invited to take part in this research?

I am hoping to interview young people who have been permanently excluded from a mainstream school. I would like to invite your child to participate because they have experienced being excluded from school.

Why is this being studied?

Permanent exclusions are rising. Studies have shown that there can be some considerable downsides to being permanently excluded. I hope that by listening to and understanding young people's experience of being permanently excluded and in sharing my findings, staff working in schools and PRUs will be able to provide targeted support to improve outcomes. Completing this research will also help me to qualify to be an Educational Psychologist.

What is involved?

I will interview up to 8 young people. Each interview will last up to 60 minutes and will involve asking participants to share their experiences of being excluded.

Information sheets and invitations will be sent to young people as soon as I receive parent/carers permission to invite them. Once 8 young people have consented to participate, I will not be able to interview any more young people, due to time constraints for completing the research. Therefore, once 8 young people have consented to participate, I will not be able to invite your child/young person to participate even if I receive your consent.

Does my child have to participate?

Young people will only be invited to participate if parents/ carers give their consent to them being invited to participate. If invited, it is each young person's choice whether or not to participate in this research. The decision to participate or not will not have an impact on your or your child's relationship with the PRU or the Educational Psychology Service and will not affect access to support or services. Involvement in the research is voluntary and your young person would be free to withdraw any time during the interview, or up until March 2021.

Further information:

If you have any questions, please do not hesitate to contact me using the following contact details: [insert]

What if I am unhappy about the research?

If you have any concerns about what I am doing or any other aspects of the research project you can contact Simon Carrington, Head of Academic Governance and Quality Assurance academicquality@tavi-port.nhs.uk.

This project has received ethical approval from Tavistock and Portman Trust Research Ethics Committee (TREC).

If you consent to your child being invited to participate in this research, please complete the attached consent form and give it to [Name of SENCO] (Special Educational Needs co-ordinator).

Kind Regards
Sabrina Bovell
Trainee Educational Psychologist

Researcher: Sabrina Bovell

Email address: XXXXXXX@tavi-port.nhs.uk

Telephone: XXXXXXX (Monday to Wednesday)

Parent / Carer Consent Form

Title of research project: The Lived Experiences of Young People Permanently Excluded from Mainstream Schooling

Researcher: Sabrina Bovell (Trainee Educational Psychologist)

If you agree to your child being invited to participate in this research, please tick and sign the sections below and return this form to X (SENCo at X).

I have read, and I understand this information sheet and the information sheet and consent forms for participants and have been given the opportunity to ask questions.

I understand that the involvement in the research is voluntary and my young person would be free to withdraw any time during the interview, or up until March 2021.

I agree to my child being invited to participate in this research

Your name (Printed).....

Your Signature.....

Date.....

Thank you for your time

Appendix I: Participant Information Sheet and Consent Form



Participant Information Sheet and Consent Form

You have been invited to take part in some research. Before deciding if you want to take part, it is important for you to understand what taking part would involve.

What is the title of the research?

The Lived Experiences of Young People Permanently Excluded from Mainstream Schooling

Who is doing the research:

My name is Sabrina Bovell. I am studying a course in Educational Psychology at the Tavistock and Portman NHS Trust. I am doing this research as part of my studies.

Why have I been invited to take part in this research?

I am hoping to interview up to 8 young people who have been permanently excluded from a mainstream school. I am inviting you to participate because you have been excluded from a mainstream school.

Why is this being studied?

Permanent exclusions are rising, which can have negative impacts. I hope that by listening to, understanding and sharing your experiences of being permanently excluded, staff working in schools and PRUs will be able to provide more support for young people like you.

What is involved?

If you choose to take part:

- You will meet with me in school or via the Zoom app if social distancing rules are still in place.
- I will ask questions about your experience of permanent exclusion.
- The meeting will be audio recorded so that it can be typed up and looked at later. The recording will be destroyed as soon as it has been typed up.
- The meeting will last up to one hour and an extra 30 minutes will be available for you if you would like me to answer questions or talk through anything that has upset or worried you.
- You can choose what to share and what not to share. If you change your mind about participating, you can end the interview at any time. You do not need to explain why, taking part is voluntary.

Who will know what I say? (Confidentiality and anonymity)

Other people (including PRU staff) will not be told who said what in the interviews unless you say something that suggests someone is in danger. If this happened, I would speak to you at the time and then report the information to a member of PRU staff, who can help everyone stay safe.

The written research will not include the name of the PRU or your real name. There will be 4 to 8 students taking part in the research, which is a small number, and so any information that could identify you will be changed to make sure you will not be recognised. The information and interview recordings (up until they are deleted) will be kept safe and secure.

What will happen to the interviews after they have been typed up?

The interviews will be analysed by me and then shared in a document that will be examined as part of my work to qualify as an Educational Psychologist. The final research will be shared with other people who can help make improvements in the support given to young people who have been permanently excluded from school.

Do I have to be in this research?

It is your choice whether or not to take part in this research. If you do decide to be interviewed but then change your mind, you are free to do so before or during the meeting. If you want your interview data to be removed from the research, you should let me know by March 2021.

The decision to take part or not will not affect your access to support from the PRU or other services.

Further information:

If you have any questions, please contact me: [insert]

What if I am unhappy about the research?

If you have any concerns about what I am doing or any other aspects of the research project you can contact Simon Carrington, Head of Academic Governance and Quality Assurance academicquality@tavi-port.nhs.uk.

This project has received ethical approval from Tavistock and Portman Trust Research Ethics Committee (TREC).

If you are willing to take part in this research, please complete the attached permission form and give it to [Name of SENCO] (Special Educational Needs co-ordinator)

Kind Regards
Sabrina Bovell
Trainee Educational Psychologist

Researcher: Sabrina Bovell

Email address: XXXXXXX@tavi-port.nhs.uk

Telephone: XXXXXXX (Monday to Wednesday)

Participant Consent Form

Title of research project: The Lived Experiences of Young People Permanently Excluded from Mainstream Schooling

Researcher: Sabrina Bovell (Trainee Educational Psychologist)

If you agree to taking part in this research, please tick and sign the sections below and return this form to X (SENCo at X).

- I have read, and I understand the information sheet and have been given the opportunity to ask questions
- I understand that it is my choice to take part in this research and I can withdraw from the study at any point during the interview or by March 2021.
- I agree to being interviewed and give permission for the interview to be audio recorded.
- I understand that the name of the PRU, my name and any other information that might identify me in the research will be changed so I cannot be identified.
- I understand that the research will be shared with other professionals when it is completed.
- I understand that if I share information that means the researcher is worried about my safety or the safety of others, the researcher will share this information to try and keep everyone safe.
- I have read and understood the above and agree to take part in this research

Your name (Printed).....

Your Signature.....

Date.....

Thank you for your time

Appendix J: Participants' Pen Portraits¹

These pen portraits contain the story the participants told of their educational journey. Where there was confusion related to their reason for leaving this is indicated with a forward slash (/).

Mervin

Mervin described himself as a 15-year-old, young man, of Black British Caribbean decent. He was in Year 10 at the time of the interview. Mervin's account suggested that he attended the following schools and where his understanding of the reason for leaving were given, this is detailed below:

School Type	Reason for Leaving
Primary School 1	Unclear
Primary School 2	To begin secondary education
Secondary school 1	Manage Moved/ Permanently Excluded
Secondary school 2	Permanently Excluded
Additional Secondary school placements, number not specified	Not Specified
PRU	N/A (attending at the time of the interview)

Dexter

Dexter described himself as a 15-year-old, young man, of Black British Caribbean decent. He was in Year 10 at the time of the interview. Dexter's account suggested that he attended the following schools and where his understanding of the reason for leaving were given, this is detailed below:

School Type	Reason for Leaving
Primary School 1	To begin secondary education
Secondary school 1	Connected to behaviour difficulties but not specified.
Secondary school 2	Permanently Excluded
PRU	N/A (attending at the time of the interview)

¹ To ensure confidentiality, all identifiable characteristics have been removed. All participants were interviewed in person at the PRU, whilst observing the social distancing rules of the covid 19 pandemic.

Terrance

Terrance described himself as a 15-year-old, young man, of White and Black Caribbean decent. He was in Year 11 at the time of the interview. Terrance's account suggested that he attended the following schools and where his understanding of the reason for leaving were given, this is detailed below:

School Type	Reason for Leaving
Primary School 1	To begin secondary education
Secondary school 1	Permanently Excluded
PRU	N/A (attending at the time of the interview)

Sasha

Sasha described herself as a 15-year-old, young lady, of Black British Caribbean decent. She was in Year 10 at the time of the interview. Sasha's account suggested that she attended the following schools and where an understanding of her reasons for leaving were given this is detailed below:

School Type	Reason for Leaving
Primary School 1	Difficult peer relationships (being bullied)
Primary School 2	To begin secondary education
Secondary school 1	Permanently Excluded
Secondary school 2	Managed Move/Permanent Exclusion
Secondary school 3	Permanently Excluded
PRU	N/A (attending at the time of the interview)

Appendix K: Interview Schedule

Q1. What was school like for you?

Prompts to use:

**What was primary school like?*

**What was secondary school like?*

Q2. What was school like at the time leading up to your exclusion?

Prompts to use:

** What was a typical school day like?*

**How did you feel about school?*

**What was going on at school around that time?*

Q3. Can you tell me about the experience of finding out you were being permanently excluded?

Prompts to use:

**Where and when were you told and by whom?*

**Were you expecting this to happen?*

Q4. What has life been like since being permanently excluded?

Prompts to use:

** What has changed?*

** What has stayed the same?*

Q5. Is there anything else you wanted to share about your experience of exclusion that I haven't asked you about?

Appendix L: Tavistock and Portman Trust Research Ethics Committee (TREC) Application

The Tavistock and Portman 
NHS Foundation Trust

Tavistock and Portman Trust Research Ethics Committee (TREC)

APPLICATION FOR ETHICAL REVIEW OF RESEARCH INVOLVING HUMAN PARTICIPANTS

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

PROJECT DETAILS

Current project title	The Lived Experiences of Young People Permanently Excluded from Mainstream Schooling		
Proposed project start date	June 2020	Anticipated project end date	May 2021

APPLICANT DETAILS

Name of Researcher	Sabrina Bovell
Email address	
Contact telephone number	

CONFLICTS OF INTEREST

<p>Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>If YES, please detail below:</p>
<p>Is there any further possibility for conflict of interest? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>If YES, please detail below:</p>

--

FOR ALL APPLICANTS

<p>Is your research being conducted externally* to the Trust? (for example; within a Local Authority, Schools, Care Homes, other NHS Trusts or other organisations).</p> <p><small>*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)</small></p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If YES, please supply details below:</p>	
<p>Has external* ethics approval been sought for this research? (i.e. submission via Integrated Research Application System (IRAS) to the Health Research Authority (HRA) or other external research ethics committee)</p> <p><small>*Please note that 'external' is defined as an organisation/body which is external to the Tavistock and Portman Trust Research Ethics Committee (TREC)</small></p> <p>If YES, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies:</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If your research is being undertaken externally to the Trust, please provide details of the sponsor of your research?</p>	
<p>Do you have local approval (this includes R&D approval)?</p>	<p>YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>

<p>COURSE ORGANISING TUTOR</p> <ul style="list-style-type: none"> Does the proposed research as detailed herein have your support to proceed? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> 	
<p>Signed</p>	
<p>Date</p>	<p>15.06.2020</p>

APPLICANT DECLARATION

I confirm that:

- The information contained in this application is, to the best of my knowledge, correct and up to date.
- I have attempted to identify all risks related to the research.
- I acknowledge my obligations and commitment to upholding our University's Code of Practice for ethical research and observing the rights of the participants.
- I am aware that cases of proven misconduct, in line with our University's policies, may result in formal disciplinary proceedings and/or the cancellation of the proposed research.

Applicant (print name)	Sabrina Bovell
Signed	
Date	05.06.2020

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name and School of Supervisor/Director of Studies	
Qualification for which research is being undertaken	Professional Doctorate in Child, Community and Educational Psychology

Supervisor/Director of Studies –

- Does the student have the necessary skills to carry out the research?
YES **NO**
- Is the participant information sheet, consent form and any other documentation appropriate?
YES **NO**
- Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient?
YES **NO**
- Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance?
YES **NO**

Signed	
Date	05.06.2020

DETAILS OF THE PROPOSED RESEARCH

1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately explained (Do not exceed 500 words)

The proposed research intends to take an exploratory approach to investigate the lived experiences of young people (YP) who have received a Permanent Exclusion (PE) from mainstream schooling. It is hoped that in developing and sharing an understanding of YP's experiences of PE, education settings and the people that work within them can better support this vulnerable population.

A range of studies have evidenced the negative impact of PE on YP. Brookes, Goodall and Heady (2007) conducted research which found that, "*permanently excluded CYP are three times more likely than their peers to leave school with no qualifications and 37% more likely to be unemployed*" (Brookes et al, 2007, p.39). Other studies indicate that once excluded, YP are more likely to become involved with antisocial behaviour, crime, and find employment difficult due to a lack of qualifications and disrupted educational experiences (Evans, 2010; Thomas, 2001). Evans (2010) reported that permanently excluded YP can feel alienated within the school system and struggle to comply with rules from authority figures. This risks YP disengaging from their education and engaging in more risk-taking behaviours (Evans, 2010). McAra and McVie (2010) reviewed the long-term outcomes for YP and highlighted several negative effects of PE. These included the potential costs to the individual of disruption to their education, the impact on their self-confidence and increased disaffection with school; which the researchers asserted may limit their job prospects.

A semi structured interview will be conducted via Zoom, following the Tavistock Zoom protocol, or in person if social distancing practices have ended, and will last up to 60 minutes. Participants will be asked about their experiences of permanent exclusion from a mainstream school setting. The semi-structured interview questions have been designed to be open but provide a level of structure to the interview process to aid participants in sharing their experiences.

2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

The aim of this study is to develop a better understanding of the experience of PE so that the people who work with excluded YP can provide better support during this period of their education.

Previous research in this field by Gordon, 2001; Parker, Paget, Ford and Gwernan-Jones, 2016; Farouk, 2017, has identified a lack of research detailing YP's views of exclusion. Within these studies, conclusions were drawn that the opinions and ideas of YP themselves would help build an understanding of their disaffection with education. The proposed research is particularly relevant in the current context of increasing rates of school exclusion.

It is hoped that the findings of this research could be used by professionals to generate and test hypotheses regarding:

- preventative measures to reduce levels of exclusion
- interventions to support and 'rehabilitate' excluded young people

3. Provide an outline of the methodology for the proposed research, including proposed method of data collection, tasks assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)

The study intends to employ an 'inductive' and 'interrogative' qualitative research methodology known as Interpretative phenomenological analysis (IPA) (Smith, 2004). This phenomenological approach explores the lived experiences of a small number of participants in a level of great detail and depth (Smith, Flowers & Larkin, 2009). This method recognises participants as 'sense-makers', attempting to understand the meaning an individual impresses upon their experiences, through analysis of their reflections and descriptions (Smith, 2004). Through this, IPA attempts to gain a rich and comprehensive understanding of the 'quality and texture of the phenomenon under investigation' (Willig, 2013, p.39).

The data will be collected using one 60-minute, semi-structured interview per participant. This will be carried out in person if schools are open at the time of data collection. Should social distancing measures still be in place, the researcher will conduct the interviews remotely, using Zoom and applying the Tavistock protocols for using Zoom. Interviews will be digitally recorded.

The data collected will be analysed using IPA. Smith, Flower and Larkin's (2009) framework for analysis will be utilised. The involves an iterative cycle of six steps, moving from an individual focus to the commonalities across participants. Data analysis will take approximately 3 months.

PARTICIPANT DETAILS

4. Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study (i.e. who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why this criterion is in place. (Do not exceed 500 words)

Smith, Flowers and Larkin (2009) explain that to enable a '*detailed examination of psychological variability, through examination of convergence and divergence*' (Smith, Flowers & Larkin, 2009, p3.), the sample must be as homogenous as possible. The proposed phenomenon under investigation is specific to YP who have experienced PE, therefore, a non-probability, purposive sampling strategy will be employed. This has been chosen as it enables participants to be selected based on their ability to share their experiences of permanent exclusion from a mainstream school setting.

The proposed study aims to recruit participants from the Local Authority (LA) where the researcher is placed. Although this PRU is not within my work allocation and I do not carry out work or visits to this setting. This LA has one secondary Pupil Referral Unit Alternative Provision (AP) that is the default full-time provider for pupils aged 11-16 who have been permanently excluded from a mainstream school. 60 YP who have experienced PE currently attend this provision.

Following ethical approval, the PRU's head teacher will be contacted to seek approval for the proposed research to be conducted on the PRU's premises and to be used to recruit participants. If approval is granted, the SENCO will be asked to send all parents, via email, the information sheets and consent forms. If/when parental consent is obtained, the SENCO will then distribute the participant information sheet and consent forms to the corresponding students, up until a maximum of 8 signed consent forms are received. The issue of capacity is explained in the information sheets.

Should this recruitment method not elicit enough participants, alternative provisions outside of the LA will be approached using the method described above. Provisions will be contacted one at a time, to prevent over recruitment.

The inclusion criteria will be students that are of full-time schooling age, that have been permanently excluded and are currently out of a mainstream setting, currently attending a Pupil Referral Unit (PRU).

Sample size

Between four to eight participants will take part, as recommended for IPA research (Smith, 2009). This number of participants will provide exploration of a range of experiences and a feasible amount of data for analysis.

5. Will the participants be from any of the following groups? (Tick as appropriate)

- Students or staff of the Trust or the University.
- Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
- Children or legal minors (anyone under the age of 16 years)¹
- Adults who are unconscious, severely ill or have a final illness.
- Adults who may lose mental capacity to consent during the course of the research.
- Adults in emergency situations.
- Adults² with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
- Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
- Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).
- Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).

- Healthy volunteers (in high risk intervention studies).
- Participants who may be considered to have a pre-existing and potentially dependent³ relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
- Other vulnerable groups (see Question 6).
- Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
- Participants who are members of the Armed Forces.

¹If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability³, any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.

² 'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.' (Police Act, 1997)

³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

6. Will the study involve participants who are vulnerable? YES NO

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from the participant's personal characteristics (e.g. mental or physical impairment) or from their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness). Where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable.

Adults lacking mental capacity to consent to participate in research and children are automatically presumed to be vulnerable. Studies involving adults (over the age of 16) who lack mental capacity to consent in research must be submitted to a REC approved for that purpose.

6.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If **YES**, the research activity proposed will require a DBS check. (NOTE: information concerning activities which require DBS checks can be found via <https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance>)

The researcher acknowledges the demands that taking part in this study could place on participants. It is the researcher's intention to minimise demand.

The interview schedule is designed to allow participants to feel comfortable and to share whatever comes to mind, allowing them control regarding what they contribute. As the

experiences being explored may be distressing, the researcher will make sure that the participant's right to withdraw has been fully explained. They will be advised that they will not be expected to discuss anything that makes them feel uncomfortable, if they do feel uncomfortable, they will be reminded that they can end the interview at any time. During the interview process, the researcher will monitor the participants closely. If signs of distress are shown, the researcher will gently check whether they wish to proceed and/or take a break. They will also be made aware of the opportunity to discuss any distress (such as the experience of negative or uncomfortable feelings) with the researcher during the additional time provided after the interview (30 minutes) or a more familiar member of PRU staff. If the YP decides to terminate the interview, a debrief will be held and a well-being follow-up call will be made the next day. Should it be needed, the young person will be encouraged to access their support networks and/or the researcher will signpost them to relevant support services.

The researcher has an enhanced DBS certificate that was obtained by the Tavistock and Portman NHS Foundation Trust.

7. Do you propose to make any form of payment or incentive available to participants of the research? YES NO

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

8. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)

Information sheets and consent forms were designed to be accessible for those identified for the study. If for any reason the format in which they are presented is not accessible, the PRU SENCO will be asked to adapt the communication in line with the systems the setting usually uses with such families/ YP (e.g having documents read to them or getting documents translated). The researcher will cover any reasonable costs that occur in relation to this, subject to prior agreement.

RISK ASSESSMENT AND RISK MANAGEMENT

9. Does the proposed research involve any of the following? (Tick as appropriate)

- use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
 use of emails or the internet as a means of data collection
 use of written or computerised tests
 interviews
 diaries (attach diary record form)
 participant observation
 participant observation (in a non-public place) without their knowledge / covert research
 audio-recording interviewees or events
 video-recording interviewees or events
 access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
 administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
 performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
 investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
 procedures that involve the deception of participants
 administration of any substance or agent
 use of non-treatment of placebo control conditions
 participation in a clinical trial
 research undertaken at an off-campus location (risk assessment attached)
 research overseas (copy of VCG overseas travel approval attached)

10. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life? YES NO

If YES, please describe below including details of precautionary measures.

11. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

The researcher does not anticipate that the participants will experience distress, although there is a possibility that they might. Should this be the case, the researcher has relevant experience to manage any presenting issues:

- The researcher has experience of conducting research in the community with YP and their families.

<ul style="list-style-type: none"> • The researcher is currently training as an Educational Psychologist and has received training in how to manage safeguarding risks and how to talk to YP in distressed states. • The researcher has worked with YP, families and adults for 13 years, within the community, schools (schools with a special educational need focus and alternative provisions) and mental health settings. • Through these roles, the researcher has helped individuals in distress, signposted to alternative agencies and followed appropriate safeguarding procedures.
<p>12. Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)</p> <p>NOTE: Where the proposed research involves students of our University, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.</p>
<p>The YP participating in this study may benefit from:</p> <ul style="list-style-type: none"> • An opportunity to speak about their experiences of PE, allowing an opportunity for reflection. • The experience of being listened to without judgement • An awareness that they are contributing to the development of new knowledge that could be drawn upon to support permanently excluded YP in the future
<p>13. Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)</p>
<p>Although it is not expected that the interviews will result in adverse or unexpected outcomes, it is possible that the participants may become distressed talking about their experiences. As a result, the researcher will ensure that all participants:</p> <ul style="list-style-type: none"> • Understand their right to withdraw from the study • Know that they can discuss any issues that may arise with familiar staff qualified to support children experiencing distress following the interview process. <p>Additionally, participants will be signposted to any help or support they may require if the interviews raise personal issues.</p>

14. Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counseling service, where participation in the research has caused specific issues for participants. Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)

The researcher will ensure that although each interview will last 60 minutes there will be 90 minutes available to spend with each participant, which will allow for a 30 minute debrief should this be needed. Follow up care and signposting to further support as mentioned above, will also be available.

Participants will also be sent a one page summary of the findings, once the study has been completed

PARTICIPANT CONSENT AND WITHDRAWAL

15. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. YES NO

If **NO**, please indicate what alternative arrangements are in place below:

16. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials.

YES NO

If **NO**, please indicate what alternative arrangements are in place below:

17. The following is a participant information sheet checklist covering the various points that should be included in this document.

- Clear identification of the sponsor for the research, the project title, the Researcher or Principal Investigator and other researchers along with relevant contact details.
- Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved.
- A statement confirming that the research has received formal approval from TREC.
- If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity.

- A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.
- Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
- Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
- A statement that the data generated in the course of the research will be retained in accordance with the University's Data Protection Policy.
- Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@taviport.nhs.uk)
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

18. The following is a consent form checklist covering the various points that should be included in this document.

- University or Trust letterhead or logo.
- Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
- Confirmation that the project is research.
- Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
- Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
- If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
- The proposed method of publication or dissemination of the research findings.
- Details of any external contractors or partner institutions involved in the research.
- Details of any funding bodies or research councils supporting the research.
- Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

CONFIDENTIALITY AND ANONYMITY

19. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

- Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?
- The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with no record retained of how the code relates to the identifiers).
- The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers are able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).
- Participants have the option of being identified in a publication that will arise from the research.
- Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)
- The proposed research will make use of personal sensitive data.
- Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

20. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES NO

If **NO**, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

DATA ACCESS, SECURITY AND MANAGEMENT

21. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES NO

If **NO**, please indicate what alternative arrangements are in place below:

22. In line with the 5th principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

1-2 years 3-5 years 6-10 years 10> years

NOTE: Research Councils UK (RCUK) guidance currently states that data should normally be preserved and accessible for 10 years, but for projects of clinical or major social, environmental or heritage importance, for 20 years or longer.

(<http://www.rcuk.ac.uk/documents/reviews/grc/grcpoldraft.pdf>)

23. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

Research data, codes and all identifying information to be kept in separate locked filing cabinets.

Access to computer files to be available to research team by password only.

Access to computer files to be available to individuals outside the research team by password only (See **23.1**).

Research data will be encrypted and transferred electronically within the European Economic Area (EEA).

Research data will be encrypted and transferred electronically outside of the European Economic Area (EEA). (See **23.2**).

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.

Use of personal data in the form of audio or video recordings.

Primary data gathered on encrypted mobile devices (i.e. laptops). **NOTE:** This should be transferred to secure UEL servers at the first opportunity.

All electronic data will undergo secure disposal.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be overwritten to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

All hardcopy data will undergo secure disposal.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

23.1. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.

<p>23.2. Please provide details on the regions and territories where research data will be electronically transferred that are external to the European Economic Area (EEA).</p>

OVERSEAS TRAVEL FOR RESEARCH

<p>24. Does the proposed research involve travel outside of the UK? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>24.1. Have you consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/ YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>24.2. If you are a non-UK national, have you sought travel advice/guidance from the Foreign Office (or equivalent body) of your country? YES <input type="checkbox"/> NO <input type="checkbox"/> NOT APPLICABLE <input type="checkbox"/></p>
<p>24.3. Have you completed the overseas travel approval process and enclosed a copy of the document with this application? (For UEL students and staff only) YES <input type="checkbox"/> NO <input type="checkbox"/> Details on this process are available here http://www.uel.ac.uk/qa/research/fieldwork.htm</p>
<p>24.4. Is the research covered by your University's insurance and indemnity provision? YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p>NOTE: Where research is undertaken by UEL students and staff at an off-campus location within the UK or overseas, the Risk Assessment policy must be consulted: http://dl-cfs-01.uel.ac.uk/hrservices/documents/hshandbook/risk_assess_policy.pdf. For UEL students and staff conducting research where UEL is the sponsor, the Dean of School or Director of Service has overall responsibility for risk assessment regarding their health and safety.</p>
<p>24.5. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place.</p>
<p>24.6. Will this research be financially supported by the United States Department of Health and Human Services or any of its divisions, agencies or programs? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>

--

PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

25. How will the results of the research be reported and disseminated? (*Select all that apply*)

- Peer reviewed journal
- Conference presentation
- Internal report
- Dissertation/Thesis
- Other publication
- Written feedback to research participants
- Presentation to participants or relevant community groups
- Other (Please specify below)

OTHER ETHICAL ISSUES

26. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

--

CHECKLIST FOR ATTACHED DOCUMENTS

27. Please check that the following documents are attached to your application.

- Letters of approval from ethical approval bodies (where relevant)
- Recruitment advertisement
- Participant information sheets (including easy-read where relevant)
- Consent forms (including easy-read where relevant)
- Assent form for children (where relevant)
- Evidence of any external approvals needed
- Questionnaire
- Interview Schedule or topic guide
- Risk Assessment (where applicable)
- Overseas travel approval (where applicable)

27.1. Where it is not possible to attach the above materials, please provide an explanation below.

Appendix M: Participant Interview Transcript (Mervin)

- 1 I: Okay, let's start. The first question is, what was school like for you?
 2 What was primary school like?
 3
- 4 M: Hmm. Let me think (*laughs*) it was alright. There was a lot of playing, like,
 5 and playful. It was just a playground to me, like, it was numbers (*laughs*).
 6 Just, yeah, just learning, like, numbers, letters, and just playing (*laughs*), to
 7 be honest. And, at, cos, in my primary school it was more than playing and
 8 learning innit so... at a point I was just like, well not at a point but, I wasn't
 9 bad but, I wasn't a bad yute innit, but I was naughtier than normal. A
 10 naughty child innit so. I didn't get kicked out, but I got excluded cos I threw a
 11 rock at my teacher (*laughs*). Yeah and then erm... it was like at the same
 12 there, my mum was like, she's gonna take me out and put me in a new
 13 primary school, cos dat primary school was like (*tuts*), it wasn't really doing
 14 much like. It wasn't really giving a lot of. Work, like, you get me so, I went to
 15 a new primary school. Then, made a lot of friends, erm got better like. Better
 16 work and that, so it was like. Did more work. And it was just, it was jus fun. It
 17 was like. You get me. Every minute I'm in primary school. There was always
 18 like, they were always like. Ah, this isn't gonna happen in mainstream
 19 secondary school cos do yah get me it's more strict and duh, duh, duh. So I
 20 was like, yeah, I know that. It was. It was just fun, literally. Got to play about,
 21 you get me. So it was fun, to be honest.
 22
- 23 I: And how did that make you feel when you were having fun at school?
 24
- 25 M: (*laughs*) I was happy, I was, I was chilling. I was happy like. I didn't mind
 26 going to school like. I didn't mind like going to school. Like nowadays, I
 27 would be like, (*tuts*) ah... school's long. But when I was in primary school, I
 28 loved going there, cos my friends were there. I just loved going to school.
 29 Jus cos you get me, you have fun (*laughs*).
 30
- 31 I: What do you mean by a bad "yute"?
 32
- 33 M: Like. Like. I would, like. Sometimes I wouldn't listen. Like, I would be. I would
 34 just be playing about too much, like, I wouldn't know when to stop, like. Stop
 35 the playing like. I would still be in the, in like the active mentality. Like, jus
 36 wanna keep playing. Playing about. That's what I meant, like.
 37
- 38 I: And what do you mean by "yute"?
 39
- 40 M: Little boy (*laughs*). Yeah.
 41
- 42 I: Can you tell me more about that?
 43

44 When I was a little boy. Then I lived in America. It was, it was, it was fun man.
 45 I lived with my dad and my sister and my grandma and that so. It was fun.
 46 Like. I didn't go school for like a year cos I was in another country and I wasn't
 47 a part of there, you get me? Like, I didn't have. I had a passport cos I lived
 48 there but it was like. I lived there with my brother, my sister on my mum's side,
 49 and on my dad's side I had my sister. So it was like, I was learning, I, I spoke
 50 English there, but it was like. Every day I stayed there. It was like my whole
 51 mindset changed, from, from, an English boy to an American boy.

52
 53 **What do you mean when you say, "your mindset changed"?**

54 So, it was like, when I came back my speaking was not on point, like *(laughs)*.
 55 *Y*ou can hear it now like, I don't speak. Like. Not fluent, but I jus. I jus, can't
 56 speak.

57
 58 **Can you tell me more about that?**

59
 60 I don't know how to pronounce, I don't know how to say it, but I just don't
 61 speak, how a normal English person speaks. Like, I say dumb things that
 62 aren't meant to be said, how. They're. Said, if that makes sense? There's
 63 nothing else to say.

64
 65 **I: Thank you. What was secondary school like?**

66
 67 **M:** Secondary school, let me tell you about Year 7. Year 7, I was like... I was a
 68 good boy. Like, I wanted to just be like. Not wanted to be but. I had to be
 69 like, a good boy innit. So, it was like. I would. I wouldn't be early-early, but I
 70 would be early. Erm, I would jus be like a new person, like. I was like a new
 71 person then. When I got like into it, teachers started knowing my name and
 72 duh, duh, duh. Then it would be fine, but it was like *(tuts)* they just always
 73 used to call my name. So it was like. I would always be in something, but not
 74 always like, so it was like that. Then Year 8... year 8. Jus, about the same
 75 but getting a bit like, more concerns an these things, like just because of
 76 Year 7 and the red light. The rocky start so they already know my name and
 77 that, so, it was like if something pops up they might just involve me in it just
 78 because like, I might be like, the naughty child. Not the naughty child but I'd
 79 jus be mostly involved in some things, so they would assume that I'm
 80 involved in everything. So then. In Year 8 I then-then, erm. I slightly got
 81 bullied. But I never got bullied like that, cos I held my own, I-like, I would I-li-
 82 like. If people tried to. And. The same way, my brother was in like, the year
 83 above, innit. So, it was like, until he left. Then people started. Like, moving
 84 shaky, like rocky innit and that was it.

85
 86 **I: What do you mean by people "moving shaky"?**

87

88 M: Like. Started tryna bully me or start like. Talking like ah, your brother's not
89 here, duh, duh, duh. Like. Like my brother's not in school to defend me, I
90 was like. I can defend my own. So, it doesn't really matter if he's here or not,
91 innit. Then after that I kina got bullied. But I never. So, it was like. I'd be
92 like. People would try and pick on me innit but, for me. Like, I would just start
93 fighting them, like. Cos I had like, a little bit of. I had anger issues innit. Like,
94 so if they tried pick on me like, I would, like, I would fight them. And I would
95 like, you get me, go off. Like, flip out, like. I'd jus get mad. And then, I would
96 get in trouble for that, then cos they don't know what I'm getting bullied innit.
97 I kind of never. Wanted to say it innit. Like, they jus, they jus erm like. They
98 jus thought I was. I was. Just being the naughty boy innit. So then after dat.
99 I got kicked out of. Then in Year 9 I got excluded. Then I went to. I think.
100 Yeah, I actually got excluded but not. Managed moved. I got managed
101 moved to another school.
102

103 I: **Can you tell me more about that?**

104
105 M: Cos I, I slightly got bullied. But like, it was jus like, cos I was like, getting
106 bullied like, I had friends, but I didn't have so many friends, like. It jus felt
107 like... I didn't want to be there for people just to be picking on me and like. I
108 didn't want to be that person like. And if I do retaliate, I didn't wanna be the
109 person to get in trouble cos they didn't know that I was being bullied. Then I
110 didn't wanna jus. To be that person that would jus, get those people in
111 trouble so they can jus. Be on me, saying, calling me names and that like. I
112 didn't want to be that type of person.
113

114 I: **And how did that feel when you were being bullied?**

115
116 M: To be honest, it was like. It didn't make me feel. It made me feel sad, but it
117 wasn't like, as in so sad like bad like with depression. Like, make me like,
118 feel depressed about myself because, like, I knew who I was. Like, I know
119 who I am so. So it was like. If you like, if you bully me, I know I'm a bigger
120 person than you, because you're bullying me for some like, for some reason
121 I don't know. Like, so it was like. At the same time. It was like, it helped me
122 because, like, it made me know who I was, like, it made me know who I was
123 as a person.
124

125 I: **Thank you. Can we tell me more about being a new person in Year 7?**

126
127 M: Yeah, like. I was. I was. Like nice, I was jus nice to everybody like. I would, I
128 would-d, if I wouldn't say I was stupid. But I would try to do all the work, like.
129 I would always be the person that like, jus puts their hand up cos I needed
130 help. So, it was like. It was like, I wasn't really a bad child then. In Year 7.
131

132 I: **And how did that feel when you were being that new person?**

133

134 M: I was cool with it. Cos like. I wasn't really getting in trouble as much, so it
135 was like. I was cool with it. And it got to the point where, I was jus thinking,
136 why am I changing for these people like? (*high pitched voice*) And then,
137 yeah, then I myself like. Then I was just myself.

138

139 I: **What do you mean by "changing for these people"?**

140

141 M: Not being myself. Then I started getting into trouble, innit.

142

143 I: **And how did that make you feel when you got in trouble?**

144

145 M: To be honest, I brushed it off because I was like (laughs), I've been getting in
146 trouble for so long, like. It's jus. It's like a normal thing so. It was like just. A
147 normal thing to me.

148

149 I: **Thank you. What was school like at the time leading up to your
150 exclusion? What was a typical school day like?**

151

152 M: Yeah. A typical school day like, might be (laughs) like, I would come into
153 school, they'd be like, why are you late? I'd be like. Imagine. I literally just
154 live around the corner. So they'd be like. Why are you late? I'd be like. I had
155 to eat some food like. I'm hungry. So. That would be my, like my, average
156 excuse. Or I'd be like. I need to go to the dentist. Jus some excuse. Then.
157 I'd get a detention and I'd be like, ah man (*tuts*). Sometimes I would bunk the
158 detention just because I've had so many. I just want to bunk it, but in like, the
159 school I was like, going to lessons. It was alright like, I'd be like. I'd go in
160 late, they would keep asking me why was he late? Was he even in this
161 lesson? Then, I'd be like, yeah, I was just late, and they'd be like.

162

163 Sometimes I would like. I'd be in the class and then I would start talking. And
164 then they'd send me off to like, the head of year. Like, my head of year. And
165 then, when I'd get sent to my head of year, he'd be like, he'd just be like. Cos
166 he knows I just get in trouble a lot, he'd be like, what now? Like. He'd just be
167 on a like a casual ... like. He would give me a humble talk like. I'm helping
168 you out, but you've gotta play your fair share of the deal innit. Cos he would
169 help me, like, I wouldn't lie. Like, he would try help me. He would try get me
170 back into the lesson. Be like, yeah duh, duh, duh, he'd give me like. Not
171 special treatment, but like. He would like, try help me, like more than others
172 innit. So like, I would try. But, like, even if I try it would just happen cos like,
173 he's got like 30 odd people in the classroom like, with your friends and that.
174 So, it would be like, I would get in trouble regardless so. Yeah, and because
175 when I get sent out, it would be like, it would be like, only you one got sent

176 out so like. Why was nobody else getting sent out? I'd be like cos they're not
 177 watching the other people. They just mention my name because I'm me, you
 178 get me like. I'm getting in. I might get in trouble more often, innit. So, yeah it
 179 would be like that.

180

181 **I:** How did that feel when you were asked why you were late?

182

183 **M:** To be honest, I was jus, I feel like, I didn't feel any type of way. I was jus, I
 184 was jus like. Just a bit. I didn't even know you know. I was jus. I was jus
 185 late, and they would be asking me why are you late and I would jus. Be like.
 186 To be honest with you, it would just be because I took long to get ready or
 187 something like that. So, I jus. I won't tell them that cos they would jus be like
 188 you need to get out earlier like and like. So I'd jus be, I'd kina jus be like, just
 189 shrug it off a bit like.

190

191 **I:** How did that feel when you were sent to your head of year?

192

193 **M:** *(tuts)*, I would be annoyed. I'd be like, ah man, I'd be like. I would just be
 194 mad cos, I'd be like all the other people are talking but you mentioned my
 195 name first. Just because like, jus because you knew my name like, and it jus
 196 rolls off the tongue easy. Like, that's that-t that was mad *(laughs)*

197

198 **I:** What do you mean by sometimes you tried?

199

200 **M:** Yeah. Like, I would try, like, I wouldn't try but I would be like, I would try. I
 201 wouldn't try to speak. I'd try to ignore everyone be like. I would be. Like
 202 sometimes when I try I'd be like yeah he's trying to talk to me, miss. Like,
 203 he's trying to talk to me. So, that would be one of my trying moments. Like, I
 204 would tell off the other person. Not tell off the other person but try, snitch on
 205 the other person so it's not me getting in trouble. And then when they talk to
 206 me I try be quiet. And just sit there and do my work like. Or act like I'm doing
 207 my work jus to. Jus to not get in trouble like.

208

209 **I:** Can you tell me about the experience of finding out that you were being
 210 permanently excluded?

211

212 **M:** To be honest, I was mad *(raises voice)* like cos.

213

214 **I:** When and where were you when you were told?

215

216 **M:** At first, they woz like you're on the verge of you get me, of getting
 217 permanently excluded like. Then at first, they woz like putting me on reports
 218 like. You've got one report. You have to get like, these expected standards
 219 innit. So, it was like they had my report. Sometimes they put me with an

220 LSA, like a teacher, like one to one, like, sitting in my class with me. So, it
 221 was like, if I had a one to one. More likely I wouldn't get in trouble because
 222 like, I'm literally sitting right beside a teacher. So, any little thing I do, they
 223 will just be like stop, so it was like, that would help me. And then I would be
 224 getting put on report. So it was like, I have to try. And then at the end of the
 225 report they would like (*kisses teeth*) try reward me with something. I would
 226 like try, cos I was like. I was a little boy so I would like anything they'd give
 227 me so. I'd be like, I've got this, and I would show it off. So I'd be like. That
 228 was one of the good things. And then when I was getting excluded I was
 229 just like ahh, this is so long like. My mum's on me. Like, she's onnnn me like.
 230 She's telling me off every minute like. I'm getting in trouble every minute, but
 231 like every minute I'm jus like, this is sooo long.

232

233 **I: When were you told you were permanently excluded?**

234

235 **M:** I was in Year 8/Year 9. So I was like. Going into Year 9 and I got excluded.
 236 Like, not permanently, but I got excluded to another school. Managed moved
 237 to another school. And then I was like, I was there for nine odd months, I
 238 was there for a good while, (*tuts*) like, a year or so, and then. They were
 239 saying that I was meant to go back to my other school. But they kept
 240 wanting to hold me there, just to see how I was getting on. So, I was alright,
 241 but. In the sense of it, like, me going to another school, I knew like, a lot of
 242 people from the other school cos it was right up the road. So it was like,
 243 either way. I might still get in trouble. I knew so much people like. Some of
 244 my cousins were in that school so. I knew like, a lot of people there. So then
 245 when I got back to like. When my mum was like why's he been there for so
 246 long? And like. How, when is he gonna come back to school? And they
 247 were like. They tried to say, he's not our problem.

248

249 **I: Can you tell me more about that?**

250

251 Then like, we had a meeting, and I was just sitting in the meeting, in the
 252 meeting, mad, like. Not even mad, but I was jus frustrated cos, like, I've been
 253 already like, from Year 7 to. Year 9, Year 8, I already been like in like, ten
 254 meetings or so with the headteacher and that, and these things. So it was like,
 255 I was used to it, but I was like, ah, what man? What am I. What am I. Or what
 256 school. Or these things like. What am I gonna do after like? Cos my mum
 257 would always be like you don't wanna be no stupid boy when you grow up so.
 258 Like, I would always reflect on that, innit. It was like I would try. Cos if I get
 259 permanently excluded then. You get me it's over so. I don't know what school
 260 to go after that. So. When I eventually got permanently excluded, I was like.
 261 I was in and out of schools, but I was in different schools in other boroughs,
 262 like. I was just going in and out of school for a good while like.

263

264 **I: Where were you when you were told that you were permanently**
 265 **excluded and who told you?**
 266

267 **M:** I was in the headteacher's office, like I was. Yeah, I was in the headteacher's
 268 office. From. So first of all I went from the. Year headteacher, like the, (*tuts*),
 269 like our year. like (*tuts*), like the erm. Deputy headteacher. Then I went
 270 straight to the headteacher's office, like, the proper headteacher's office. And
 271 then, I was jus in there sitting down and he was like, erm. We're calling your
 272 mum in. Then. I'm sitting there waiting for my mum. She came in. Then. They
 273 woz like. Cos it got to the end of the day when we were waiting for my mum,
 274 then they said come back, you're not allowed into the school until your mum
 275 comes in for a meeting. So until like a good... because she works like. For a
 276 good like. Three days, four days or so, I wasn't in school. Then I had to come
 277 in for a meeting. Then they was like, they passed like my erm. They showed
 278 my mum my like reports. My erm, my behaviour logs. All of that like, literally
 279 all of that. Then they was like he's getting too much for us to handle. Then my
 280 mum was like, if he's getting too much to handle, you can see there's a
 281 problem like. There might be a problem going on with my child like, like
 282 mental health issues and that. So then. Talking about that. And then, then
 283 they were like well. He's excluded no like, he's just permanently excluded now
 284 so.
 285

286 **I: And how did that make you feel when your mental health was being**
 287 **discussed?**
 288

289 I don't know. My mum was just like so. You get me like. There's nothing
 290 really else to do, is there? Like. Try find another school. At the same point,
 291 they, the school was trying to find me like an alternative place to go. So, just
 292 a place to go while they're trying to find a new school to put in place. So then
 293 I went to a school out of the borough and then. When I went to the school
 294 out of borough, they was like. Cos they were out of the borough and I
 295 couldn't get there on my own. They was like, they would send cabs to pick
 296 me up then to pick me up and to and from school. So like. If they don't get
 297 the cab, my mum has to come and pick me up. So. It was a bit. It was like.
 298 Hard from then.
 299

300 **I: And were you expecting to be excluded?**
 301

302 **M:** To be honest. I wasn't expecting it. But I was like. It was in the back of my
 303 mind like. Like. It was jus like. It was like. Normal but not normal. Cos I was
 304 like. I am getting in this trouble and I've been at so many meetings like. That
 305 I know it's going to come like. And, without a doubt, I know it's going to
 306 come, but I never knew it was going to come like, so quick. Cos that means
 307 they were like, pushing for me to already leave like. Leave the like, from the

- 308 jump. So. I was like. You get me. I couldn't really do anything. So I didn't
 309 really know what was coming.
 310
- 311 **I: What do you mean by "from the jump"?**
 312
- 313 **M:** Oh. That they know like. That they were gonna excluded me from like. The
 314 beginning anyway. Like before I went to the other school or before the
 315 meeting. They wanted to exclude me anyway...
 316
- 317 **I: Can you tell me more about expecting the exclusion, but not really
 318 expecting it?**
 319
- 320 **M:** Like. I would act the same. Like, I would jus, keep them, not keep them,
 321 yeah I would, keep doing the same thing, let me not even (*laughs*). I would
 322 literally just keep doing the same things. But I would be like. The only reason
 323 why I wasn't expecting it, cos the stuff that I was doing wasn't major, like, it
 324 was just keep talking. It was jus. It was like constant things that were the
 325 same, like. It was over, repeated innit so. When it's repeated, I didn't think.
 326 Cos they were little, it just build up to a big thing. So I wasn't really expecting
 327 I, that's what I meant.
 328
- 329 **I: Thank you. What has life been like since being permanently excluded?**
 330
- 331 **M:** To be honest. Cos I went to like, I went to like, so many schools it was like, it
 332 was like, a normal thing to be honest. It was like, if I get kicked out of that
 333 school I'm going to be shipped to another school. Like, it was. Like, I knew a
 334 lot of people like. I didn't wanna know a lot of people, but I jus eventually
 335 grew like, grew as a person, like. I would, I could adjust to some things like. I
 336 could adjust to a new setting. New people. Just some new things. Like, so it
 337 was like. Yeah it was me, I tried adjusting to things that I never even knew I
 338 would have to adjust to. That's what it was like.
 339
- 340 **I: And since being excluded, what has changed?**
 341
- 342 **M:** My whole attitude has changed like. The whole. The way I think. The way I
 343 do things. Like. The way I even rock up to school like, the way how I even
 344 present myself is jus different. Cos like, I-I just think like, it's long getting
 345 trouble, like, it's long getting in, doing all these things just for the littlest (*tuts*),
 346 like the littlest things. So from, fr-from when I was a little boy to how old I am
 347 now, I've changed a lot. Like you can ask my like family, like. I've changed, I
 348 changed like that and it's like. I never knew I was gonna change. Like. It
 349 takes time to change, but for me it happened like, like, that. So it's like. I call
 350 myself a big man (*laughs*), my aunt says you're not a big man like. The only
 351 reason I say I'm a big man ca, I've been through like, (*kisses teeth*) a lot of

352 things. So. I jus feel like, you get me like. All the things that have happened
353 it jus changed me as a person.

354

355 **I: Can you tell more about that?**

356

357 **M:** Yeah like, going, going to new places like, and like, new boroughs, like, the
358 way how like, in- in London how like, borough to borough. People beef from
359 different boroughs, so I knew how to act. Like, present myself and jus. Stay
360 out of certain things, like. And if it does come my way, like, how to defend my
361 own like. Cos, not everyone's going to be there for you at a point. Cos, my
362 brother. When I say he was like, he wasn't like, he was not a bad boy, like.
363 He was not a bad boy. He was always in school. He never got put on report.
364 He was never in detention. Actually, he was in detention cos sometimes he
365 had to bring me to school and. For him to bring me to school I was jus on
366 some long ting. My bag was all heavy with some books in there, like.
367 Slouching, like one sloth. So, like. If I get in trouble, he does as well so. At a
368 point I was jus like, stop bringing me to school. Cos I'm gonna still get in
369 trouble and you're gonna get in trouble, so it won't look good on both of us,
370 so. Yeah...

371

372 **I: What do you mean by "from borough to borough and people beef"?**

373

374 **M:** Like, like erm. From a different, yeah, postcode or different area like, and they
375 don't know you. Like. They'd be like, ahh like, where do you come from? Duh,
376 duh, duh and like ask, like, questions. So, it's like, how to like, they start
377 questioning you and these things so. I knew how to like, say certain things to
378 certain people so I wouldn't get in danger. Or jus, I wouldn't you get me, I
379 wouldn't have to. Not endanger myself but, get into certain things that I
380 wouldn't need to get into. Just cos I live in a different borough or different
381 area.

382

383 **I: And what do you mean when you say "beef"?**

384

385 **M:** Just conflict, like fighting.

386

387 **I: Thank you. What do you mean when you say, "on some long ting"?**

388

389 **M:** Like. Like, my bag would be heavy, like it would jus be, sometimes he would
390 have to hold my books. Ca, jus to tell me hurry up, jus to get like, he'd have
391 to like, prepare my clothes from the night before. And like, I would be like.
392 The only reason I would be on some long ting, cos I watched TV the night
393 before and I'd just go to sleep watching TV.

394

395 **I: What do you mean when you say, "on some long ting"?**

- 396
397 M: Like. Jus erm. Taking long like, jus, erm slow. Like, moving slow.
398
- 399 I: **Thank you. Has anything else changed since your exclusion?**
400
- 401 M: Yeah. Before like, when I was jus like, I'd be going to school, I'd be looking
402 at ... I would look mad. Not mad innit, but I'd just look like, unrepresentable. I
403 would jus come in jus like, like I've just literally just woken up. Like, I'd just
404 come in with no. No energy, like, jus, you get me, like. Come in looking.
405 *(laughs)* Like, say my erm, trouser zip wasn't done, like. It would be like
406 *(laughs)* your zip's not done up and that like, something like that. Like, I can
407 present myself well, like I can. Before I'd jus be like, I'd be like an immature
408 kid. Like I'd jus be like. An immature kid like, immature about everything, like.
409 It's the littlest thing I would just laugh, or like, I wouldn't take things so
410 serious, as I would now, cos I was like a little boy back then.
411
- 412 I: **Thank you. Since your exclusion, what's stayed the same?**
413
- 414 M: What's stayed the same, like. I can't lie, like, my childish side has always
415 stayed the same, like. Like, I can be like, from nowadays like, I can like, I'm
416 more mature, but I've still got the childish side in me, like. It still shows a lot,
417 like, it still shows a lot so it's like, that's changed, cos like, that I can control
418 like. Not control it, but I can control like. If I'm doing something that I
419 shouldn't be doing. Or like, I know right from wrong. Like, those type of
420 things. I'm maturing.
421
- 422 I: **Can you tell me more about that?**
423
- 424 M: It feels good, it's good still because that thing I've matured like, I've adjusted
425 to certain things. Cos like, in like. The way how. This world goes like. It's like,
426 you've either gotta, you either gotta like. *(tuts)* How do I explain it? I don't
427 know how to explain it, but it's like I've gotta, you've gotta adjust to a lot of
428 things. Like, you actually gotta adjust to a lot of things, like. New people.
429 Like, new environment. New, like, *(blows short)* like, yeah a lot of things.
430 Like, I don't even know how to explain it, but. I don't know how to explain it
431 but it just made me a not a better person but like, it just made me like, new
432 person like. It just changed my whole thinking of things, like. It's changed
433 the way how I think of things. And that's stayed the same.
434
- 435 I: **Is there anything else that you wanted to share about your experience
436 of exclusion that I haven't asked you about?**
437
- 438 M: Hmm. No. Just, the whole experience was just long for me ca, I always, it
439 was just long. Every minute I'm in and out of school, I was jus missing a lot

440 of learning. And like, everyone said that to me. Like, the whole time I've
 441 been at school, I've missed at least, two years, like, of school, like, I missed
 442 up to like, two years, like, a year and a half to two years of school. Like. I've
 443 missed. A lot of learning. But even though I've missed a lot of learning, I'm-
 444 I'm still-like, a bright kid. Cos I still had extra like, placements put in for
 445 me because. They was always thinking there was something wrong with me.
 446 So I always had, like, I always had someone. Not someone to lean on, but I
 447 always had like, someone in my corner that would defend me. So I could, so
 448 I could like, get better in school like, so I could do better in school, so I could
 449 do better like, in general.

450
 451 **I: What do you mean by "the whole experience was just long for me"?**

452
 453 **M:** Yeah like, like, it jus. Like, it jus made me like, everything that was
 454 happening the whole experience was just long for me like. Everything that
 455 was happening, it made me stop caring about things. Not stop caring but
 456 like, lose hope, like that I like, I would jus lose hope, literally. Like, things
 457 would just keep happening and then, so it would jus make me. Like, it
 458 wouldn't make me depressed, but it would jus make me feel like, like, why do
 459 I have do certain things, like. Should I even, should I do this, like? It would
 460 make me feel like. When I'm in school like, this jus, this is jus, not the place I
 461 want to be right now like. I don't wanna be here for some reason. That's
 462 how I felt just because of what I went through. That's why.

463
 464 **I: Can you tell me more about that?**

465
 466 **M:** For my age like, for my age I was like, cos like, missing school was all like,
 467 fun and games. Like, I would love to miss school cos it was school. It was
 468 jus, a long, a long day. It would be like (*laughs*) six hours out of your day. I
 469 was jus thinking I could be doing so much things, really and truly, all I could
 470 be doing was playing games, cos I'm a young child. But now I'd just be
 471 thinking like, mad, my like my learning is where it should be, but before it
 472 wasn't where it should have been, like. I needed more help. With more key
 473 subjects. So it was like missing out on those key subjects it wouldn't, it
 474 wouldn't help me because when I was younger, I went, I didn't live in
 475 America, but I kind of like, learnt a new language and that, so when I came
 476 back it was hard for me like, to speak and jus like, do my work. So, me
 477 needing more support. It was like. Then me needing like, to do more- more
 478 of everything. I needed to work harder than everyone else had to work so.
 479 Yeah, like I had to work harder than everyone else had to work, because I
 480 just needed, needed, needed way more. Not attention, but I did need more
 481 attention to like, do things that, that I needed to do for my GCSEs. Like, like
 482 English, like, like English, the key subjects that I needed to be doing.

483

484 **I:** Could you tell me more about that?

485

486 **M:** Like, me as a person, I think I needed more help because like, I wasn't as
487 focused as everyone like. I wouldn't like. When I would like, write things or. I
488 wouldn't write it in like, key details. Like, if someone told me to write a
489 paragraph, I wouldn't be able to write a paragraph. But now, I'd be able to
490 write a paragraph, but before it was like. I need, like, I need someone to help
491 me just to write a paragraph, like, one simple paragraph. Like, so. Yeah, it
492 would be like. I just need more help, like, in general like, with my learning and
493 things like that with my speaking and those things.

494

495 **I:** And how did that feel when you needed more help?

496

497 **M:** It was jus like. It was, it was, to be honest, it was normal because everyone
498 always said that I need help for some reason. I had something wrong with
499 me, like. But I'd be thinking there's nothing wrong with me. They'd just treat
500 me like I'm something I'm not. So it was like... I adapted things. Like cos like,
501 you get me, like. People were saying. Jus, jus, like, people just talk. Like
502 you can't hear them. When they're behind you, like... Huh, like, people. I
503 don't know how to put this. But like. They'll be talking like you're not in front
504 of them. Like you're not right beside them. They'd be speaking like you're
505 not there, like you're just invisible. Like, your jus. You don't know what
506 they're saying. Like they're talking gibberish. It was like that, like, I just tried
507 to shrug it off.

508

509 **I:** Could you tell me more about that?

510

511 **M:** Like, that. The only reason why I thought there was something wrong with me,
512 was because everyone spoke like there was something wrong with me.
513 People would be talking like there's something wrong with me. Like, but
514 personally, in my eyes, I didn't, I just thought I was being myself. Like people
515 always say be yourself. So, so I always thought like, (*tuts*) I'm just being
516 myself, you can't tell me there's something wrong with me, if I'm just being
517 myself, like...

518

519 **I:** What do you mean by "people"?

520

521 **M:** Oh. (laughs) People at school. Teachers.

522

523 **I:** And how did that feel when teachers were talking about you?

524

525 **M:** I jus felt like. I jus. I don't even know how I felt cos I just shrugged it off. Like,
526 to be honest, like, that's. To be honest. The only reason why I didn't was cos
527 I ended up started to smoke. That's why, that's the reason why I smoke now

528 because, I felt like things were just getting on top of me. I don't wanna
 529 speak about it, so I just like. I jus. Brought it out in a different way. So, I just
 530 like, I listen to music. And I smoke, like that's one of the ways how I cope
 531 with things. Even though smoking is bad, like, that's how like, one of the
 532 ways I mostly deal with things. I jus, you get me... that's how I had to deal
 533 with. The things that I was going through. I just shrugged it off.
 534

535 **I: Thank you. Is there anything else that you want to share about your**
 536 **experience of exclusion that I haven't asked you about?**

537
 538 **M:** No (*laughs*) It's just long. So, for people to get excluded you don't want to be
 539 excluded because when you even get into a centre, they don't give you, like.
 540 All the support you need. Like. They don't give you things that you need.
 541 Like, they don't give you all the help you need. They don't give, they don't
 542 give you like...they don't give you more. In mainstream school you get
 543 more. Like. You, you get pushed like, pushed to a limit where you haven't.
 544 You don't get pushed in like a PRU, or something like that. You don't get
 545 pushed outside of school. Like, inside of school they push you to where...
 546 they want you to be or where. You think you don't want to be, but you really
 547 do wanna be. So, it's like that.
 548

549 **I: What do you mean by "inside of school they push you"?**

550
 551 **M:** Hmm, like. Give you more work, like even when you don't know why. Like. In
 552 the middle of it. When. I wasn't depressed. But I was always jus. I wasn't
 553 sad. I would. I would jus say. Like. Cause I was so energetic, it would, all
 554 that energy, all that energy would just go. Like, I wouldn't have, how do I say
 555 it. I wouldn't have hmm. I wouldn't be so interested, how I would have been.
 556 Like I wouldn't be so hyped how I would have been. I'd just like calmed
 557 down. Like, all of that jus. From like a ten to like a two. That's what I mean.
 558 Like. It's nothing. It's whatever. You get me?
 559

560 **I: What do you mean by "hyped"?**

561
 562 **M:** Like. I always had. I was always like. I always had a-a smile on my face for
 563 some reason, like. I jus. I would just be, I would jus be in a good mood for,
 564 for jus like no reason, just because, just because, just because (*laughs*).
 565 Then it got to the point where I was like this is so long, like. Why am I. Like
 566 (*kisses teeth*), It's whatever. Like, I don't even wanna give these people
 567 energy if like. You're really just gonna talk, or jus, you get me?
 568

569 **I: What do you mean by "give these people energy"?**

570
 571 **M:** Like. Try to do what they want. Like teachers innit.

572

573 **I: Can you tell me more about that?**

574

575 **M:** I don't even know. Maybe being in a different country made it hard at
576 school... yeah like, not like all of it. But it's like. It was. They wouldn't
577 understand that me coming from somewhere else like. They wouldn't
578 understand that it's the, that it's like, 25% of the reason why I couldn't do
579 most of the work. Because, like, I didn't understand it very well, that other
580 people would understand it.

581

582 **I: Thank you. Do you have anything else that you wanted to say?**

583

584 **M:** No. I'm fine.

585

586 **I: Okay. Thank you for your time.**

587

588 **M:** Fun interview. You too.

Appendix N: Analysed Interview Transcript with Initial Notes and Emergent Themes (Mervin)

Stage 1 – 3: Reading, initial noting and development of emergent themes

Emergent Themes	Transcript	Exploratory Comments		
<p>1. THINGS WERE FINE. BEFORE</p> <p>2. CONFUSING EXCLUSION PROCESS</p> <p>3. LEARNING vs BEHAVIOUR</p>	<p>I: Okay, let’s start. The first question is, what was school like for you? What was primary school like?</p> <p>M: Hmm...let me think (laughs) it was alright... there was a lot of playing, like, and playful. It was just a playground to me, like, it was numbers (laughs). Just, yeah, just learning, like, numbers, letters, and just playing (laughs), to be honest. And, at, cos, in my primary school it was more than playing and learning innit so...</p> <p>at a point I was just like, well not at a point but, I wasn’t bad but, I was a bad yute innit, but I was naughtier than normal. A naughty child innit so...</p> <p>I didn’t get kicked out, but I got excluded cos I threw a rock at my teacher (laughs). Yeah and then erm... it was like at the same there, my mum was like, she’s gonna take me out and put me in a new primary school, cos dat primary school was like (tuts), it wasn’t really doing much like. It wasn’t really giving a lot of... work, like, you get me so,</p>	<p>Descriptive comments - Normal text Describing the content of what was said</p>	<p><i>Linguistic comments – Italic</i> Exploring the specific use of language</p>	<p><u>Conceptual comments – Underlined</u> Interpretation, what do I think is going on?</p>
		<p>Primary school was fun.</p> <p>I was naughtier than other children</p> <p>Describing an incident that led to exclusion although he left the school by choice before the imminent exclusion, as his mum didn’t think the school was good enough.</p>	<p><i>Speaking in the past tense “was a lot of playing” (Laughter) Remembering fun times?</i></p> <p><i>“I wasn’t bad”, “A naughty child” making a distinction between the two</i></p> <p><i>“get kicked out”, “I got excluded”, “my mum was like she’s gonna take me out” Making a distinction between the reasons for leaving. (laughter) Minimising a serious issue? Feeling uncomfortable? “it wasn’t really giving a lot of work” Additional explanations for leaving.</i></p> <p><i>(tutted) a sign of annoyance</i></p>	<p><u>Suggesting that things were fine and now they’re not. Idealisation/oversimplification?</u></p> <p><u>Initially not wanting to label himself as “bad”. Suggesting a level of “naughtiness” is acceptable/not “bad”</u></p> <p><u>A nervous laugh? Was there confusion about the reasons for leaving? Blaming the school?</u></p> <p><u>Was it easier to blame the school? Was there a consideration of any other factors? An emphasis placed on the lack of learning in that environment.</u></p> <p><u>Is there difference between the need to learn and the need to behave?</u></p>

<p>7. PLAYING VS BEING NAUGHTY/BAD</p>	<p>I: What do you mean by a bad “yute”?</p> <p>M: Like... Like... I would, like... sometimes I wouldn't listen... like, I would be... I would just be playing about too much, like, I wouldn't know when to stop, like... stop the playing like... I would still be in the, in like the active mentality. Like, jus wanna keep playing. Playing about. That's what I meant, like.</p> <p>I: And what do you mean by “yute”?</p> <p>M: Little boy (laughs). Yeah...</p> <p>I: Can you tell me more about that?</p> <p>When I was a little boy... then I lived in America. It was, it was, it was fun man. I lived with my dad and my sister and my grandma and that so... it was fun. Like. I didn't go school for like a year cos I was in another country and I wasn't a part of there, you get me?</p> <p>Like, I didn't have... I had a passport cos I lived there but it was like.... I lived there with my brother, my sister on my mum's side, and on my dad's side I had my sister. So it was like, I was learning, I, I spoke English there, but it was like... every day I stayed there... it was like my whole mindset changed , from from, an English boy to an American boy.</p>	<p>Explaining a phrase used in relation to him not listening and playing about</p> <p>Explaining a phrase used</p> <p>Living in another country for a period. Having fun whilst living abroad with family. Being out of education.</p> <p>Explaining living in America with family members and the changes in his thinking</p>	<p><i>Lots of hesitation demonstrating the emotive nature.</i></p> <p><i>Repetition (playing), emphasising meaning</i></p> <p><i>“Active mentality, jus wanna keep playing”. Was this a description of his behaviour? “little boy” placing an emphasis on age.</i></p> <p><i>Repetition (fun), emphasising meaning Reflections of having fun as a younger child. “I didn't go to school” emphasising the lack of need to follow the norms of that society.</i></p> <p><i>“I had a passport, cos I lived there” the concept of change “ I was learning” the importance of learning something new?</i></p>	<p><u>Was this a phrase used to describe his behaviour? Was active mentality and playing better than being naughty or bad? Was it difficult to explain something so emotive?</u></p> <p><u>Was being young his reasoning for playing a lot?</u></p> <p><u>Why didn't he attend school during that time? Was he questioning a loss or change of identity?</u></p> <p><u>How does he understand these relationships with other family members, whilst living in America?</u></p> <p><u>What does he understand by the word learning?</u></p>
<p>8. LOSS OR CHANGE OF IDENTITY</p>				

<p>9. LANGUAGE DIFFICULTIES/BARRIERS</p>	<p>What do you mean when you say “your mindset changed”? So, it was like, when I came back my speaking was not on point, like... (laughs) You can hear it now like, I don’t speak ... like... not fluent, but I jus... I jus, can’t speak.</p>	<p>How his language abilities had changed after returning from America.</p>	<p><i>“brother, sister dad” The importance of family,</i></p> <p><i>Repetition (from, from), emphasising meaning</i></p> <p><i>(laughter) Feeling uncomfortable?</i> <i>Hesitation, repetition and long pauses demonstrating the emotive nature.</i></p> <p><i>“you can hear it now” wanting a confirmation that he does have language difficulties.</i></p>	<p><u>Loss or change of identity? English vs American boy</u></p> <p><u>Good vs Bad language abilities, is he confused about this?</u></p> <p><u>Did he want a confirmation of his language difficulties?</u></p>
<p>LANGUAGE DIFFICULTIES/BARRIERS x 2</p> <p>10. HIGH EXPECTATIONS</p>	<p>Can you tell me more about that?</p> <p>I don’t know how to pronounce, I don’t know how to say it, but I just don’t speak, how a normal English person speaks. Like, I say dumb things that aren’t meant to be said, how... they’re... said, if that makes sense? There’s nothing else to say...</p> <p>I: Thank you. What was secondary school like?</p> <p>M: Secondary school, let me tell you about Year 7. Year 7, I was like... I was a good boy. Like, I wanted to just be like ... not wanted to be but... I had to be like, a good boy innit. So, it was like... I would... I wouldn’t be early-early, but I would be early... erm, I would jus be like a new person, like. I was like a new person then. When I got like into it, teachers started knowing my name and duh, duh, duh. Then it would be fine, but it was like (tuts) they just always used to call my name. So it was like... I would always be in something, but not always like, so it was like that.</p>	<p>Explaining his difficulties with language and pronunciation.</p> <p>Starting secondary school. Being a good boy and his increased difficulties as time went on in secondary school.</p>	<p><i>“how a normal English person speaks” Making a clear distinction between his abilities and others.</i></p> <p><i>Use of “like” and “duh, duh, duh” Underlined difficulty in articulating something.</i></p> <p><i>Descriptions of himself contrasting from” being a good boy” a “new person” to “always being in something” (tutted), a sign of annoyance</i></p>	<p><u>Were his perceived language difficulties his understanding of his difficulties in school? A barrier?</u></p> <p><u>What was his understanding of being a good boy, a new person in contrast to getting into it and teachers then knowing his name?</u></p> <p><u>Is he using teachers knowing his name as the reason for getting into trouble?</u> <u>Does he have an understanding of the negative choices he may have made? Ownership</u></p>

<p>15. BEING BULLIED</p> <p>A LACK OF TRUST X 2</p> <p>FEELING ISCOLATED X2</p> <p>BEING BULLIED x 2</p>	<p>tried pick on me like, I would, like, I would fight them... and I would like, you get me, go off... like, flip-out, like. I'd jus get mad. And then, I would get in trouble for that, then cos they don't know what I'm getting bullied innit. I kind of never... wanted to say it innit. Like, they jus, they jus erm like... they jus thought I was... I was... just being the naughty boy innit. So then after dat... I got kicked out of... then in Year 9 I got excluded... then I went to... I think... yeah, I actually got excluded but not... managed moved... I got managed moved to another school</p> <p>I: Can you tell me more about that?</p> <p>M: Cos I, I slightly got bullied. But like, it was jus like, cos I was like, getting bullied like, I had friends, but I didn't have so many friends, like. It jus felt like... I didn't want to be there for people just to be picking on me and like... I didn't want to be that person like... and if I do retaliate, I didn't wanna be the person to get in trouble cos they didn't know that I was being bullied. Then I didn't wanna jus... to be that person that would jus, get those people in trouble so they can jus... be on me, saying, calling me names and that like. I didn't want to be that type of person.</p>	<p>The experience of being bullied and not wanting to get the bullies in trouble, A lack of friendships</p>	<p><i>"naughty boy" Not bad?</i></p> <p><i>"kicked out", "excluded" or "manage moved"</i> <i>Suggesting a sense of confusion/overlap related to the terminology used.</i></p> <p><i>"slightly bullied", "jus"</i> <i>Minimising the intensity of this experience?</i></p> <p><i>What "type of person" was he referring to?</i></p> <p><i>Again, the hesitation, repetition and long pauses demonstrated the emotive nature.</i></p>	<p><u>keep this to himself? Did he feel alone in this experience?</u></p> <p><u>Did the experience of being bullied contribute to his lack of trust in both adults and peers?</u></p> <p><u>Was there a sense of confusion between being kicked out, excluded and managed move?</u></p> <p><u>Was there a conflict between getting others in trouble or taking the blame by using his behaviour to get out of the situation? Why was it important not to get others in trouble? Would that make him a snitch? Was this to do with a reputation? Did this situation encourage feelings of isolation?</u></p>
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16. ACADEMIC DEMAND

I: And how did that feel when you were being bullied?

M: To be honest, it was like... it didn't make me feel... it made me feel sad, but it wasn't like, as in so sad like bad like with depression. Like, make me like, feel depressed about myself because, like, I knew who I was. Like, I know who I am so... so it was like.... If you like, if you bully me, I know I'm a bigger person than you, because you're bullying me for some like, for some reason I don't know. Like, so it was like...at the same time... it was like, it helped me because, like, it made me know who I was, like, it made me know who I was as a person.

I: Thank you. Can we tell me more about being a new person in Year 7?

M: Yeah, like... I was... I was... like nice, I was jus nice to everybody like.... I would, I would-d, if I wouldn't say I was stupid... but I would try to do all the work, like. I would always be the person that like, jus puts their hand up cos I needed help. So, it was like...it was like, I wasn't really a bad child then...in Year 7.

Feelings related to the bullying. Not blaming himself because the experience helped him to realise who he was.

Being nice to everybody in Year 7. Trying to do the work and raising his hand when he needed help.

Reflecting on feelings the difference between "sadness" and "depression".

Hesitation, repetition and long pauses. Again, demonstrating the emotive nature.

"nice", "I wasn't a bad child then" Emphasising the differences between the two.

"stupid" "try to do the work" "need help" Describing the challenge of learning?

Was he viewing the experience of being bullied as an opportunity for personal growth? Was he searching for a positive in this negative situation?

Reflecting on the good aspects of his behaviour at school and approach to learning, during this time. Did this make him feel vulnerable?

What was the connection between being stupid and being nice? Did he feel stupid putting his hand up to ask questions? Does focusing on your learning leave less of an opportunity for negative behaviours?

17. REVERTING TO A MORE FAMILIAR SELF

I: And how did that feel when you were being that new person?

M: I was cool with it. Cos like... I wasn't really getting in trouble as much, so it was like... I was cool with it. And it got to the point where, I was jus thinking, why am I changing for these people like? (high pitched voice) And then, yeah, then I myself like... then I was just myself.

I: What do you mean by "changing for these people"?

M: Not being myself...then I started getting into trouble, innit.

I: And how did that make you feel when you got in trouble?

M: To be honest, I brushed it off because I was like (laughs), I've been getting in trouble for so long, like... It's jus... it's like a normal thing so.... it was like just... a normal thing to me.

I: Thank you. What was school like at the time leading up to your exclusion? What was a typical school day like?

M: Yeah... a typical school day like, might be (laughs) like, I would come into school, they'd be like, why are you late? I'd be like... Imagine... I literally just live around the corner... so they'd be like... why are you late? I'd be like... I had to eat some food like... I'm hungry. So... that would be

Not getting in trouble but questioning why he was changing for others.

Getting into trouble again when he was being himself.

A typical day at school before the exclusion. Arriving to school late, making excuses and getting detentions.

"changing for these people" The idea that he had changed his behaviour for others. (high pitched voice) suggesting a level of surprise.

not being myself" Emphasising the feelings of unfamiliarity

"normal" minimising the impact?

(laughter) Feeling uncomfortable?

(laughter) Minimising a serious issue? Feeling uncomfortable?

Hesitation, repetition and long pauses. Again, demonstrating the emotive nature.

Was this his idea of the ideal student? Was being this new person too difficult? Did it make him feel uncomfortable? Was there a sense of performing? Did he revert back to a more comfortable self that he understood?

Did he find being himself an easier option? Was he more comfortable with it?

Reverted back to a more familiar self?

Did he have a better understanding of how to respond to interactions whilst being this SELF?

Had he normalised the negative interactions in school?

Had he given up?

Had his lateness become normalised?

Was his lateness associated with a lack of motivation to get to school? Did he have any control in changing these dynamics?

18. A SENSE OF GIVING UP

19. LACK OF MOTIVATION

<p>A LACK OF MOTIVATION x 3</p> <p>REOCCURRING BEHAVIOURS x 2</p> <p>FEELING TARGETED x 2</p> <p>3</p>	<p>I: How did that feel when you were asked why you were late? M: To be honest, I was jus, I feel like, I didn't feel any type of way. I was jus, I was jus like... Just a bit...I didn't even know you know. I was jus... I was jus late, and they would be asking me why are you late and I would jus... be like... to be honest with you, it would just be because I took long to get ready or something like that. So, I jus.... I won't tell them that cos they would jus be like you need to get out earlier like and like... so I'd jus be, I'd kina jus be like, just shrug it off a bit like...</p> <p>I: How did that feel when you were sent to your head of year? M: (tuts), I would be annoyed. I'd be like, ah man, I'd be like... I would just be mad cos, I'd be like all the other people are talking but you mentioned my name first. Just because like, jus because you knew my name like, and it jus rolls off the tongue easy. Like, that's that-t that was mad (laughs)</p>	<p>Being late for school because he took long to get ready but not admitting this when he arrived to school late.</p> <p>Feeling annoyed when he had been sent to the Head of Year. His name being mentioned because he was known by the teachers.</p>	<p><i>Repetition and long pauses. demonstrating the difficulties in articulating something</i></p> <p><i>"I took long to get ready" "I won't tell them that" Indicating an attitude that had been adopted</i></p> <p><i>"shrug it off a bit" Having difficulties attaching emotions.</i></p> <p><i>(tutted) a sign of annoyance</i></p> <p><i>Hesitation, repetition and long pauses. demonstrating the difficulties in articulating something</i></p> <p><i>(laughter)Minimising a serious issue? Feeling uncomfortable?</i></p> <p><i>"other people are talking" "you mention my name first" "rolls off the tongue" All suggesting that he had been targeted.</i></p> <p><i>Repetitions of "I would" demonstrating an effort.</i></p>	<p><u>Was it difficult to consider that being late was his fault/choice? What would that say about him?</u></p> <p><u>Was him taking long to get ready related to a lack of motivation? Why did this behaviour reoccur?</u></p> <p><u>Having difficulties describing his feelings, was this because he knew that his lateness was his choice? Ownership? Did he lack motivation? Was he feeling targeted?</u></p> <p><u>Comparing his behaviour to others. Was this confusion related to why he was an individual identified out of a group?</u></p> <p><u>Did somebody always have to be in trouble?</u></p>
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<p>23. TAKING OWNERSHIP</p>	<p>I: What do you mean by sometimes you tried?</p> <p>M: Yeah... like, I would try, like, I wouldn't try but I would be like, I would try. I wouldn't try to speak... I'd try to ignore everyone be like... I would be... like sometimes when I try I'd be like yeah he's trying to talk to me, miss. Like, he's trying to talk to me. So, that would be one of my trying moments. Like, I would tell off the other person ... not tell off the other person but try, snitch on the other person so it's not me getting in trouble... and then when they talk to me I try be quiet. And just sit there and do my work like... or act like I'm doing my work jus to... jus to not get in trouble like.</p>	<p>Explaining how he would try to ignore his peers or tell the teacher if he was distracted in class. Trying to be quiet and do his work.</p>	<p><i>Repetitions of "try" and "trying" To emphasise the difficulty.</i></p>	<p><u>Was this level of trying too hard?</u></p>
<p>24. DISCONNECTED FROM WORK</p>	<p>I: Can you tell me about the experience of finding out that you were being permanently excluded?</p> <p>M: To be honest, I was mad (raises voice) like cos...</p>	<p>Feelings related to finding out about the exclusion.</p>	<p><i>"mad", very emotive (raised voice) Emphasising annoyance</i></p>	<p><u>Did he feel that he could have changed this? Was this a realisation that it was too late to change?</u></p>
<p>25. A SENSE OF HELPLESSNESS</p>	<p>I: When and where were you when you were told?</p> <p>M: At first, they woz like you're on the verge of you get me, of getting permanently excluded like.... then at first, they woz like putting me on reports like. You've got one report. You have to get like, these expected standards innit. So, it was like they had my report. Sometimes they put me with an LSA, like a teacher, like one-to-one, like, sitting in my class with me. So, it was like, if I had a one-to-one... more likely I wouldn't get in trouble because like, I'm literally sitting right beside a teacher. So, any little thing I do, they will just be like stop, so it was like, that would help me. And then I would be getting put on report. So it was like, I have to try... and then at the end of the report they would like (kisses teeth) try reward me with</p>	<p>Explaining the process leading up to the exclusion, strategies, and systems in place at school.</p>	<p><i>Being "put" on report and Being "put" with an LSA suggesting feelings of powerlessness?</i></p> <p><i>"any little thing I do" Suggesting a sense of surveillance</i></p> <p><i>(kissed teeth) demonstrating a level of frustration.</i></p>	<p><u>Suggesting that something has been done to him. Were these helpful interventions? This was not described as supportive.</u></p> <p><u>Being watched by an adult, was this something he needed/relied on? Learnt helplessness?</u></p>
<p>26. NEEDING HELP</p>	<p>M: At first, they woz like you're on the verge of you get me, of getting permanently excluded like.... then at first, they woz like putting me on reports like. You've got one report. You have to get like, these expected standards innit. So, it was like they had my report. Sometimes they put me with an LSA, like a teacher, like one-to-one, like, sitting in my class with me. So, it was like, if I had a one-to-one... more likely I wouldn't get in trouble because like, I'm literally sitting right beside a teacher. So, any little thing I do, they will just be like stop, so it was like, that would help me. And then I would be getting put on report. So it was like, I have to try... and then at the end of the report they would like (kisses teeth) try reward me with</p>	<p>When he was getting excluded, getting in trouble and being told off by his mum.</p>	<p><i>"ahh", "onnnn" and "sooo" indicating annoyance</i></p>	<p><u>The connection between rewards for positive behaviours and the later motivation to behave without rewards. What was his understanding of building autonomy?</u></p>

<p>28. LACK OF AUTONOMY</p> <p>A LACK OF TRUST x 3</p> <p>29. A SENSE OF LOSING HOPE</p>	<p>I: Can you tell me more about that?</p> <p>Then like, we had a meeting, and I was just sitting in the meeting, in the meeting, mad, like. Not even mad, but I was jus frustrated cos, like, I've been already like, from Year 7 to... Year 9, Year 8, I already been like in like, ten meetings or so with the headteacher and that, and these things. So it was like, I was used to it, but I was like, ah, what man? What am I... what am I... or what school... or these things like... what am I gonna do after like? Cos my mum would always be like you don't wanna be no stupid boy when you grow up so... like, I would always reflect on that, innit. It was like I would try... cos if I get permanently excluded then... you get me it's over so... I don't know what school to go after that. So... when I eventually got permanently excluded, I was like... I was in and out of schools, but I was in different schools in other boroughs, like. I was just going in and out of school for a good while like...</p> <p>I: Where were you when you were told that you were permanently excluded and who told you?</p> <p>M: I was in the headteacher's office, like I was... yeah, I was in the headteacher's office. From... so first of all I went from the... year headteacher, like the, (tuts), like our year... like (tuts), like the erm...deputy headteacher. Then I went straight to the headteacher's office, like, the proper headteacher's office. And then, I was jus in there sitting down and he was like, erm... we're calling your mum in... then... I'm sitting there waiting for my mum. She came in. Then...they woz like... cos it got to the end of the day when</p>	<p>His familiarity with meetings with the headteacher. Throughout his tine at school. The permanent exclusion meeting and his confused thoughts. Remembering his mum's advice. About not wanting to be stupid and not know what was going to happen next. Being in and out of schools following the exclusion.</p> <p>Waiting in the Headteachers office for his mum to arrive for a meeting. The meeting being postponed, not attending school until the meeting had been arranged and what happened during the meeting once it had been arranged.</p>	<p><i>"ah", "mad", "frustrated"</i> <i>Demonstrating heightened emotion</i></p> <p><i>Hesitation, repetition and long pauses. Again, demonstrating the emotive nature.</i></p> <p><i>"what am I, or what school"</i> <i>Internal thinking related to confused plans for the future,</i> <i>Demonstrating overwhelming thoughts about what happens next.</i></p> <p><i>"in and out of school"</i> <i>"in different schools in other boroughs"</i> <i>Highlighting a lack of control</i></p> <p><i>(tutted) x2 a sign of annoyance</i></p> <p><i>"literally all of that"</i> <i>Emphasising the large volume of the incidents.</i></p>	<p><u>Had the meetings with the Headteacher become normalised? Why was he frustrated? Did this encourage a lack of trust?</u></p> <p><u>Had he let his mum down?</u></p> <p><u>Did he feel rejected from these schools? A lack of Control or Autonomy?</u></p> <p><u>Was he now questioning his" sense of self"? and belonging?</u></p> <p><u>Where did he belong now? Where would he end up next? What did this permanent exclusion mean for the future?</u></p> <p><u>Was this additional confusion when reflecting on where he was when he was told about his exclusion?</u></p> <p><u>Did this process seem fair?</u></p> <p><u>Was this when he realised the enormity of his negative interactions?</u></p>
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<p>30. SENSE OF BELONGING</p> <p>DIFFICULTIES WITH SECONDARY PLACEMENTS</p> <p>FEELINGS OF LONELINESS x 5</p> <p>31. FEELING POWERLESS AND HAVING A LACK OF TRUST IN THE SYSTEM.</p>	<p>we were waiting for my mum, then they said come back, you're not allowed into the school until your mum comes in for a meeting. So until like a good... because she works like...for a good like... three days, four days or so, I wasn't in school. Then I had to come in for a meeting. Then they was like, they passed like my erm... they showed my mum my like reports... my erm, my behaviour logs... all of that like, literally all of that. Then they was like he's getting too much for us to handle... then my mum was like, if he's getting too much to handle, you can see there's a problem like... there might be a problem going on with my child like, like mental health issues and that. So then...talking about that... and then, then they were like well... he's excluded no like, he's just permanently excluded now so...</p> <p>I: And how did that make you feel when your mental health was being discussed?</p> <p>I don't know... my mum was just like so... you get me like... there's nothing really else to do, is there? Like...try find another school. At the same point, they, the school was trying to find me like an alternative place to go. So, just a place to go while they're trying to find a new school to put in place. So then I went to a school out of the borough and then... when I went to the school out of borough, they was like... cos they were out of the borough and I couldn't get there on my own. They was like, they would send cabs to pick me up then to pick me up and to and from school. So like... if they don't get the</p>	<p>Being told by the headteacher that he was permanently excluded because he was too much to handle.</p> <p>Finding another school following the exclusion. Going to a school out of the borough and the difficulties getting to and from school daily.</p>	<p><i>“too much for us to handle” Demonstrating the view held by the school</i></p> <p><i>“mental health issues” Demonstrating the view held by his mum.</i></p> <p><i>“I don't know” Demonstrating the difficulties in considering his mental health.</i></p> <p><i>“hard from then” Emphasising additional difficulties related to being in school</i></p>	<p><u>Were his recollections of being too much to handle and possibly having mental health difficulties realisation that his behaviour choices were out of his control?</u></p> <p><u>How did this final ruling feel?</u></p> <p><u>Was the idea of Mental health being an ongoing need too difficult to think about?</u></p> <p><u>Was being in an out of school out of the borough that were difficult to get to having an additional impact on his sense of belonging? Did he feel alone in this situation? Not travelling to school with peers?</u></p>
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LOCUS OF CONTROL x 3

cab, my mum has to come and pick me up. So... it was a bit,, it was like... hard from then

I: And were you expecting to be excluded?

M: To be honest... I wasn't expecting it. But I was like... it was in the back of my mind like... like... it was jus like... it was like... normal but not normal. Cos I was like... I am getting in this trouble and I've been at so many meetings like... that I know it's going to come like. And, without a doubt, I know it's going to come, but I never knew it was going to come like, so quick. Cos that means they were like, pushing for me to already leave like...leave the like, from the jump. So... I was like... you get me... I couldn't really do anything. So I didn't really know what was coming.

I: What do you mean by "from the jump"?

M: Oh... that they know like... that they were gonna excluded me from like... the beginning anyway. Like before I went to the other school or before the meeting... they wanted to exclude me anyway...

I: Can you tell me more about expecting the exclusion, but not really expecting it?

M: Like... I would act the same. Like, I would jus, keep them, not keep them, yeah I would, keep doing the same thing, let me not even...(laughs) I would literally just keep doing the same things. But I would be like ... the only reason why I wasn't expecting it, cos the stuff that I was doing wasn't major, like, it was just keep talking... it was jus. It was like constant things that were the same, like... it was over, repeated innit so.

Unexpected exclusion due to the repetitive meetings he had been in with the Headteacher. Thinking that the exclusion was always the school's plan.

Not expecting the exclusion because of the repetition of his behaviours.

Hesitation, repetition and long pauses demonstrating the emotive nature.

*"normal but not normal"
Emphasising that the exclusion happened quicker than he had expected.*

*"from the jump"
Emphasising his suspicious of the intentions of others.*

(laughter)Minimising the seriousness of his behaviours? Feeling uncomfortable?

Use of the words "just" and "little" minimising the severity.

Was the end result explained to him? What was his sense of time throughout this experience? Did he have a clear understanding of consequences? Had he normalised his behaviour? Had the meetings with the headteacher become routine

What was his understanding of these repetitive behaviours that challenged?

How was he understanding the impact of his repetitive behaviours?

Would a fresh start solve the difficulties?

Was this demonstrating a lack of ownership for his behaviours?

Was his behaviour a type of defence?

REOCCURING BEHAVIOURS x 3

32. BEHAVIOUR AS PROTECTION

SENSE OF BELONGING x 2

feel like, you get me like. All the things that have happened it jus changed me as a person.

I: Can you tell more about that?

M: Yeah like, going, going to new places like, and like, new boroughs, like, the way how like, in- in London how like, borough to borough... people beef from different boroughs, so I knew how to act. Like, present myself and jus... stay out of certain things, like. And if it does come my way, like, how to defend my own like. Cos, not everyone's going to be there for you at a point. Cos, my brother... when I say he was like, he wasn't like, he was not a bad boy, like... he was not a bad boy. He was always in school... he never got put on report... he was never in detention. Actually, he was in detention cos sometimes he had to bring me to school and... for him to bring me to school I was jus on some long ting. My bag was all heavy with some books in there, like... slouching, like one sloth. So, like...if I get in trouble, he does as well so... at a point I was jus like, stop bringing me to school. Cos I'm gonna still get in trouble and you're gonna get in trouble, so it won't look good on both of us, so... yeah...

I: What do you mean by “from borough to borough and people beef”?

M: Like, like erm... from a different, yeah, postcode or different area like, and they don't know you. Like... They'd be like, ahh like, where do you come from? Duh, duh, duh and like ask, like, questions. So, it's like, how to like, they start questioning you and these things so... I knew how to like, say certain things to certain people so I wouldn't get in danger. Or

Being taught in different boroughs, avoiding conflict in schools and staying out of trouble. Getting his brother into trouble. before his exclusion and wanting to protect his brother's good reputation.

Explaining the term used as Not being recognised in other boroughs, being questioned by others and the potential for getting involved in fighting or conflict.

Hesitation, repetition and long pauses demonstrating the emotive nature.

“how to defend my own” Demonstrating his feelings of loneliness?

“If I get in trouble he does as well” Emphasising his need to protect his older brother.

“you're gonna get in trouble” Emphasising that it was not his brothers fault

Where do you come from? Emphasising the curiosity of others.

“duh, duh, duh”. An underlined difficulty articulating something.

Was this an example of having to adapt to difference?

Did going to these new places also impact on his sense of belonging?

Did he consider his older brother to be better than him? Did he need to take ownership?

Was this demonstrating the idea of his brother being the good boy vs him the bad boy?

Did these questions remind him that he was alone in his time at these schools?

<p>ADAPTING TO DIFFERENCE x 2</p> <p>A LACK OF MOTIVATION x 4</p>	<p>I: Thank you. Has anything else changed since your exclusion?</p> <p>M: Yeah. Before like, when I was jus like, I'd be going to school, I'd be looking at ... I would look mad ... not mad innit, but I'd just look like, unrepresentable. I would jus come in jus like, like I've just literally just woken up. Like, I'd just come in with no...no energy, like, jus, you get me, like. Come in looking ... (laughs) like, say my erm, trouser zip wasn't done, like. It would be like (laughs) your zip's not done up and that like, something like that. Like, I can present myself well, like I can... before I'd jus be like, I'd be like an unmatre kid. Like I'd jus be like... an immature kid like, immature about everything, like. It's the littlest thing I would just laugh, or like, I wouldn't take things so serious, as I would now, cos I was like a little boy back then.</p> <p>I: Thank you. Since your exclusion, what's stayed the same?</p> <p>M: What's stayed the same, like...I can't lie, like, my childish side has always stayed the same, like. Like, I can be like, from nowadays like, I can like, I'm more mature, but I've still got the childish side in me, like. It still shows a lot, like, it still shows a lot so it's like, that's changed, cos like, that I can control like ... not control it, but I can control like. If I'm doing something that I shouldn't be doing... or like, I know right from wrong. Like, those type of things... I'm maturing.</p>	<p>Changes in his physical appearance since the exclusion. Previously having an immature attitude in contrast to now taking things more seriously.</p> <p>His childish side has stayed the same since his exclusion. What has stayed the same He then reverts back to what has changed explaining that although he can still have childish behaviours, he is more mature now.</p>	<p><i>Repetition and long pauses. demonstrating the difficulties in articulating something</i></p> <p><i>(laughter) x 2 Feeling uncomfortable?</i></p> <p><i>"Immature little boy"</i> <i>"immature about everything"</i> <i>"I was a little boy back then"</i> <i>Emphasising the more recent change</i></p> <p><i>Repetition and long pauses. demonstrating the difficulties in articulating something</i></p> <p><i>"childish side" Was this related to being younger and naughty?</i></p> <p><i>Reverting back to what has changed</i></p>	<p><u>Was his lack of responsibility also related to his level of motivation?</u></p> <p><u>What does his reflection of not taking things seriously mean?</u></p> <p><u>Why was it so difficult to think about what had stayed the same?</u></p> <p><u>Did he now have an understanding that a change was needed?</u></p> <p><u>Were the childish behaviours no longer welcome? Had he acquired a new sense of self?</u></p> <p><u>Why did he revert back to what has changed? Was this a more comfortable position?</u></p>
<p>A LACK OF MOTIVATION x 5</p>				

	<p>I: Can you tell me more about that?</p> <p>M: It feels good, it's good still because that thing I've matured like, I've adjusted to certain things. Cos like, in like... the way how...this world goes like...it's like, you've either gotta, you either gotta like... (tuts), how do I explain it? I don't know how to explain it, but it's like I've gotta, you've gotta adjust to a lot of things. Like, you actually gotta adjust to a lot of things, like. New people... like, new environment. New, like, (blows short) like, yeah a lot of things. Like, I don't even know how to explain it, but. I don't know how to explain it but it just made me a not a better person but like, it just made me like, new person like. It just changed my whole thinking of things, like. It's changed the way how I think of things. And that's stayed the same.</p> <p>I: Is there anything else that you wanted to share about your experience of exclusion that I haven't asked you about?</p> <p>M: Hmm... no. Just, the whole experience was just long for me ca, I always... it was just long. Every minute I'm in and out of school, I was jus missing a lot of learning. And like, everyone said that to me. Like, the whole time I've been at school, I've missed at least, two years, like, of school, like, I missed up to like, two years, like, a year and a half to two years of school. Like... I've missed... a lot of learning... but even though I've missed a lot of learning, I'm-I'm still-like, a bright kid. Cos I still had extra like, placements put in for me</p>	<p>Continuing to explain what has changed since the exclusion. The good feelings associated with maturing. Adjusting to new environments, meeting new people, changing the way he thinks and becoming a new person.</p> <p>Being in and out of schools and the gaps in his learning. Always having adult support in school.</p>	<p><i>Less fluent and repetitive. Hesitation, and long pauses demonstrating the emotive nature.</i></p> <p><i>(tuted) a sign of annoyance.</i></p> <p><i>“adjust to a lot of things” Emphasising his need to adjust to different environments</i></p> <p><i>(Blows short) signifying difficulty.</i></p> <p><i>“new person” Emphasising the need to follow norms?</i></p> <p><i>Repetition and pauses demonstrating the emotive nature.</i></p> <p><i>“Missed a lot of learning” Emphasising the need for support with his learning</i></p> <p><i>“Something wrong with me” Emphasising the need for support with his behaviour</i></p>	<p><u>When did the way he thinks about things change?</u></p> <p><u>What things was he referring to?</u></p> <p><u>Did this idea of missed learning create a form of loss?</u></p> <p><u>Did this idea that there was always something wrong with him foster ideas of learnt helplessness? The need for support?</u></p>
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<p>36. FEELINGS OF LOSS RELATED TO LEARNING</p> <p>A SENSE OF HELPLESSNESS x 2</p> <p>SUPPORT x</p> <p>37. UNCOMFORTABLE FEELINGS</p> <p>BORING SCHOOL DAYS</p>	<p>because... they was always thinking there was something wrong with me. So I always had, like, I always had someone ... not someone to lean on, but I always had like, someone in my corner that would defend me. So I could, so I could like, get better in school like, so I could do better in school, so I could do better like, in general.</p> <p>I: What do you mean by “the whole experience was just long for me”?</p> <p>M: Yeah like, like, it jus...like, it jus made me like, everything that was happening the whole experience was just long for me like. Everything that was happening, it made me stop caring about things. Not stop caring but like, lose hope, like that I like, I would jus lose hope, literally. Like, things would just keep happening and then, so it would jus make me ... like, it wouldn’t make me depressed, but it would jus make me feel like, like, why do I have do certain things, like. Should I even, should I do this, like? It would make me feel like... when I’m in school like, this jus, this is jus, not the place I want to be right now like. I don’t wanna be here for some reason. That’s how I felt just because of what I went through. That’s why.</p> <p>I: Can you tell me more about that?</p> <p>M: For my age like, for my age I was like, cos like, missing school was all like, fun and games. Like, I would love to miss school cos it was school. It was jus, a long, a long day. It would be like (laughs) six hours out of your day. I was jus thinking I could be doing so much things, really and truly, all I could be doing was playing games, cos I’m a young child. But now I’d just be thinking like, mad, my like my learning is where it should be, but before it wasn’t where it should have</p>	<p>The experience of exclusion and attending different schools which led to a loss of hope. Having confusing thoughts about what to do and not wanting to be at school</p> <p>Enjoying missing school and thinking the days were long. As he got older realising the impact of not being at school. Finding school hard and needing more support Needing to work harder than everybody else.</p>	<p><i>Repetition and pauses demonstrating the emotive nature.</i></p> <p><i>“why do I”, “should I even”, Difficulties communicating and identifying his feelings.</i></p> <p><i>“Things would keep happening”, emphasising the challenge.</i></p> <p><i>“I would love to miss school cos it was school”</i> <i>Speaking in the past tense.</i> <i>Emphasising the time wasted at home</i></p> <p><i>(laughter) Minimising a serious issue? Feeling uncomfortable?</i></p>	<p><u>Did he feel that he had control over the situations in the school environments?</u></p> <p><u>Was attending school considered to be a waste of time?</u></p> <p><u>Was he left with uncomfortable feelings?</u></p> <p><u>Was his loss of learning, his way of communicating that he needed more help to stay in school? Was that why it seemed boring due to a lack of engagement?</u></p> <p><u>Was he considering the gap between him and his peers? Did this lead to confusion regarding his needs?</u></p>
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<p>NEEDING HELP x 2</p> <p>LANGUAGE DIFFICULTIES/BARRIER x 3</p> <p>38. LACK OF UNDERSTANDING REGARDING HIS NEEDS</p> <p>SUPPORT x3</p> <p>NEEDING HELP x 3</p> <p>LACK OF UNDERSTANDING REGARDING HIS NEEDS x 2</p> <p>NEEDING HELP X 4</p>	<p>been, like. I needed more help... with more key subjects. So it was like missing out on those key subjects it wouldn't, it wouldn't help me because when I was younger, I went, I didn't live in America, but I kind of like, learnt a new language and that, so when I came back it was hard for me like, to speak and jus like, do my work. So, me needing more support... it was like... then me needing like, to do more- more of everything. I needed to work harder than everyone else had to work so. Yeah, like I had to work harder than everyone else had to work, because I just needed, needed, needed way more ... not attention, but I did need more attention to like, do things that, that I needed to do for my GCSEs. Like, like, English, like, like English, the key subjects that I needed to be doing.</p> <p>I: Could you tell me more about that?</p> <p>M: Like, me as a person, I think I needed more help because like, I wasn't as focused as everyone like. I wouldn't like... when I would like, write things or... I wouldn't write it in like, key details. Like, if someone told me to write a paragraph, I wouldn't be able to write a paragraph. But now... I'd be able to write a paragraph, but before it was like... I need, like, I need someone to help me just to write a paragraph, like, one simple paragraph. Like, so... yeah, it would be like... I just need more help, like, in general like, with my learning and things like that with my speaking and those things.</p>	<p>Needing more help at school with writing, speaking and learning.</p>	<p><i>“missing out on those key subjects” Recognising the gaps in his learning.</i></p> <p><i>“learnt a new language” Emphasising his belief that living abroad impacted on his ability to learn when he returned.</i></p> <p><i>I needed more help that everyone” demonstrating the enormity of his difficulties.</i></p> <p><i>Repetition (needed, needed, needed) emphasising meaning</i></p> <p><i>Hesitation, repetition and long pauses demonstrating the emotive nature.</i></p>	<p><u>Was this connected to his perceived language difficulties?</u></p> <p><u>How did he build an understanding of his needs? Did he have a lack of understanding?</u></p> <p><u>Why was he not as focused? Have these questions been answered? How has this affected his Self-Worth?</u></p> <p><u>Does he have a better understanding of his needs now? How might this have impacted on his difficulties with behaviour previously?</u></p>
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<p>39. NEEDING TO DEFEND HIMSELF</p>	<p>I: And how did that feel when you needed more help?</p> <p>M: It was jus like...it was, it was, to be honest, it was normal because everyone always said that I need help for some reason. I had something wrong with me, like.... but I'd be thinking there's nothing wrong with me. They'd just treat me like I'm something I'm not. So it was like...I adapted things. Like cos like, you get me, like... people were saying ... jus, jus, like, people just talk. Like you can't hear them... when they're behind you, like... Huh, like, people... I don't know how to put this. But like... they'll be talking like you're not in front of them. Like you're not right beside them. They'd be speaking like you're not there, like you're just invisible. Like, your jus... you don't know what they're saying... like they're talking gibberish. It was like that, like, I just tried to shrug it off.</p>	<p>Needing help because others believed there was something wrong with him and being spoken about by adults in school.</p>	<p><i>Repetition (it was, it was, it was)</i></p> <p><i>"I had something wrong with me "they'd be speaking like you're not there" Reflecting on the negative interactions in the school environment.</i></p> <p><i>"Huh" demonstrating his confusion.</i></p>	<p><u>How did overhearing negative comments about him impact on his beliefs about himself?</u></p> <p><u>Did overhearing negative comments about himself bring back memories of his experiences related to bullying? How did this impact on his sense of self? Did he feel the need to defend himself?</u></p>
<p>NEEDING TO DEFEND HIMSELF x 2</p>	<p>I: Could you tell me more about that?</p> <p>M: Like, that... the only reason why I thought there was something wrong with me, was because everyone spoke like there was something wrong with me. People would be talking like there's something wrong with me. Like, but personally, in my eyes, I didn't, I just thought I was being myself. Like people always say be yourself. So, so I always thought like, (tuts) I'm just being myself, you can't tell me there's something wrong with me, if I'm just being myself, like...</p> <p>I: What do you mean by "people"</p> <p>M: Oh (laughs) ... people at school...teachers.</p>	<p>Beginning to believe there was something wrong with him because he'd heard it from others although he disagreed.</p>	<p><i>"Being myself"</i></p> <p><i>Emphasising his confusion</i></p> <p><i>(tuted) a sign of annoyance</i></p> <p><i>(laughter) Feeling uncomfortable?</i></p> <p><i>Using "people" to describe teachers.</i></p>	<p><u>What does being himself mean? What is his understanding of this?</u></p> <p><u>Does he have a lack of understanding related to his needs?</u></p> <p><u>Was he defending himself against these views that he disagreed with?</u></p> <p><u>Othering?</u></p>

A SENSE OF LOSING HOPE x 2

I: And how did that feel when teachers were talking about you?

M: I jus felt like... I jus... I don't even know how I felt cos I just shrugged it off. Like, to be honest, like, that's... to be honest... the only reason why I didn't was cos I ended up started to smoke. That's why, that's the reason why I smoke now because, I felt like things were just getting on top of me. I don't wanna speak about it, so I just like... I jus... brought it out in a different way. So, I just like, I listen to music... and I smoke, like that's one of the ways how I cope with things. Even though smoking is bad, like, that's how like, one of the ways I mostly deal with things. I jus, you get me... that's how I had to deal with... the things that I was going through... I just shrugged it off.

I: Thank you. Is there anything else that you want to share about your experience of exclusion?

M: No (laughs) It's just long. So, for people to get excluded you don't want to be excluded because when you even get into a centre, they don't give you, like... all the support you need. Like... they don't give you things that you need. Like, they don't give you all the help you need... they don't give, they don't give you like...they don't give you more ... in mainstream school you get more. Like... you, you get pushed like, pushed to a limit where you haven't... you don't get pushed in like a PRU, or something like that. You don't get pushed outside of school. Like, inside of school they push you to where... they want you to be or where... you think you don't want to be, but you really do wanna be. So, it's like that

The school situation getting on top of him which resulted in him starting to smoke and listen to music.as a way of coping.

Explaining that exclusion is not desirable. The lack of academic support in a PRU and mainstream schools' academic purpose

Hesitation, repetition and long pauses demonstrating the emotive nature and difficulties articulating feelings.

*“how I cope with things”
“Things were getting on top of me” Emphasising the emotive nature.*

*“Shrugged it off”
Describing a coping strategy?*

(laughter) Feeling uncomfortable?

Lots of repetition (they don't give, they don't give) and pauses demonstrating the emotive nature.

*Repetition (pushed, pushed, pushed)
Emphasising the importance.*

Did this make him feel stressed? Was he losing hope?

What was he trying to cope with?

Did smoking and listening to music work as a distraction from his difficulties?

When did this level of realisation happen?

On reflection, was there a value in being pushed academically within the mainstream environment? Or did this place additional pressure on somebody with needs?

Was he describing a conflict between the expectations of others and limitations related to self-belief ?

Did the level of work have a negative impact on his mood? Leading to less work

<p>IDENTIFICATION OF NEEDS x2</p> <p>ACADEMIC DEMAND x3</p>	<p>I: What do you mean by “give these people energy”?</p> <p>M: Like... try to do what they want. Like teachers innit.</p> <p>I: Can you tell me more about that?</p> <p>I: I don’t even know... maybe being in a different country made it hard at school... yeah like, not like all of it. But it’s like... it was... they wouldn’t understand that me coming from somewhere else like. They wouldn’t understand that it’s the, that it’s like, 25% of the reason why I couldn’t do most of the work. Because, like, I didn’t understand it very well, that other people would understand it.</p> <p>I: Thank you. Do you have anything else that you wanted to say?</p> <p>M: No. I’m fine.</p> <p>I: Okay. Thank you for your time.</p> <p>M: Fun interview. You too.</p>	<p>School was hard. He didn’t understand the work. Maybe his time in a different country contributed to this but they didn’t understand.</p>	<p><i>“maybe being in a different country made it hard at school”</i> <i>Emphasising his understanding of his difficulties</i></p> <p><i>“25% of the reason why I couldn’t do most of the work” Wanting to quantify his difficulties</i></p>	<p><u>Was his time in America a better understanding of why school was hard in contrast to there being an ongoing difficulty?</u></p> <p><u>Was this is attempt at understanding why he found academic tasks so challenging and needed help?</u></p>
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Appendix O: Example of Subordinate and Superordinate Theme Development (Mervin)

Stage 4: Development of subordinate and superordinate themes

SUPERORDINATE THEME: BEGINNING SCHOOL		
Subordinate Theme	Emergent Theme	Associated Quotes
Beginning School	Things were fine before	- It was alright. There was a lot of playing, like, and playful. It was just a playground to me, like, it was numbers (laughs). Just, yeah, just learning, like, numbers, letters, and just playing (laughs), to be honest". (Lines 4-7)
	Fresh Start	- "I went to a new primary school. Then, made a lot of friends, erm got better like. Better work and that, so it was like. Did more work. And it was just, it was jus fun" (Lines 14-16)
	Considering difference	- "Every minute I'm in primary school. There was always like, they were always like. Ah, this isn't gonna happen in mainstream secondary school cos do yah get me it's more strict and duh, duh, duh. So I was like, yeah, I know that". (Lines 17-20)
	Happy times	- "Hmm. Let me think (laughs) it was alright. There was a lot of playing, like, and playful. It was just a playground to me, like, it was numbers (laughs). Just, yeah, just learning, like, numbers, letters, and just playing (laughs), to be honest". (Lines 4-7). - "(laughs) I was happy, I was, I was chilling. I was happy like. I didn't mind going to school like. I didn't mind like going to school." .(Lines 25-26) - "But When I was in primary school, I loved going there, cos my friends were there. I just loved going to school. Jus cos you get me, you have fun (laughs)". (Lines 27-29)
	Playing vs being naughty	- "Sometimes I wouldn't listen. Like, I would be. I would just be playing about too much, like, I wouldn't know when to stop, like. Stop the playing like. I would still be in the, in like the active mentality. Like, jus wanna keep playing". (Lines 33-36)

SUPERORDINATE THEME: SUPPORT		
A lack of understanding regarding needs	Needing adult support	<ul style="list-style-type: none"> - “Everyone always said that I need help for some reason. I had something wrong with me, like. But I’d be thinking there’s nothing wrong with me”. (Lines 497-499) - ”So, me needing more support. It was like. Then me needing like, to do more- more of everything. I needed to work harder than everyone else had to work”. (Lines 476-478) - “Cos I still had extra like, placements put in for me because. They was always thinking there was something wrong with me.
	Language difficulties/barriers	<ul style="list-style-type: none"> - “When I came back my speaking was not on point, like (laughs. You can hear it now like, I don’t speak. Like. Not fluent, but I jus. I jus, can’t speak”. (Lines 54-56) - “I don’t know how to pronounce, I don’t know how to say it, but I just don’t speak, how a normal English person speaks. Like, I say dumb things that aren’t meant to be said, how. They’re. Said, if that makes sense? There’s nothing else to say”. (Lines 60-63) - “I didn’t live in America, but I kind of like, learnt a new language and that, so when I came back it was hard for me like, to speak and jus like, do my work”. (Lines 474-476)
Adult Support	Needing help	<ul style="list-style-type: none"> - “I think I needed more help because like, I wasn’t as focused as everyone like. I wouldn’t like. When I would like, write things or. I wouldn’t write it in like, key details”. (Lines 486-488) - “I need someone to help me just to write a paragraph, like, one simple paragraph. Like, so. Yeah, it would be like. I just need more help, like, in general like, with my learning and things like that with my speaking”. (Lines 490-493) - To be honest, it was normal because everyone always said that I need help for some reason. I had something wrong with me, like. But I’d be thinking there’s nothing wrong with me”. (Lines 497-499) - “Sometimes they put me with an LSA, like a teacher, like one to one, like, sitting in my class with me. So, it was like, if I had a one to one. More likely I wouldn’t get in trouble because like, I’m literally sitting right beside a teacher. So, any little thing I do, they will just be like stop, so it was like, that would help me”. (Lines 219-223)

	Feelings of loneliness	<ul style="list-style-type: none"> - “So then. In Year 8 I then-then, erm. I slightly got bullied. But I never got bullied like that, cos I held my own, I-like, I would I-li-like. If people tried to. And. The same way, my brother was in like, the year above, innit. So, it was like, until he left. Then people started. Like, moving shaky, like rocky innit and that was it”. (Lines 80-84) - “And then when I was getting excluded I was just like ahh, this is so long like. My mum’s on me. Like, she’s onnnn me like. She’s telling me off every minute like. I’m getting in trouble every minute, but like every minute I’m jus like, this is sooo long”. (Lines 228-231) - “Cos they were out of the borough and I couldn’t get there on my own. They was like, they would send cabs to pick me up then to pick me up and to and from school. So like. If they don’t get the cab, my mum has to come and pick me up. So. It was a bit. It was like. Hard from then”. (Lines 294-298) - “People beef from different boroughs, so I knew how to act. Like, present myself and jus. Stay out of certain things, like. And if it does come my way, like, how to defend my own like. Cos, not everyone’s going to be there for you at a point”. (Lines 358-361)
	Feeling isolated	<ul style="list-style-type: none"> - “I kina got bullied. But I never. So, it was like. I’d be like. People would try and pick on me innit”. (Lines 91-92) - “It jus felt like... I didn’t want to be there for people just to be picking on me and like. I didn’t want to be that person like. And if I do retaliate, I didn’t wanna be the person to get in trouble cos they didn’t know that I was being bullied. Then I didn’t wanna jus. To be that person that would jus, get those people in trouble so they can jus. Be on me, saying, calling me names and that like. I didn’t want to be that type of person. (Lines 106-112).
	Support and the need for more	<ul style="list-style-type: none"> - And then, when I’d get sent to my head of year, he’d be like, he’d just be like. Cos he knows I just get in trouble a lot, he’d be like, what now? Like. He’d just be on a like a casual ... like. He would give me a humble talk like. I’m helping you out, but you’ve gotta play your fair share of the deal innit. Cos he would help me, like, I wouldn’t lie. Like, he would try help me. He would try get me back into the lesson. Be like, yeah duh, duh, duh, he’d give me like. Not special treatment, but like. He would like, try help me, like more than others innit”. (Lines 164-172)

		<ul style="list-style-type: none"> - “Yeah, like I had to work harder than everyone else had to work, because I just needed, needed, needed way more. Not attention, but I did need more attention to like, do things that, that I needed to do for my GCSEs. Like, like, English, like, like English, the key subjects that I needed to be doing”. (Lines 479-482)
	Feelings of loss related to learning	<ul style="list-style-type: none"> - “Every minute I’m in and out of school, I was jus missing a lot of learning. And like, everyone said that to me. Like, the whole time I’ve been at school, I’ve missed at least, two years, like, of school, like, I missed up to like, two years, like, a year and a half to two years of school. Like. I’ve missed. A lot of learning”. (Lines 439-443)
SUPERORDINATE THEME: DIFFICULTIES IDENTIFYING FEELINGS		
Difficulties identifying feelings	A sense of losing hope	<ul style="list-style-type: none"> - “Yeah like, like, it jus. Like, it jus made me like, everything that was happening the whole experience was just long for me like. Everything that was happening, it made me stop caring about things. Not stop caring but like, lose hope, like that I like, I would jus lose hope, literally”. (Lines 453-456) - “Like, things would just keep happening and then, so it would jus make me. Like, it wouldn’t make me depressed, but it would jus make me feel like, like, why do I have do certain things, like”. Lines 456-459) - “Should I even, should I do this, like? It would make me feel like. When I’m in school like, this jus, this is jus, not the place I want to be right now like. I don’t wanna be here for some reason. That’s how I felt just because of what I went through. That’s why”. (Lines 459-462)
	Coping with difficult feelings	<ul style="list-style-type: none"> - I jus felt like. I jus. I don’t even know how I felt cos I just shrugged it off. Like, to be honest, like, that’s. To be honest. The only reason why I didn’t was cos I ended up started to smoke”. (Lines 525-527)

SUPERORDINATE THEME: ACADEMIC DEMAND		
Academic Demand		<ul style="list-style-type: none"> - “I wouldn’t say I was stupid. But I would try to do all the work, like. I would always be the person that like, jus puts their hand up cos I needed help.” (Lines 128- 130) - Like, inside of school they push you to where... they want you to be or where. You think you don’t want to be, but you really do wanna be. So, it’s like that. (Lines 545-547) - “Hmm, like. Give you more work, like even when you don’t know why”. (Line 551)
	Difficulties with learning	<ul style="list-style-type: none"> - “I don’t even know. Maybe being in a different country made it hard at school... yeah like, not like all of it. But it’s like. It was. They wouldn’t understand that me coming from somewhere else like. They wouldn’t understand that it’s the, that it’s like, 25% of the reason why I couldn’t do most of the work. Because, like, I didn’t understand it very well, that other people would understand it”. (Lines 575-580)
	Boring school days	<ul style="list-style-type: none"> - “For my age like, for my age I was like, cos like, missing school was all like, fun and games. Like, I would love to miss school cos it was school. It was jus, a long, a long day. It would be like (laughs) six hours out of your day. I was jus thinking I could be doing so much things, really and truly, all I could be doing was playing games, cos I’m a young child”. (Lines 466-470)
	Emotional impact	<ul style="list-style-type: none"> - “In the middle of it. When. I wasn’t depressed. But I was always jus. I wasn’t sad. I would. I would jus say. Like. Cause I was so energetic, it would, all that energy, all that energy would just go. Like, I wouldn’t have, how do I say it. I wouldn’t have hmm. I wouldn’t be so interested, how I would have been. Like I wouldn’t be so hyped how I would have been. I’d just like calmed down. Like, all of that jus. From like a ten to like a two”. (Lines 551-557)

SUPERORDINATE THEME: DEFENCES		
A sense of protection	Recurring behaviour	<ul style="list-style-type: none"> - Like. I would act the same. Like, I would jus, keep them, not keep them, yeah I would, keep doing the same thing, let me not even (laughs). I would literally just keep doing the same things". (Lines 320-322)
	Needing To defend himself	<ul style="list-style-type: none"> - "Like, that. The only reason why I thought there was something wrong with me, was because everyone spoke like there was something wrong with me. People would be talking like there's something wrong with me. Like, but personally, in my eyes, I didn't, I just thought I was being myself. Like people always say be yourself. So, so I always thought like, (tuts) I'm just being myself, you can't tell me there's something wrong with me, if I'm just being myself, like...". (Lines 511-517) - "They'd just treat me like I'm something I'm not. So it was like...I adapted things. Like cos like, you get me, like. People were saying. Jus, jus, like, people just talk. Like you can't hear them. When they're behind you, like... Huh, like, people. I don't know how to put this. But like. They'll be talking like you're not in front of them. Like you're not right beside them. They'd be speaking like you're not there, like you're just invisible. Like, your jus. You don't know what they're saying. Like they're talking gibberish. It was like that, like, I just tried to shrug it off". (Lines 499-507) - That's why, that's the reason why I smoke now because, I felt like things were just getting on top of me. I don't wanna speak about it, so I just like. I jus. Brought it out in a different way. So, I just like, I listen to music. And I smoke, like that's one of the ways how I cope with things. Even though smoking is bad, like, that's how like, one of the ways I mostly deal with things. I jus, you get me... that's how I had to deal with. The things that I was going through. I just shrugged it off. " (Lines 527-533)
	Reverting to a more familiar self	<ul style="list-style-type: none"> - "Like. I always had. I was always like. I always had a-a smile on my face for some reason, like. I jus. I would just be, I would jus be in a good mood for, for jus like no reason, just because, just because, just because (laughs). Then it got to the point where I was like this is so long, like. Why am I. Like (kisses teeth), It's whatever. Like, I don't even wanna give these people energy if like. You're really just gonna talk, or jus, you get me?" (Lines 562-567)

Difficulties with secondary placements	Being bullied	<ul style="list-style-type: none"> - "People would try and pick on me innit but, for me. Like, I would just start fighting them, like. Cos I had like, a little bit of. I had anger issues innit. Like, so if they tried pick on me like, I would, like, I would fight them. And I would like, you get me, go off. Like, flip out, like. I'd jus get mad. And then, I would get in trouble for that, then cos they don't know what I'm getting bullied innit". (Lines 92-96) - "To be honest, it was like. It didn't make me feel. It made me feel sad, but it wasn't like, as in so sad like bad like with depression. Like, make me like, feel depressed about myself because, like, I knew who I was. Like, I know who I am so. So it was like. If you like, if you bully me, I know I'm a bigger person than you, because you're bullying me for some like, for some reason I don't know. Like, so it was like. At the same time. It was like, it helped me because, like, it made me know who I was, like, it made me know who I was as a person". (Lines 116-123)
	A sense of giving up	<ul style="list-style-type: none"> - "To be honest, I brushed it off because I was like (laughs), I've been getting in trouble for so long, like. It's jus. It's like a normal thing so. It was like just. A normal thing to me. (Lines 145-147) - "I would try. But, like, even if I try it would just happen cos like, he's got like 30 odd people in the classroom like, with your friends and that. So, it would be like, I would get in trouble regardless so. Yeah, and because when I get sent out, it would be like, it would be like, only you one got sent out so like. (Lines 172-176)

SUPERORDINATE THEME: EMOTIONAL TOLL		
Emotional Toll	Adapting to difference	<ul style="list-style-type: none"> - “Yeah like, going, going to new places like, and like, new boroughs, like, the way how like, in- in London how like, borough to borough. People beef from different boroughs, so I knew how to act. Like, present myself and jus. Stay out of certain things, like”. (Lines 357-360) - “Like, like erm. From a different, yeah, postcode or different area like, and they don’t know you. Like. They’d be like, ahh like, where do you come from? Duh, duh, duh and like ask, like, questions. So, it’s like, how to like, they start questioning you and these things so. I knew how to like, say certain things to certain people so I wouldn’t get in danger. Or jus, I wouldn’t you get me, I wouldn’t have to. Not endanger myself but, get into certain things that I wouldn’t need to get into. Just cos I live in a different borough or different area.” (Lines 374-381)
SUPERORDINATE THEME: FEELING POWERLESS DUE TO A LACK OF TRUST		
Feeling powerless due to a lack of trust	Confusing exclusion process	<ul style="list-style-type: none"> - “I didn’t get kicked out, but I got excluded cos I threw a rock at my teacher (laughs)”. (Lines 10-11) - “My mum was like, she’s gonna take me out and put me in a new primary school, cos dat primary school was like (tuts), it wasn’t really doing much like. It wasn’t really giving a lot of. Work, like, you get me so, I went to a new primary school.”. (Lines 12-15) - “I got kicked out of. Then in Year 9 I got excluded. Then I went to. I think. Yeah, I actually got excluded but not. Managed moved. I got managed moved to another school”. (Lines 99-101) - “I was in Year 8/Year 9. So I was like. Going into Year 9 and I got excluded. Like, not permanently, but I got excluded to another school. Managed moved to another school. And then I was like, I was there for nine odd months, I was there for a good while, (tuts) like, a year or so, and then. They were saying that I was meant to go back to my other school. But they kept wanting to hold me there, just to see how I was getting on”. (Lines 235-240) - “So. When I eventually got permanently excluded, I was like. I was in and out of schools, but I was in different schools in other boroughs, like. I was just going in and out of school for a good while like.” (Lines 260-262)

A lack of trust	<ul style="list-style-type: none"> - “Cos they don’t know what I’m getting bullied innit. I kind of never. Wanted to say it innit.” (Lines 96-97) - “I’d jus be mostly involved in some things, so they would assume that I’m involved in everything” (Lines 78-80) - Then like, we had a meeting, and I was just sitting in the meeting, in the meeting, mad, like. Not even mad, but I was jus frustrated cos, like, I’ve been already like, from Year 7 to. Year 9, Year 8, I already been like in like, ten meetings or so with the headteacher and that, and these things. So it was like, I was used to it, but I was like, ah, what man? What am I. What am I. Or what school. Or these things like. What am I gonna do after like? (Lines 251-256)
Lack of Control	<ul style="list-style-type: none"> - “Cos I was like. I am getting in this trouble and I’ve been at so many meetings like. That I know it’s going to come like. And, without a doubt, I know it’s going to come, but I never knew it was going to come like, so quick. Cos that means they were like, pushing for me to already leave like. Leave the like, from the jump. So. I was like. You get me. I couldn’t really do anything. So I didn’t really know what was coming”. (Lines 303-309)
Being bullied	<ul style="list-style-type: none"> - “I was like, getting bullied like, I had friends, but I didn’t have so many friends, like”. (Line 105-106)
Reverting to a more familiar self	<ul style="list-style-type: none"> - “I was cool with it. Cos like. I wasn’t really getting in trouble as much, so it was like. I was cool with it. And it got to the point where, I was jus thinking, why am I changing for these people like? (high pitched voice) And then, yeah, then I myself like. Then I was just myself “. (Lines 134-137) - “Not being myself. Then I started getting into trouble, innit”. (Line 141)
Feeling targeted	<ul style="list-style-type: none"> - “When I got like into it, teachers started knowing my name and duh, duh, duh. Then it would be fine, but it was like (tuts) they just always used to call my name. So it was like. I would always be in something, but not always like, so it was like that”. (Lines 71-74) - Why was nobody else getting sent out? I’d be like cos they’re not watching the other people. They just mention my name because I’m me, you get me like. I’m getting in. I might get in trouble more often, innit. So, yeah it would be like that”. Lines (176-179)

		<ul style="list-style-type: none"> - (tuts), I would be annoyed. I'd be like, ah man, I'd be like. I would just be mad cos, I'd be like all the other people are talking but you mentioned my name first. Just because like, jus because you knew my name like, and it jus rolls off the tongue easy. Like, that's that-t that was mad (laughs)" (Lines 193-196)
	A Sense of rejection	<ul style="list-style-type: none"> - "It was like, if I get kicked out of that school I'm going to be shipped to another school". (Lines 332-333)
SUPERORDINATE THEME: GROWING THROUGH EXPERIENCE		
Growing through experience	The new me	<ul style="list-style-type: none"> - "My whole attitude has changed like. The whole. The way I think. The way I do things. Like. The way I even rock up to school like, the way how I even present myself is jus different. Cos like, I-I just think like, it's long getting trouble, like, it's long getting in, doing all these things just for the littlest (tuts), like the littlest things. So from, fr-from when I was a little boy to how old I am now, I've changed a lot.". (Lines 342-347) - " So from, fr-from when I was a little boy to how old I am now, I've changed a lot. Like you can ask my like family, like. I've changed, I changed like that and it's like. I never knew I was gonna change. Like. It takes time to change, but for me it happened like, like, that. So it's like. I call myself a big man (laughs), my aunt says you're not a big man like. The only reason I say I'm a big man ca, I've been through like, (kisses teeth) a lot of things. So. I jus feel like, you get me like. All the things that have happened it jus changed me as a person" (Lines 346-353)

Appendix P: Table of Superordinate Themes for the Participant Group

Stage 6: Development of overarching themes

OVERARCHING THEME 1: CONTRASTING RELATIONSHIPS AND DIFFICULTIES WITH AUTHORITY			
Mervin	Dexter	Terrance	Sasha
Happy Early Days	Relationships	The Good Old Days	Early Days
Feeling Powerless Due to a Lack of Trust		Relationship Challenges	Respect and Rules
OVERARCHING THEME 2: NEGATIVE SCHOOL EXPERIENCES: THE EMOTIONAL IMPACT			
Mervin	Terrance	Sasha	
Difficulties Identifying Feelings	An Emotional Experience	Disconnected with School Settings	
Support		Upsetting Situations	
Emotional Toll			
OVERARCHING THEME 3: CREATING DEFENCES			
Mervin	Terrance	Sasha	
Defences	Defence Systems	Defence Mechanisms	
OVERARCHING THEME 4: LEARNING: A BORING REQUIREMENT			
Mervin	Dexter	Terrance	
Academic Demand	Demotivated with Learning	Boredom	
OVERARCHING THEME 5: EXCLUSION: A SENSE OF RELIEF			
Dexter	Terrance	Sasha	
New Beginnings	Exclusion as Freedom	Happy Endings	
OVERARCHING THEME 6: THE EVOLVING SELF			
Mervin	Sasha		
Growing Through Experience	Onwards and Upwards		

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