Staff4: We're recording now, guys so...

YP3: Shut up [staff4] yeah.

YP7: Yeah shut your mouth [Staff4] man.

Staff: Come on let's get with the...

Interviewer: So pick a picture perhaps where you think you're doing your best, where the best lessons are happening, or something like that. They're double sided as well.

YP7: Oh yeah, yeah, yeah this one [students picking pictures]

Staff4: This one. [This one, obviously.

YP3: [Nah f**ck that.

YP3: Why are you pausing?

Staff4: I'm not pausing it.

YP3: Why is it timing us?

Staff4: We're looking for valuable lessons.

((background disruption))

Staff4: Anyway I feel like the best lessons happen in the art room.

YP7: Yaaaaaah! [silly voice]

Staff4: [the reason is because

YP7: [Yo!

Staff4: because the reasons I think this is because my lessons are amazing, you're relaxed, you actually learn things, you learn techniques.

YP3: My one is music, do you know why? [Yeah

Staff4: [Go on tell me why

YP3: When everyone is in music, yeah, there's like a nice atmosphere and everyone's interested in music. And in music it's not about the blues or like the olden time, what they used to play and that, so um, it's about modern time music in the, and everyone's interested in that.

Staff: Okay what was your best, like, music lesson?

YP3: Uh, diversity

Staff4: Yeah? Okay, why?
Session 1 - Question 1 - Small group 1

YP3: because I heard more about Michael Jackson and Bob Marley that I didn't know.

Staff4: [YP7] what about you? What was your best room? I see you've got the gym room there.
YP7: That ain't mine.

Staff4: Okay [laughs]. Right it's that one, the music room, why?
YP1: That's a bit () on the ground there.
YP2: Because it's a bit ()
Staff: Because it's a bit ()
YP2: They might DJ you know, they might DJ.
Staff: And you've got cooking there too, your two favourites. What do you actually cook, do you actually do the cooking?
YP2: Yeah I cooked pizza like...
Staff: 200 times
YP2: about 30 times, no about 20 something times. That's the truth and all. Ask Miss.
Staff: and when you think back yeah, to your time here, what's been the benefits of being here?
YP7: It's worth it man.
Staff4: No, since you been here, what's been the good thing about it? ()
YP3: You reflect on what you've done, yeah, you reflect on what you've done, and next time you're in that situation you know how to-
YP7: You know not to get in it
YP3: You know how to deal with it or RESOLVE it. In a positive way.
Staff: Alright
YP3: ()
Staff: Yeah it's amazing
YP3: Alright what's next?
Appendix Q

Session 1 - Question 1 - Small group 2

Staff3: Right have a look at these and remind yourself, and see if you can remember some time in the PRU, let these jog your mind, your memory about when you've had a good lesson or somewhere that you think that things went really well.

YP5: Yeah all of them.

Staff: Well tell me a story then about one of them.

YP5: In the music room I did recording.

Staff: Sorry?

YP5: the music room I did recording.

Staff3: The music room? What one, sorry, show me. [Pause]

((Background noise /unclear talk))

Staff3: Okay right, I think we've got to speak in to the... tell me about this then, what went well? What were you doing there?

YP5: Huh? I was recording something in it.

Staff3: What were you recording?

YP5: Music

Staff3: Yeah but, had you written it YOURSELF?

YP5: Yeah

Staff3: and then what have you...

YP5: about being low.

Staff3: How did you feel when you were doing it? What was going well?

YP5: Happy

Staff3: You felt HAPPY with it. Anyone else about, did they--

YP5: ((nods))

Staff3: Well speak we are recording!

YP5: Feedback.

Staff3: Who was with you at the time?

YP5: Loads of people, it was this room!

Staff3: Sorry?

YP5: It was this room.
Session 1 - Question 1 - Small group 2

58  Staff3: Yeah? And what were people saying?
59  YP5: Nothing much.
60  Staff3: Nothing much? So how do you know they were enjoying it, that they thought you were GOOD.
61  YP5: Because they were smiling
62  Staff3: So they were smiling
63  YP5: [staff] smiles all the time.
64  Staff3: Right what made it possible for you to do that there? To perform there?
65  YP5: Confidence.
66  Staff3: Is confidence, do you think, they key to most lessons? If you feel good about it then you can perform well. Yeah?
67  YP5: (Nods)
68  Staff3: That's fair enough. That's good. (Directed to YP1)
69  Okay do you want to speak about something that went well?
70  YP1: Cooking
71  Staff3: Cooking? Okay tell me about it?
72  YP1: It's alright.
73  Staff3: What were you doing? [YP5], [YP5], Sorry, one second, look we've both listened to you, so... Listen to [YP1].
74  YP1: The cream is nice
75  Staff3: The cream is nice? ((laughs)) Right what were you making in cooking?
76  YP1: Um, I think, what's it called, (...) cupcakes?
77  Staff3: How did you, why did you
78  YP1: [I have to, I had to]
79  Staff3: How did you feel when you were making them?
80  YP1: I think, um,
81  YP5: You get to do what you want.
82  YP1: Huh?
83  YP5: You don't have to work.
Staff3: Yes she does. Can we do this first and then we can have a chat, yeah? Right lets go back to this. So you're making your cupcakes, how do you feel about making them?

YP1: Well-

Staff3: Why did you enjoy the lesson, basically.

YP1: (...) and you get to eat the cream

Staff3: So it's NOTHING to do with, who else was about? So its just about eating the cream? (laughs) So it's not actually about who was there with you or anything?

YP1: ((Shakes head))

Staff3: Do you find it boring then? Is it quite a fun lesson?

When are you best in lessons, do you think?

YP1: When am I best at lessons?

Staff3: What makes it, what makes it, um, enjoyable?

YP1: I don't KNOW, I don't know. NO lessons are enjoyable.

Staff3: No lessons? Well you were JUST speaking about that one ((cooking lesson)) Is there nothing that- nowhere else that you have had enjoyable, sort of, lessons?

YP1: ((points to music room picture)) Here. Well music's alright.

Staff3: and why is that?

YP1: I don't know what it is but... Yeah but its [staff member], and yeah, but I'm fine in his lessons.

Staff3: So is it more to do with staff? If [music teacher] was teaching maths, would it be okay?

YP1: I prefer music.

Staff: Yeah but I'm meaning, you're saying its influenced by the teacher, some of the time, or do you think it's all the time? Or some?

YP1: [Shrugs]

Staff: So what do you think he does that makes it a bit more-- makes it a better lesson?

YP1: I dunno.

Staff3: Right, I've heard some really good stuff actually in the music room and it's good because it's probably about the only place that people are quite comfortable to show off their work.
Session 1 Question 1 - Whole group

Interviewer: So what we're going to do now is just to think together about this question. So, I need your help really, to kind of, to get some information together about this question - when does learning at the PRU go exceptionally well? You talked about some things where you perhaps enjoyed your learning, which were perhaps a high point, so what do you think? When does learning at the PRU go really well?

Staff4: Boys (when does learning go well, what makes a good lesson?)

YP7: The teachers!

Staff: So how do you define a good teacher? Someone who lets you do what you want? Someone who tells you off - what would you define?

YP7: Someone who lets you talk.

Staff4: Yeah, that makes a good teacher? You sure? [YP1]

YP1: Don't talk to me!

Interviewer: Which picture did you pick?

YP7: Huh?

Interviewer: Which picture did you pick?

YP7: A few, a good few of them man!

Interviewer: A few? So why did you pick those pictures?

YP5: Ladies first

YP7: Because I like that lesson

Interviewer: Okay

YP7: Because it's all the teachers that do good lessons, like, do you know what I mean? (I mean?) our good lessons.

YP5: Ladies first

Interviewer: What about other people, what pictures did other people pick?

YP5: Music rooms, art rooms -- I mean, um-- Cooking rooms--

YP7: You know you don't need this app to record you know?

Interviewer: On this I do, yeah. Don't worry. So music and art, did you say? Any other rooms?

YP5: No music and cooking. [Shows cooking picture]
Session 1 Question 1 - Whole group

Interviewer: and cooking, okay. So what is it about those places that make learning more-- is it enjoyable? What is it?

YP5: Yeah it's enjoyable.

((unclear talk))

YP5: [It makes you have vibe]

YP3: [What room did he pick?]

Interviewer: it makes you have [what?]

Staff4: [music and cooking]

YP5: Vibe, vibe. You don't know what that means because you're ().

Interviewer: A bit old? [Laughs]

YP5: You're lit.

Staff3: [YP5] was saying that when you feel confident in something, then it makes you feel good. And it's a time when the lesson goes a lot better.

YP5: Yeah you're feeling wavy

Interviewer: Do other people feel the same? Are there lessons people enjoy because they feel confident in them?

YP3: Sorry what was the question?

Interviewer: Are there lessons that people enjoy more because they feel confident in them?

Staff4: Do you enjoy lessons because you're good at it or is there another reason why you might enjoy your lessons?

YP3: No because the way it is TAUGHT is different.

Staff3: Different to what way?

YP3: Different than at mainstream school, Innit.

YP5: [Interrupts] there's less people.

YP3: there's less people so you can concentrate more.

Staff3: Well there must be SOME lessons at your mainstream that you like AS WELL?


Interviewer: You said that it was taught differently to mainstream, can you tell us a bit more about that?

"Teacher cannot be "good at it"..."
Session 1 Question 1 - Whole group

YP3: Well basically, in PRU, the way they teach it here is like they understand. Like obviously they read your report, input, but they understand how to teach and how to manage you. Whereas in mainstream, there's one teacher teaching thirty students and they're not gonna be focusing on you that much. And like in the PRU, we get taught properly, basically claim to truth?

Interviewer: Could you give an example of when that has happened?

YP3: Okay, so basically, um, for example you know [teacher] in art, you know like, doing our artwork yeah? He comes over and tells us what's wrong, like what's wrong and what's right, what needs more improvement, and then () but in like a mainstream school, they make your partners assess your work, Innit? And your partners might not assess it properly or anything. Yeah.

Interviewer: Okay, so it sounds like they understand you a bit better than in the past, where you were previously. How do other people feel about that?

YP3: [Yeah]

YP3: Are you happy now? Are you happy?

Staff: I'm so happy to hear that, Do I get a payrise?

YP3: What d'you say? What d'you say? What d'you say?

Interviewer: What do other people think about that?

YP3: Be like that then, Innit. You never said thank you!

Interviewer: [YP7] what do you think?

((unclear group talk))

YP7: About what?

Interviewer: So they were saying that in your lessons, here, the teachers understand you better, and they have a bit more time to get to know you and to help you in a way that is helpful to you. Do you feel that that happens for you here?

YP2: No.

Interviewer: Are there any lessons that that happens in particular, where you feel particularly understood?

YP2: Art, um and, uh... music.

Interviewer: Art and music. Why do you think you feel understood in those lessons compared to others?
Session 1 Question 1 - Whole group

YP7: because in, um, what's it called, uh, In cooking yeah - [StaffX] understands Spanish and [StaffX], I think she speaks French, I dunno.

Interviewer: So you're thinking about language, okay. What do other people think, are there lessons that they feel more understood?

YP7: [teacher] understands English, so does [teacher] and then um, what's it called in music as well.

YP5: what are you trying to say?

YP7: that [teacher] don't understand English, because he's Spanish so I dunno. [Teacher] understands.

YP5: [He's Spanish]

YP5: I understand [teacher].

YP7: No, yeah, [teacher] understands, yeah. He's just bare slow, yeah. Bare slow.

Interviewer: So you think he understood——

((unclear group talk))

Interviewer: So what about other people? You've got art and music, are there any other lessons? Are there any other lessons that go well? What about teachers, what did you think?

YP7: Pardon?

YP5: Because there are staff here as well, what do you think?

Staff: It can be really difficult sometimes because you're not always in the lessons, all the time. Me, I'm not always in music am I? I'm in my lessons, so sometimes I don't——

YP3: Basically you teach what you're good at

Staff4: Yeah. But also as well, but I do think the students react better to practical lessons

YP3: YEAH

Staff4: To put a-- they find it more, uh... easier

YP3: They like a lot of trips, and yeah.

Staff4: So for practical lessons suits a lot of students here. Because a lot of students, they are SKILLED, of course they are but, but sometimes, putting them the way mainstream is set up you can try sometimes so a lot of practical lessons.
Session 1 Question 1 - Whole group

and it suits some of the learners as well. For me, practical lessons are good and that is one of the key points of being here as well.

interviewer: So could you share an example of when you felt somebody was really ENGAGED with a really practical lesson?

Staff4: Well, we did diversity last uh... week or the week before, where we did mixing skin tones, an uh, I was teaching students how to make dark brown, light brown and beige, and that was quite an engaging lesson because they didn't know how to make these colours up and I showed them how and they were really engaged. Usually I don't do painting with them because it's really messy so I try to stay away from it, but it was that time that I had to do it but they all done REALLY well and they all engaged and they all done it and I was happy, so...

interviewer: Was anybody in that lesson?

Staff4: [YP7] and [YP3] was there.

YP5: What about me?

Staff4: Not you it was when we were mixing the skin tones

interviewer: What did you guys— I don't mean to put you on the spot. What did you guys think about the lesson, did you feel the same, did you feel engaged?

(unclear group talk)

YP5: Yeah

YP7: Very good man [silly voice]

Staff4: Remember the mixing the skin tones?

YP3: Yeah I liked that bit.

(unclear talk)

interviewer: Did you remember the lesson? Did you like it?

YP3: Yeah

interviewer: Okay, so was there anything else anyone wanted to add to this question? When does learning at the PRU go exceptionally well?

YP3: When they take us out on trips.

interviewer: Okay, [tell us more?]

YP7: I've NEVER been out on a trip

YP7:
Session 1 Question 1 - Whole group

YP3: When we go out on trips, yeah, it makes us more HAPPY
at

Interviewer: Does it actually—do the trips—help you with your learning?

YP3: Yeah

YP5: sometimes you go to museums, which I haven't really experienced.

YP3: sometimes they take you to like theme parks and that, and that makes you [like—]

YP7: [what your mum] aint took you to a museum?

YP5: ((pause, then laughs))

YP3: Yeah basically it helps us INNIT.

Interviewer: What do you think?

YP3: [YP5], [YP5], [YP5]! INNIT, we want to get more trips yeah, Told you.

YP5: You d**ck head.

Staff3: Shhh! [YP3].

((Unclear group talk))

Interviewer: What do you think? Just make sure, guys; because there are lots of people talking at once, then I'm going to be able to hear what people have said on the recording. You've said some really Important, some really Interesting stuff. What do you think? Do you think the trips help people with their learning?

YP5: What here?

YP7: No

((Unclear talk))

YP1: we went to the shops

Interviewer: and did you learn anything?

((Unclear talk))

Staff3: [YP7] you've had your turn, let [YP1] speak now okay.

YP1: I've already done speaking.
Session 1 Question 1 - Whole group

Interviewer: So is there anything that anybody wants to add to that question there - when does learning at the PRU go exceptionally well?

YP3: The trips (unclear), you know normally you know the like the good people get to go on trips, innit. And obviously.

YP7: We have different lessons here.

Staff4: Basically they like to be rewarded by trips.

Staff3: I think if there's targets, that some people will suddenly start performing better in lessons, if they know that they've got to reach their targets and then there's something at the end of it.

Int: What do other people think about that?

YP1: Yeah

INT: You agree?

YP2: Pretty much yeah

Staff3: And it focuses them a bit more than just "be good.

YP1: If we finish our work we get to like free time basically, so we can go on the computer or something like that, if we finish all our work and do the extra work.

Staff3: So it's kind of like an incentive.

((unclear group talk))

Int: Okay

((unclear group talk))

YP7: I said swear on your mum's life.

Staff3: What we've not talked about is RELATIONSHIPS.

YP3: Relationships?

Staff3: Not actual relationships - how we get along together between students and staff. We've got a good -

((unclear group talk))

Staff2: Going back to my marriage (laughs)

Int: really quickly before we finish this bit then, [Staff4] said that your relationships are good here--
Session 1 Question 1 - Whole group

Staff2: Do you feel like your relationships with staff have improved?

Staff3: Do you think between staff and students, relationships are good here?

YP3: Yeah

Staff3: Does that help you?

YP3: You get more teachers like [Staff4] and [StaffX] and they are a bit more like you. Like [Staff2] he's been kicked out of like, three schools yeah. So they know how to resolve a situation.

INT: is there anyone that disagrees with that?

YP7: agrees with what?

Int: Disagrees with that. That relationships are important at the PRU.

YP5: Yeah?

INT: You disagree?

YP5: I didn't say I disagree.

Int: You agree?

Staff3: Do you think does that make it easier to learn if you get on better with more teachers?

INT: Could you share an example? Is there a teacher you get along with particularly well?

YP5[Staff2] We never argue, we have a special relationship. In art lessons, he lets us do whatever we want. I'm only joking [X]. I get along with [StaffX] though.
Appendix S
Session 1 - Question 2 - Small group 1

Staff4: I think you've got to tell a story, I think you've got to tell a story about being in this PRU, like. There was one student that I had called [anonymized], and you know he was really terrible at art, you know, technically.

YP3: Who? [Name]?

Staff4: Yeah. But then I spent time with him and taught him some good skills in art and he done an AMAZING piece of work, and I was so IMPRESSED. And from that time working with him, I really thought that he really improved. He really focused and pulled together and learned some new skills. That's one thing that comes to my mind. What's something that comes to your mind, a good story?

YP3: A good story?

Staff4: Yeah like from a lesson that went really well, or one where you thought, do you know what, I really need to fix up, I need to really treat right? G?

YP3: Can I talk about my journey to school?

Staff4: No talk about something from when you're here. (...) Think about yourself and your behaviour.

((Background noise: unrelated disruption))

YP3: Right so a story here yeah? Uh, OH YEAH, no basically this time innit, I was--

Staff4: In this school

YP3: I was in [teacher name]'s class and we're doing numeracy

Staff4: Just one minute I'll take you off the--

YP3: You'll take her? [Laughs] So it was numeracy yeah and [teacher name] was teaching us and I was doing this kind of method for numeracy innit and she never knew how to do this method so I just taught her. You should have seen her face.

Staff4: You taught [teacher name]?

YP3: Yeah I'm PROUD. It was about this method innit, this very A-star method and she never knew it.

Staff4: What like the box method?

YP3: No it wasn't the box, it was like the box, but it was more like, complex.

Staff4: I see... What about anything that's helped you?
Session 1 – Question 2 - Small group 1

YP3: Something that helped me?

Staff: Something that's helped you and made you think, do you know what I need to fix up? I can't keep doing what I'm doing, I mean do you realise that? Or has that moment not come yet?

YP3: Nah that moment came when I was... You know when I was in [school name]. When I was in that room for four months? That's when I realised

Staff: Yeah?

YP3: But to be honest yeah? Before I was excluded, I was already changed in it? I just had that thing on me-

Staff: You just had to go through that whole process of coming here... ((Sarcastic))

YP3: I just had that thing on me, yeah. I was gonna dispose it, innit?

Staff: YEAH, I get that. I get that.

YP3: Because in my head, Because I had like five meetings in like, November, and I'm like, oh f*ck I have to change, innit? Because they were proper already sending threats like I'm already gonna get kicked out. You get me? So I'm like yeah I'm gonna change, So the time I changed, yeah? I got one last thing to do, dispose that sh*t and that's it. And that's when I got caught. Like what's the point?
Appendix T
Session 1 – Question 2 – Small group 2

Int: So I want you to think of a time when you felt like you felt the benefits of being at the PRU. The reason I'm asking this question is because it could help you to think about what's good about being here, how does it help people when they're here? What do you guys think? How does the PRU help people when they are here?

YP5: It helps them understand. Like, that it aint good to be inside here. And like, it's not good that you're here.

Int: Okay

YP5: Can you restart that?
YP1: But it is at the same time. [Because—
YP5: [Shut up. You're not meant to be here.
YP1: No you shut up!
YP5: No you shut up.
YP1: No. There's a—
Int: Go on
YP1: You need a bit of time out and everything so you can come and fix up, the only thing is you, you miss out on some of the things that are going on in school, innit.
YP5: You need to fix up your brain. ((Laughs))
YP1: Shut up, before you get beat up! 😂
YP5: What by you? I'm scared. ((Laughs))
Int: So you said about fixing up, how do you fix up before you go back to school?
YP5: [Your brain] 😂
YP1: Oh shut up mate, you're so *king annoying! Miss tell him to shut up, he's bare annoying!
((Background noise: Unrelated discussion))
Int: So do you want to just carry on with what you were saying? You were saying that here is a good space where you can, sort of fix up before you go back to school.
YP1: Yeah 'cause you need time out and I dunno
YP5: You need to reflect. Well you need time out and you have to reflect when— When you come here, and it allows students to have a bit of time off (...), and in this school they have special
Session 1 – Question 2 – Small group 2

YP5: Well the other day, I was about to beat them up. I was about to get mad. Then the teacher told me to calm down, and when I reflected about it, I thought that if I hurt him or touched him, or laid a hand on him, that would mean I would not go back to school. And that would have been a minus point for me.

Int: What do you think helped in that situation?

YP5: The teachers told me to calm down and I had lots of support from the teachers. And I had positive feedback.

Int: Okay. So [staff3] can you think of a time when--

(TM: Teacher’s phone rings)
Appendix U

Session 1 Question 2 – Whole group

Int: Okay so you had like a little discussion in your each of your groups, and they sounded like they were going really well. So, just wanted to come back to this question: what do people value or appreciate most about being a member of the PRU? So what do people get out of being at the PRU? What ideas did people come up with?

YP5: I don’t know.

Int: There were some really good ideas coming from my group actually.

YP5: Miss, just to tell you, this ain’t a GOOD PLACE. You’re saying it like—

YP3: Yeah exactly, ‘cause some people like don’t wanna be here, innit Miss? (towards Staff3/int) You know when I was in [undisclosed school]. I was like this place is basically for bad kids, you know like, unable students.

YP5: [It’s for simple bad kids [shouted].

YP3: Exactly, but we SHOULDN’T have unable students.

Int: Okay let me reframe it: what do people value about the opportunity to be here? So what does it give them?

YP3: No one wants to be here, innit. No one wants to be here.

Staff3: You’d be surprised. Like some people—

Staff2: YEAH. Maybe you don’t want to be here but some people get something from it. What do you get from being here? What have you got out of being here?

YP3: Um

YP7: Sh*t, f*ck all.

Staff3: You could have just continued at your old school, yeah. Imagine if whatever had not happened

YP3: Basically, this is some sort of counselling place, you know. It’s like—

YP5: On the sly

YP3: On the sly ((laughs))

Staff3: Well.. Maybe, Kind of, in a weird way.

Int: Did you say counselling?

YP3: Yeah its like, innit—

Staff3: Are you surprised by what you got out of here compared to what you thought initially?
Session 1 Question 2 - Whole group

YP3: [redacted] 4 months. You know when I was in the unit for four months? Before I got kicked out, when I was in the unit for four months, do you remember? That's when I was changed.

YP5: [4 months? That's bar long!]

YP3: [4 months.]

Int: It sounds like it sounds like you, the change happened before you came here. So you felt that before you came. What about other people? Other people shared that PERHAPS there was something

YP5: I changed when I come here

YP7: You become the people you associate with!

Staff: For some people it goes up and then down. And then it calms down.

YP5: [They put you in a little room for like, two days. (Laughs)]
Or one [lunch time.]

YP3: [Which kind of primary school is that? (Laughs)]

YP7: They give you biscuits and tea! (Laughs)

YP1: No you're with the teacher — you're with the teacher and she has to give you some maths work or stuff like that.

YP3: [In Primary they make you face the wall!] (Laughs)

YP7: Gives you one biscuit, and you're like "nooo!" (makes noise, then laughs)

Int: Okay. So in our group, some of the things that came up were that this was perhaps a space where people could come and fix up before they go back to school. Do people feel that this is a place where you can kind of get yourselves sorted before going back to school?

YP5: (makes noise)

Int: [YP5] what do you think?

Staff: [YP5] what do you think? Would you say?

YP3: Yeah

YP5: Sorry?
Session 1 Question 2 – Whole group

113 Int: Somebody said that it was a place that you could fix up to get ready to go back to school. And [YP5] was just saying that he agrees.

117 YP3: I think you said that [towards YP7]

118 Int: Do you want to share a bit more about that, about what you mean by that?

122 YP5: No. When you’re here, yeah, it just helps you to like concentrate in your lessons. ‘Cause like, um, for some people its a good environment because there’s not many people inside the school. So in one lesson, you can concentrate but not for me, for some people.

128 YP3: Basically, like that’s it. Private school. You know, ‘cause in private school they have one on ones innit. [The work is too easy. Its too easy for me-in innit]

132 Int: something about the one on ones?

134 Int: What do other people think? Do other people think it has given them an opportunity to get ready to go back to school? [YP7] What do you think?

139 YP7: Me? Yeah it helped.

143 Int: Is there anything that has helped you in particular?

147 YP7: What being here?

151 ((Background noise))

157 Int: To listen to the teacher.

161 Int: Is that something that was difficult before?

165 YP7: Yeah.

169 ((Background noise: Disruption))

173 Int: Does anyone else want to add anything to that question?

180 YP7: What did you say?

189 Int: So in terms of what do people value or appreciate most, does anyone think there’s anything else important to put on here? So I put down GCSEs, counselling, something about helping you to concentrate.

198 YP7: You don’t want to sit your GCSEs in this environment.

198 YP3: Yeah
Session 1 Question 2 – Whole group

YP7: In this good environment man ((silly voice))

YP3: Yeah you'll get 4 GCSE's and an apprenticeship if you stay here; so...

YP5: That could happen, you know.

[Background noise: Disruption]
Appendix V

Session 2 - Question 1 - Small group 1

Staff2: So in your small groups, I want you to think back through your time at the PRU and find a time that was a real high point, where you feel people were effective and engaged with their learning. What were you doing? How did you feel? What do you think we should be talking about then? So what was your best time here—since being at the PRU what has been your best time?

YP4: The zombie thing innit?

Staff: The zombie film, yeah? And what’s the reason for that then?

YP4: Everyone was on it.

Staff: Yeah? And everyone was involved? Did you have a lot of friends that was involved in the zombie film?

YP4: Yeah.

Staff2: and if you don’t mind me asking, what was your role in the zombie film?

YP4: As the cameraman.

Staff2: Cameraman, yeah? And from the whole project of the zombie film, what was the best most enjoyable part of the project? What was the highlight, the best highlight for you in that zombie film? Was it a typical day when you were filming, or was it a particular act or scene? (...) Or did you just enjoy the whole thing like when you guys were going round filming different students.

YP4: Yeah.

Staff2: and what were you asked to do then?

YP4: Film the roles. Hold things.

Staff2: and how long was the project running for?

YP4: Two weeks.

Staff2: Two weeks, yeah? and what kind of—what things were you asked to do? Like what— in the film, what was your plan inside of things?

YP4: (...)

Staff2: Was you taken around the rooms, like, or was you given like, little scripts? Was you told what to film in different areas? Right okay, so coming away from the zombie film. You’ve been here for about, what, one year, [YP4]? So could you tell me one good memory that you’ve had, like one good memory, whether it’s writing music or PSHE, ICT, Maths, English, or the gardening project even, what memory do you
Session 2 - Question 1 - Small group 1

57 think of where it kind of made you laugh? I've seen you laugh a few times. Like away from the project, you know where else—
58 away from the zombie film, what else has you?
59
60 YP4: I dunno. The trip innit.
61
62 Staff2: Oh that's interesting. What kind of trip was that?
63
64 YP4: The Camber Sands one.
65
66 Staff2: Oh Camber Sands. Why did you like that particular trip?
67 You've brought some [big memories back now.
68
69 YP4: [Because
70
71 Staff2: What were the best bits? What were you doing, what were they doing when you were chucking shoes (...).
72 Trying to keep the whole (...)
73
74 YP4: (...)
75
76 Staff2: ((Laughs)) And what were you trying to do?
77
78 YP4: Trying to swim after they thrown me in the water? (...)
79
80 Staff2: And I remember, I don't remember if it was you but someone dropped their phone in the water. (...) So apart from getting chucked into the, thrown in to the water, what else—and the beach...
81
82 YP4: It's not like working. It's more like, valuable innit. More valuable. Than work.
83
84 Staff: Than work. And how about all the food, all the food, and all the seagulls running around trying to attack you to get to the food. And at the top of the hill, at the top of the hill, I know that at the top of the hill some of you tried to hide from some of them. ... Is there anything else you can think of? You've come up with the zombie film, you've come up with Camber Sands beach, have you got any more ideas, yeah?
85
86 YP4: Will we do more stuff like that?
87
88 Staff2: Possibly. There probably will be one, just not yet. But um, how about in the building, how about in your lessons, how about in a particular lesson. What other good memory have you got?
89
91
92 Staff: What like when you rapped into the mic? And when was that then?
93
94 YP4: Dunno last week.
Session 2 - Question 1 - Small group 1

Staff2: Oh last week. Friday. What about the music you wrote, last week? What did you like about the whole thing then?

YP4: It was fun.

Staff2: Fun in what way?

YP4: Fun in (...) innit?

Staff2: What because you was rapping with some of your friends or you was--

YP4: No [YP name] was just rapping innit? [YP name] was just rapping. Like you don't know what he say. Like, he's just saying what's in his mind, innit.

Staff2: Yeah. So who was that then?

YP4: I don't want to say. [unclear]

Staff2: You don't wanna mention his name, huh? And um, was that your first time rapping or did you rap somewhere before?

YP1: Like I did some rapping in school but, ()

Staff2: So maybe you can take it further?

YP1: (...)
Appendix W
Session 2 - Question 1 - Small group 2

Staff1: Right what is the highest points in the PRU? That you
have had here?

YP2: What's a point like?

Int: So what you could perhaps do is pick a photo of a place
where you think you have really enjoyed learning most, a place
where you felt really engaged with your learning--

Staff1: So you've got the games room

Int: They're double sided as well.

Staff1: Okay. You've got the cookery room. You've got [anon
teacher]'s room, the English room, Maths, [anon teacher]'s
room.

YP6: Who's that?

Staff1: PE. Doesn't matter

YP6: I know who that is

Staff1: Doesn't matter, let's concentrate on this. We've got
PSHE.

YP6: [anon headteacher]'s room, and [anon deputy
headteacher]'s.

Staff1: Art.

YP1: Yeah

Staff1: The garden. Also we've got [anon music teacher]'s.

YP6: We should get a school dog, you know.

Staff1: I'll bring mine in.

YP6: Have you got a dog?

YP2: I'm gonna say I'm gonna say PSHE.

Staff1: PSHE? What about yourself?

YP2: What?

Staff1: You need to concentrate on what we're doing.

YP2: I like the lessons in PSHE.

Staff1: You like the lessons in PSHE?

YP6: No, I like the lessons in Art.

Staff1: You like the art room? Why--
Session 2 - Question 1 - Small group 2

YP2: Sighs.

Staff1: No, no, no. He's entitled to his opinion, and he's never said——

YP6: No [like the cooking room as well].

Staff1: You like the cooking and the art room?

YP6: Yeah what can I do my lessons in the cooking room?

Staff1: Well no. It's just that, what do you enjoy about being in the art room?

YP6: I don't know.

YP2: I enjoy being in the PSHE room.

YP6: He plays music in there.

Staff1: He plays music in there? Does that relax you?

YP6: I just like it.

Staff1: You just like it? And you in the PSHE room?

YP2: Basically, yeah. I like, like——

YP6: And I like the music room

YP2: topics like the—you know like geography and different countries and stuff like that?

Staff: So you like discussions?

YP2: Yeah, discussions.

Staff: So you like the geography, the dictatorship, did you like——

YP2: No like economics and all that kind of stuff.

Staff1: You enjoy your economics?

YP2: Yeah stuff like that. It really gets to me, it makes me happy, you know ((sarcastic? Smiling, taps chest)). It makes me happy.

Staff: Fantastic.

YP2: ((Laughs))

Staff: So [YP6], going back to you again. You like, you enjoy the music, do you enjoy creating different types of music? Or listening to music mainly?

YP2: Creating and listening.
Session 2 - Question 1 - Small group 2

Staff: Creating and listening? [Okay, brilliant. So going back again. [YP2], because you've been helping in the gardening project ([shows picture of garden]). Over the couple of weeks that you've been active in the garden, have you seen any progress yet?

YP6: [Yeah

YP2: (...) Sort of.

YP6: You should get some chickens you know.

Staff: We should get some chickens. We took some photos before and after, does it look like this now? ([shows photograph])

YP2: No.

Staff1: Doesn't look nothing like this now?

YP2: Not that really.

Staff: Has it improved do you think? In your opinion?

YP2: Yeah.

Staff1: It has improved in your opinion.

YP2: Its quite hard working though. Like obviously, I'm a big guy, so

YP2: ([laughs])

Staff: When we go out for PE, because you forgot to mention PE. Do you enjoy PE in the PRU?

YP2: Yeah PlayOn, PlayOn, like we

YP6: We play football all the time.

Staff: So what do you do in PlayOn?

YP2: We play football and like, badminton, and volleyball and stuff.

Staff1: Is it indoors or outdoors--

YP2: And guess what? They let you drink water there

YP6: ([laughs])

Staff: They let you drink water at PlayOn? Is it indoors or outdoors?

YP2: Its indoors so it's nice.

Staff: So you enjoy it because its indoors?
Session 2 - Question 1 - Small group 2

YP2: Everything gets to me, innit ((laughs))
YP6: (laughs))

Staff1: What do you think is horrible about being indoors though, in the summer?

YP2: Um, indoors, nah it's fine because I play PS4 or but if I'm out, I'll be out like out actually with the() like actually on the strip.

Staff1: No, no, no, we're talking about PRU, not in your personal life (laughs).

YP2: Staying in or... well it's nice to play inside, but then again it would be nice to play outside, because I feel that it would have a really good impact on the students ((leans in and talks into microphone)).

Staff1: What about the activities we do in [nearby town name] and bike riding? You forgot to mention. Do you enjoy that in the PRU?

YP2: Well I haven't gone canoeing yet because like the teachers, they don't think I'm, like, suitable for it yet.

Staff1: Yet.

YP2: One day.

Staff1: It's a goal to work towards, yeah?

Int: Just before we finish, I was just wondering if you would be prepared to share a story where you felt young people in your class were effective and engaged or where a particular young person was really effective and engaging with their learning?

Staff1: I think in the PSHE, where I found that [YP2] and some other students were really engaged in like, finding out about dictatorship, which was last week.

YP2: Yeah dictatorships like Kim Jong Un, my faithful leader! And Bashar Al Hassad and like Vladimir Putin and stuff like that. Like, it's really good like, ho, no, no, I'm being serious now, I like enjoyed listening to it. And like, working to it.

YP6: It gets to him.
YP2: Yeah. It gets to me.

Staff1: I enjoyed actually listening to you guys when you was in the PSHE, and learning that- some of the things I didn't even know about some of the countries in the world, which opened my eyes a lot. Which I was glad to know that I could learn off of.
Speaking up to YP - based on what they had shared

Session 2 - Question 1 - Small group 2

you lot. Like who was dictatorship and what was the other word?
YP2: Democracy.
Staff1: Democracy.
YP2: And monarchy.
Staff1: and Monarchy which was brilliant, which I found fantastic and helpful.
Int: Excellent, thank you guys.
Appendix X
Session 2 - Question 1 - Whole group

Int: So thanks for sharing your ideas in those small groups. I heard a few things that were going on and it sounds like there were some really great contributions. I wanted to come back to this big question now. So this one here - when does learning at the PRU go exceptionally well?

((Background noise))

Staff1: Guys, guys.

Int: Did you guys catch that?

YP2: What?

Int: So when does learning at the PRU go exceptionally well? So when does learning at the PRU go really, really well?

YP2: When there's less kids.

Int: When there's less kids? Do you want to tell me more about that?

YP2: Like, when there's more kids, people, because it looks like a PRU, like people get distracted and stuff. So now that there's less kids and stuff, like, now, it's better 'cause it's not too many people. Like, I dunno - when there's one person, the extra person is one person more to do something bad, then they'll make people do other things bad, and then it gets bad.

Int: Okay, what do other people think about that?

Staff1: [YP6 name], concentrate.

Int: What do you guys think about that?

YP4: It's true, init.

Staff1: What do you think [YP6]?

YP6: Um...true.

Int: It's true?

Staff2: Try and explain why it's true.

YP6: Because I agree with it.

Staff2: Because he's given a good explanation. And you can kind of add on to that a bit well, so, [YP6] why do you think it's true for then? Because what's interesting here, what's interesting here, uh, [YP6] with what [YP2] has said is that all of you individually have been in that situation, and that's why he has come up with it. Whether its break time, lunch time...

YP4: Yeah, if one person does something. For example like say if one (...) init.
Session 2 – Question 1 - Whole group

Staff2: [YP6], [YP6] have a little respect

YP4: Then someone else with this on nnnn, nnnn, (.) Then when all that's going on, the teacher is paying attention to the two boys, then someone else will think, I'm going to take the advantage innn. Not standing around. (.) They'll see the door open and take the advantage to go and have a fag innn. And it all adds up.

Staff2: Right so you're saying that within a matter of minutes, like loads of things can be going on around you?

YP4: Yeah I'm used to it innn. I see people () everyday innn. So I know how it works. do you know what I mean? Like, just more people to attend to. () 7 or 8 over the whole thing.

Int: Okay, so what do you guys think about that?

Staff1: I think, sorry I forgot what was the question?

Int: We were talking about class sizes, so where they are small.

Staff1: think the smaller classes does help a lot. It depends on what subject is being taught, also because a lot of students here are obviously here for behaviour, um, and different reasons for this. A lot of the children doesn't have a good time span for concentrating, and get distracted very easily and get sucked in, And all of a sudden, they're doing stupid things, so it's trying to keep students on task. Very difficult.

((Background noise))

Staff2: I think in a minute I'm going to move both of you, this is the reason why we don't have you together. It's interesting you say about smaller groups, well you can't get smaller than this. So if that's the case why is there so much noise? If this is a small group. You have just come back from a few days off and for some strange reason and haven't got a lot of () going on. It's not funny, yeah. And if you don't mind me adding on to that as well, [Staff1], you have been here for a very, very long time, and its what [YP4] is saying, because he's been here for a year, since we, became [anon KS3 PRU name] for the year 7, 8s and 9's, is that its a bit of a catch 22 because when we got large groups, it all depends on, like [Staff1] was saying, what lesson and what students are in that group, because in my experience, when we done some big groups, and [YP4] can add to this, we've had some very successful times, across all lessons. Across the PRU, like the zombie film, [YP4] as you know. In small groups, [Staff1] is definitely right, but in this case, it can just take one plum, yeah, like what we're seeing right now, that can disrupt the whole thing. So for me it's always...

Staff1: [As well, I think, go on, sorry to interrupt you.]
Session 2 – Question 1 - Whole group

Staff2: Yeah go on.

Staff1: Well its learning levels, you know. Because every student has a different learning level, so I mean, like now, we've got to really entertain some students from drifting off. What do you reckon [YP6]?

YP6: I agree with you.

Staff1: Okay. What did I say?

YP6: Because you said some students are drifting off.

Staff: What did I say before that though?

YP6: I don't know.

Staff1: Learning levels.

Int: You looked like you were listening; you looked like you were listening. So what photos did people pick? What photos did people pick of times when they were learning best?

Staff1: What photos do you pick, what photos did you choose?

Int: Of places where you learn best. What photos did you guys pick?

YP2: PSHE.

Int: PSHE? Do you want to tell us a bit about PSHE?

YP6: It gets to his heart.

Staff1: [let him answer.

YP2: Yeah, it gets to me. It makes me happy. Right basically, PSHE is like, I dunno discussion things, and cause it's like worldwide things as well; yeah, like, geography and stuff, there's a lot of things to discuss. I like to talk about stuff like that and like, politics and stuff like that. Then another one I like is, like, the table tennis room because that's nice and fun. And music and cooking. Music, I just like to listen to music or like, people and stuff and I like to like, write lyrics. And uh, cooking, I just like cooking because uh, I'm hungry.

Int: So why do you think learning goes well in those places?

YP2: I dunno, so like, first of all, like teachers are nice and stuff, I'm not saying in other lessons they're not like, but like, they're nice and stuff. And then its um, it's like a good lesson, like it's fun and stuff, it's not like boring and stuff. And um, yeah. It's like cooking and music, them two are like, it's not a lot of writing. It is writing and that yeah? Like, but its still like——

Staff2: Its more practical activities basically, yeah?
Session 2 – Question 1 - Whole group

YP2: Yeah.

Staff1: What about yourself [YP6] what do you find interesting?

YP6: Uh, my motorbike.

Staff1: Right is that in the PRU?

YP6: Oh, um, I find music interesting, PE, um, cooking.

Staff1: So you like practical stuff as well.

Int: Why do you think those places are successful? Why do you think those places are where you learn best?

YP6: Because you do things.

Int: Tell us a bit more.

YP6: Like, you learn.

YP4: Its fun.

YP6: Yeah its fun, I like practical

Staff1: You like practical stuff?

Staff2: Well he said something interesting about Friday. [YP4] do you want to tell everyone about Friday? Which wasn’t planned to be but what happened was, they finished their music lesson. Now what’s interesting is, [YP4] has been here for a year, and I have never, ever in my whole life heard him rap. And I didn’t even know he could even do any type of rapping.

Staff1: [YP6], [YP6], [YP6].

Staff2: [YP6], come and sit on this chair. Hurry up. In a minute you won’t be in this room, yeah. It’s up to you if you want to take forward steps or backward steps. Are you listening to me?

Yeah?

YP6: Yeah.

Staff2: One minute you’re going forward and the next minute you’re going back.

Staff1: Just hold it together a little while longer [YP6], yeah?

Staff2: On Friday, we were all about to go home on Friday, after the students finished, and at one-forty and we were just wrapping up the music lesson and innocently [YP4]–

Staff1: [YP2], I just asked you to step.

YP2: Alright. Sorry.
Session 2 – Question 1 - Whole group

((Background noise: disruption))

Staff2: This is the thing though isn't it? Again I go back to the point that you made: You know, if you're telling me about small groups, you can't get any smaller than this. So explain that to me then, if you're saying in small groups you learn more. Why aint you making this work then? Just out of interest?

YP2: It's a one-time thing.

Staff1: It's not a one-time thing. Let's be honest, yeah. It's all getting recorded and it's time to be honest with yourself, yeah. You're another person who is just taking leaps forward and then the next minute taking thirty leaps back. Yeah? You come with a lot of positivity, yeah? And you [YP6], but the problem here is that you're not really doing what you're preaching, […] yeah? And obviously, at the moment yeah, [YP4] is the only person which is not really saying much, yeah? So when he does want to say something, it's good just to have a little bit of respect. So why don't you say what you were saying to me about Friday's session?

YP4: Well, basically yeah. You know like me innit? I'm like, I was always quiet innit, but obviously like, I was calling it shy innit 'cause [Staff2] knows how I am outside of school and inside of school I'm just a different person innit. So it's like, you know in [anon place name], like I'm one of the best-splitters there, but then I'll never spit in school like.

Staff2: You've been here for about a year and I've never heard him.

YP4: Its like [anon YP] innit, he just wouldn't spit in school, innit. On Friday, you know [anon YP] innit? Sh*t what's his name, innit? Like basically taken an interest in it and I caught him trying to violate him, innit? I was like violating him too, quickly innit. That's when [anon YP] kicked it, innit.

Staff1: Sorry I'm not up to date on this spitting and stuff like that ((laughs)).

YP6: Basically, they had a rap battle and he violated him.

YP2: Basically like ((unclear background noise)) Three go!

Staff1: Oh okay.

Staff2: They were doing like a little joke rap battle thing innit, you know about the trade and that, and then we turned it into a bit of a joke and that. Then at the end of it--

YP2: You know [YP]?

Staff1: Hold on a minute there's somebody speaking.
Session 2 – Question 1 - Whole group

282 Staff2: At the end of it, it was quite funny because, because
283 him, [YP5] and [YP3] started doing some rapping up there,
284 basically this was all going on outside and then for half an hour
285 upstairs and they were really crazy. You know, but it's taken in
286 one-- I never knew he had it in him. One whole year you've
287 been here for, you know, [YP], and that was good stuff.
288
289 YP4: () sh*t together innit?
290
291 Staff1: Brilliant.
292
293 Int: Right guys, that was really nice.
Appendix Y
Session 2 - Question 2 - Small group 1

Staff2: So I'm going to start it off by saying something nice about working with you guys. Um, as, well I'm not sure if you know, but I know [YP4] knows, that I've been doing a teaching course; yeah? What have been very helpful for me, what my tutor at college have been impressed with, and you are in a couple of them by the way [directed at YP] in group discussions, is how I take pictures of you guys in groups or in the studio. What I've been doing is putting your pictures in my work, and she was really impressed with that yeah? And another good thing that I like is working here is that when you guys are having good conversations, do you know what I'm saying? And I've heard you having some good conversations, yeah? In our group discussions. So how about you [YP2]?

YP2: Basically, I like the PRU because the teachers, like in the mainstream school, like they're more like, I dunno, they're more like, understanding, yeah, and easier to talk to and it's nice because it—because in a mainstream there's so many students, they don't really take time with you. And um, in this school they really talk to you and its nice because it helps me and um,

Staff2: [Understanding?]

Staff2: So you're saying you're offered the opportunity where staff kind of remind you whereas in a mainstream school you probably wasn't getting that time, was you?

YP2: and in this school it helps me, because I made a very big mistake coming here.

Staff: Fair enough, and what you want to get back to mainstream school?

YP2: I wanna get out of here, just want().

Staff2: Well that's good. I'm glad you're talking like that. Let's hope we can make that happen soon. Well thanks for that. That's very good. So [YP4]?

YP4: What shall I say?

Staff2: Its about your, like, what do you appreciate most about being at the PRU? So, [YP2] was talking about—

YP4: So like, you're getting coached innit, to do things.

Staff2: To do what things?

YP4: You know like subjects and that.

Staff2: Oh like the projects and that?

YP4: You get forced to do it but slowly like, you find your hidden talent.
((Background noise))

YP4: Nah basically () you know like () you know like you get forced to do it.

((Background noise: Disruption))

YP4: You know like, you know like, you're forced to do it, like; you get better, () a challenge. Do you know what I mean? They push you innit? But in school, all the teacher just () innit? Say you got a hidden talent (....). Do you know what I mean?

Staff2: Yeah, saying that, you don't get forced to do anything in the PRU yeah?

YP4: (...) And I can go and record a track if I want to.

Staff2: Tell you what I'm really impressed with these two. Two different stories but both very positive. Let's let [YP4] wrap it up, go on, whatever you're gonna say, yeah.

YP4: From my point of view, yeah, you need to be in a mainstream school, innit. For GCSEs. innit. But if you've got a hidden talent yeah. Say you () education, innit. But if you've got a hidden talent yeah, they'll support you innit.

YP2: They'll find that, they'll find that. Just call them Indiana Jones 'cause they find everything.

Staff2: ((Laughs))

YP2: See before yeah, I never knew that I could like dance. yeah. But like, in this school they helped me find out that I can dance.

Staff2: Oh yeah? Do you mind showing us a couple of moves then please? Is that alright?

YP2: Like today my arms broken and stuff so I can't.

Int: Maybe next time.

Staff2: I want to see him dance now.
Appendix Z
Session 2 – Question 2 - Small group 2

Staff1: Action. What do you think of the, of being in the PRU so far? What's the best bi—time?

YP6: What's the best time?
Staff1: Yeah
YP6: Umm....

Staff1: You felt the benefits from being here.
Int: So you might have got something out of being at the PRU that helped you?
YP6: Um (...) driving the pedal bikes.
Staff1: Driving the pedal bikes. What else?
Int: Can you tell me a little bit about the pedal bikes?
YP6: Like, on the Thursday or Wednesday, we go on the bikes and we go for a ride.
Int: Okay. And what do you get out of that do you think?
YP6: I just like bikes.
Int: You just like the bikes? Just enjoyable?
YP6: Yeah.
Int: How does that make you feel?
YP6: Good.
Staff1: What about the maintenance of the bikes. Have you done that?
YP6: What fixing the bikes?
Staff1: Yeah. Have you done that?
YP6: Yeah.
Staff1: So you've done a bit of bike maintenance as well. Did you enjoy maintaining the bikes?
YP6: Yeah.
Staff1: What did you learn about it?
YP6: What do you mean, what did I learn?
Staff1: Well did you learn how to fix something?
YP6: Well I know how to do it already!
Session 2 – Question 2 - Small group 2

Staff: So you know how to fix up the bike? Change a tyre?
YP6: Yeah
Staff1: Adjust the brakes?
YP6: Yeah.
Staff1: Good. What else? Gears?
YP6: Gears... uh, the ‘S’... the chain. I know how to put spokes in... Um, seat.
Staff1: What adjusting the seat?
YP6: Yeah. Uh...
Int: and did you enjoy doing that stuff?
YP6: Yeah.
Int: What did you like about it?
YP6: I just like it.
Int: You just like it?
Staff1: I think one of my best times, probably in the PRU, is when we went on a bike ride with [headteacher] and we went somewhere really far. I think we did twenty-six miles. And um, that was quite enjoyable because we rode down the canals, it was nice and peaceful.

YP6: Was I there?

Staff1: No. ((Whispers)) You weren’t. We uh... managed to stay on top. Every student that went didn’t moan about how the distance was. It was good that it was a nice day; it didn’t rain, thank god. Woof! Um, when we did get to the destination, it was good that we, um, it was [local town], we actually cycled from here to [local town], um, as I said, down the canals. It was an experience that... when we got there, to [local town], we had um, a sit down in the park and [head teacher] bought us all a McDonalds. Which was fantastic.

Int: So what do you think all the students got out of that situation?

Staff1: The students got out of that situation, um, taking them out of their area, which was fantastic because I think they live, breath and die in [non area], to go to another borough, and they thought that they were in another country! Which was funny and amusing because some of them was like [Staff1], where are we? Because they didn’t recognise their own environment. It was taking them out of their own environment which was fantastic, and the reactions on their faces just to
Session 2 - Question 2 - Small group 2

114 see that they was in another environment-- that they could
cope with -- and some of them were like, [Staff1], I didn't know.
116 we had cycled. That was another thing, they didn't realise
they had cycled thirteen miles and done a round trip of twenty-
six miles [which was absolutely breath-taking to watch and
experience. And you weren't there! ((Funny voice to YP6)).

120 Int: [Wow],

123 YP6: I'll be on the next trip.

125 Staff: I doubt it.

127 YP6: How much do you wanna bet?

129 Staff1: I don't need to bet you, I'm your key worker. You'll lose.

131 YP6: How much do you wanna bet?
Appendix AA
Session 2 – Question 2 – Whole group

Int: Okay. So we’re just going to spend a few minutes talking about the second question now. So you guys had a little chance to think about it in your small groups. So this question is, ‘what do young people value, or appreciate— or like, most about being a member of the PRU? And so you’re sort of thinking about what people get out of being here and I know you guys had shared a few stories so if there’s somebody who would like to start?

YP2: My one like— well, obviously, like, what did I say again?

Staff2: The teachers are more understanding.

YP2: The teachers are more understanding and stuff like. In mainstream and stuff like, they’re not that good like, you can talk to them and its easier to talk to them, stuff like that.

Int: Can you think of a time when somebody’s been really understanding?

YP2: Um, like once I was crying and I was upset and then [Staff1], she said to me, she said like, its alright, innit, like, anytime you’re upset you can come and talk to me and its all good in the hood.

Int: ((Laughs)) In those exact words!

Staff2: ((Laughs))

(Background noise)

Int: What do other people think, are there— do other people feel the same? Do other people have experiences of times where they felt staff were really understanding?

YP6: What did you say?

Int: Do you have an experience of a time when a member of staff was really understanding towards you?

Staff2: Like if you come in upset about something, or something is going on at home or someone’s bullying you in school, do you have an opportunity to go speak to a member of staff?

YP4: Yeah. Proper. You know like () Basically, you know like, I made a stupid move like, innit? Like basically, I was gonna go to a mainstream school and then I made the wrong decision. And I even thought, like, I thought shit, I’ve done it. I’ve made the wrong decision. Three o clock in the morning, but like, but obviously () I smoked small little spliff because I had some left. But you know like, but obviously, you know like, I was getting smoked after school, buzzed, do you know like, constantly. So someone else with the () obviously, you know like, I was upset, innit? so I lost it like.
Session 2 – Question 2 – Whole group

57 Staff2: So what you’re saying is—
58
59 YP4: and now like, I can’t go back to school because of that. I got upset in the park and obviously like, the teachers here understood, and like no matter what situation I’m in innit, but now I’m alright innit, and I’m going to college innit. So it’s cool.
60
61 Int: Thank you for sharing that, that was really nice.
62
63 Staff2: Yeah and and being honest with, you know, with that. You know, you gotta be a big— you gotta be a big man to admit when you know, that’s going on.
64
65 Int: What do other people think about that, that staff here are understanding? [YP6], do you have any thoughts about that?
66
67 YP6: Yeah.
68
69 Int: Do you think that staff here are understanding?
70 YP6: Yeah. They don’t argue back, if you’re annoyed.
71
72 Int: Okay, do you want to tell me a bit more?
73 YP6: … uh..  {(laughs)} um… I think my friend [YP1] can tell you a bit more.
74
75 Staff2: [Go On]
76
77 Staff1: No, no, we’re asking you the question.
78
79 Staff2: Go on you can, you’re more than able of doing this.
80
81 Int: You sounded like you had, when you said “they don’t argue back”, it sounded like you had an experience in mind that you were thinking about.
82
83 YP6: Like, if you’re annoyed at something. [And you really wanna punch someone or something, yeah they help you.
84
85 Int: [Yeah
86
87 Int: How do they help you?
88
89 YP4: They don’t argue back, like seriously.
90
91 Int: What do they do instead?
92
93 YP6: Say like you’re annoyed and you get rude to them, like they don’t really argue back.
94
95 Int: How does that help you?
96
97 YP4: Because if the teacher argue back you’re just gonna get more annoyed.
Session 2 – Question 2 – Whole group

YP2: And in mainstream yeah, when they do that they’re like “excuse me, what did you just say?” and then you start crying and like, and then you’re like: and they don’t understand how, annoyed you are in it, so they don’t care.

YP6: You know in mainstream, yeah, the teacher left because of our form.

Staff2: Really?

YP6: ((Laughs)) Yeah.

Staff1: Is it he or she?

YP6: Female

Staff1: A woman. Perhaps her stress levels were too much.

YP6: She left yeah, because she didn’t like our form and our form didn’t like her.

Staff1: So it’s a bit mutual then?

YP6: And she was crying ((Laughs))
YP6: Because she used to get ((laughs)). She used to get rude to everyone!

((Laughter))

Staff2: Can I ask you a personal question now? And be honest.

YP6: She used to literally say, if you um, like she would say to you that she didn't like you. If she felt, if she was really angry and you were annoying her. And like if you were alone she would say like "I don't LIKE you!"

Staff1: That's a bit unprofessional then isn't it? Right [YP2] go outside please.

Int: Thank you for sharing that though.

Int: You were saying before about--

YP6: And then she left. And went ()

Staff2: Can I ask you a personal question? And be honest with me. You don't have to say you were doing anything in the room as such, but, how many lessons in the day was you in this lady's class for? So you know like was it one period, two periods..? Was is sometimes two lessons?

YP6: My maths teacher, she was and she left, which was

Staff2: No but this lady that you was talking about, how many lessons were you in her class for? Was it one lesson a day? Two lessons a day? Or sometimes three lessons a day?
Session 2 - Question 2 – Whole group

YP6: About four! We used to have maths twice a day!

Staff2: So you know I’m going to ask you a question, like, you know I ask a lot of students questions here. Because even I, as a teacher here.

YP6: Yeah I didn’t like her.

Staff2: Right, that’s your opinion, but what I want to get at here is - how many students are in a class? Twenty? Twenty-five, thirty? Right how many was in your maths class?

YP6: Uh about… Uh… seventeen, eighteen?

Staff2: So you’ve got seventeen, eighteen students in a class, that’s quite a big group yeah? Now this is where I want you to be honest with me here now yeah?

YP6: Yeah but she can’t handle the classes then!

Staff2: So she comes in yeah. Are you telling me-- Like I’m not debating that she wasn’t sometimes shouting at you [YP6], look, how much time do I sometimes shout at you guys in music, yeah?

YP6: Yeah but you don’t say like, oh, I don’t like you.

Staff2: Its different, its different. But can I say one thing? Are you telling me that when she walked in to every maths lessons, yeah, and you lot was all sitting there like this (gesture: folds arms and puts finger on lips)). ‘Good morning miss, good afternoon yeah, right what’s the work? Right so what were some of the things that you guys and girls needed to--

YP6: Yeah but she was rude to us.

Staff2: Alright.

YP6: So we show her the same respect.

Staff2: So you’re saying that sometimes you guys were being rude to her yeah? Do you think that could be the reason why sometimes she may have got— you know, and she’s only a human being by the way. We’re all human beings. Think about how much time you kind of pour your heart-out; we sometimes laugh, you might be upset, you might joke a lot, in the wrong way and get angry and stressful. So why can’t that teacher feel the same way sometimes?

YP6: ‘Cause that teacher were weird.

Staff2: Yeah. Not necessarily. You just admitted to me that sometimes some students in the class were being a bit rude.

Yeah?
Session 2 – Question 2 – Whole group

YP6: Yeah but no, I said she was being rude. We was being rude because she was being rude.

Staff2: Yeah but when you're being rude to a teacher yeah, what kind of rudeness do you show? Is it as a group or is it as individual?

[Audio omitted – teacher reprimanding student for behaviour. Outside of ethical remit of data analysis]

Polarisation
Good teacher
bad teacher
"they understand"