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| Emergent Themes | Original Transcript | Exploratory Comments |
| Opinionated  Listen  Persistence  Justice  Values  Fairness  Justice  Protective  Appreciation  Empowerment  Listening  Engagement  Empowerment  Pressure  Criticised  Listening  Understanding  Purpose  Focus  Independence  Responsibility  Responsibility  Empowerment  Positivity  Enjoyment  Pride  Empowerment  Enjoyment  Success  Solutions  ‘Can Do’ attitude  Solutions  Inner strength  Positivity  Appreciation  Ongoing  Pleasure  Pride  Positivity  Solutions  Education valued  Communication  Recognition  Taking an interest    Appreciation  Parent participation  Empowerment  Purpose | **Index 06 – Parent Family 3**  I: Q1 School Been Like?  R: In general terms okay but what’s happening now with ‘X’ (chd). X is reluctant to go to school, urm has been a few issues, urm with the way the staff, urm in some respects it could have been dealt with better, urm some of the feedback we’ve had from the urm school about what the teachers have witnessed and urm and what’s happened is that its banter and I put to the school and his dad put to the school that it’s not banter if you’re on the receiving end and if you’re on the receiving end what’s banter? (10) To somebody else is torture on a daily basis urm er I appreciate there is only so much they can do. (10.1)  R: I think in some respects the school could learn some things, they could take on board more of what urm the actual child is feeling urm you know X has been subject to stuff that you know by the teacher and it’s just gone by the by and you know if you know that a child has er is struggling. (10.2)  I: - Clarification: By that do you mean in learning or emotionally? (10.3)  R: By that I mean struggling with what’s going on with certain individuals take that on board and if they are telling you about it you know or do something about it, do something about. (10.4)  I: Have you ideas what you would like them to do or have handled it?  R: I’d like to see the teachers follow through on the school policy and not just for the ….. the child with erm, there is an instance in one of the classes where X was hit by an individual and the teacher witnessed it and the teacher told the child it’s against the school policy, ‘you do not hit each other’, but they have a certain grading of warning levels C1 C2 C3 etc, if you are on a C3 you get an immediate, you know, a detention, and your parents are supposed to be informed about the reason for that detention urm, so he put the child on a C1 straight away and said if you do that again, your straight on a C3. Five minutes later he hit X again with a ruler and erm, again it was missed and nothing happens so it says to a classroom of 30 kids, it’s they have these rules in place but reinforce them when we feel like it, and at that point, X, I couldn’t get him to go into school the rest of that week because of it because we’d been telling him all along if anything happens to you, tell the teachers, tell them. He came home that day and was distraught, he’d kept a brave face on for the day, and said what is the point? (to 10.8) You and dad keep telling me to say something or to do something and the teacher witnesses and we don’t, what’s the point? (10.9) So the little bit of faith he built back up again just went because unfortunately he was bullied at primary and the primary did nothing about it and *in the end X did something about it himself, he actually knocked the child flat urm, and I don’t condone violence but we’ve, both me and his father, have said if that’s what it takes for this to stop, if you thump them, I know this isn’t the world we want to live in, we all know that’s the world that works urm*, but as for urm, that part I would like to change, not only for X but for every child because I know the wee boy next door, he goes to the same school, he was being bullied and his parents had been in school and were told ‘Oh it’s fine, you know’ da da der, and in the end X thumped him and he was the one that got reprimanded first for it, not the boy whose been having a go and picking on him. (10.8 – 11.02)  But the boy who was having a go at X (own child) was permanently excluded last year. It wasn’t just X, so the school tries and I get that they can’t do everything but to my mind if you are going to have a set of rules urm that mean we don’t accept bullying in any way shape or form because the state he was coming home in with bruises over his chest and body, I did actually say to the school if he comes home with any more bruises on his chest again, *I’ll be photographing it, going to the Police and I want that boy to be charged with assault because it’s not happening to my child* 11.03. We are quite open as a family and X hadn’t been taking his top off and I caught these marks and I said X, what’s that? What’s that? I just bumped into something, covering it up and then one day he sat and took his top off in front of me and there was fresh ones and I said that is no banging into something darling. What on earth? He said it’s just the kids at school, you know give each other twisters. Right, so whose doing it to you? The boy was spoken to. (11.02 to 11:05)  I: – In the longer term now though, it doesn’t help but if it’s been dealt with. (11.06)  R: A little gang of them, a good few of them, they seem to have backed off, but I don’t know because X is never in school to find out. (11.07)  R: That’s not the total aspect of why he’s not going. It’s more than that, but that is certainly a contributory factor without a doubt. (11.08)  R: But as to what the school is doing for him now urm, I do genuinely think that they’re bending over backwards, really trying. (11:09)  I: – What’s been different then? What are they actually doing then to try and engage him? (12.00)  R: Well, they’re trying to urm, accommodate him as best as they possibly can, urm, and putting the ball quite a bit in X’s court and seeing how, what do you feel comfortable with and urm, we just want you back in school, urm. (12.01) *They are being quite flexible with him as to …… it does help, because at the moment, he’s almost like the equal participant and he’s making his own decisions which is great.* (12.02) It empowers X. For me it is fab. (12.03)  We went to that meeting (Our Future Project (‘OUR FUTURE’) meeting) and it seemed he had talked with me, spoken to X and went into the TAF and urm, he was asked ‘what did he want’ and ‘what did he want to do (had previously been out of school) and he wants to go to school urm, so he made the decision that he would come in and started by saying after Christmas, ‘I will come in in the mornings’ urm we’ve got a week and a half left of school to go (until Christmas) a week tomorrow. (12:04 to 12:06)  R: And he’s been going (result of ‘OF’ engagement). You see he can be planning five weeks ahead and we just jumped on that and said no you are starting tomorrow so we will see how it goes, but urm, as for that (‘OF’), they’ve been good. (12:07 – 12:08)  R: His dad and myself did feel a bit of pressure actually urm, that I don’t know it’s a dilemma for him to verbalise.(12:09) It’s as if the school thought that we hadn’t tried hard enough or that we weren’t being forceful enough which wasn’t the case. (13:00)  I: – Did you feel that they judged you about that?  R: Urm, no I don’t know that judgement is the right word, it’s not the right word. It’s not that actually urm, that was just the impression that we got was that urm, or whether that was us being critical of ourselves, we felt it. (13:01 – 13:02)  I: – It’s good that you showed it and spoke to each other like you did. (13:03)  R: Yes.  I: – Yes, do you feel that they listened to you? (13:04)  R. I don’t think initially they grasped how difficult the situation was urm whether it was urm, just them thinking you know in general terms, this is a kid who doesn’t really feel like going to school and they are letting him away with it.(13:05)  R. But I think as time has gone on the school has realised that actually there is more to this than actually meets the eye.  It’s not just a simple case of X fancies a day off and mum and dad’s just letting him because it’s not like that (13:06).  I: – Moving on from that, do you think that the project X was involved in has helped X . ‘OUR FUTURE’? What did he think that was about for him? (13:07)  R: He told me about the BBF but then it was months and months later. There was a big gap yes loads, it wasn’t just two months and then he was doing the Come Dine thing and that was wonderful.  (13:08)  I: – Was it? What was it about that he enjoyed?  R: It just gave them erm a different focus and because they were managing it obviously supervised you see we know very little about it. We only knew what we know about it through X (child), we didn’t really know about it through the school erm, and he didn’t want to go to school the days they went to the hotel – that was a struggle when he was with his dad in the taxi. (13:09) (actually the girl next door X was on it as well) erm, so they were supposed to get a taxi together from here to the Molli (the hotel) and erm X just couldn’t do it erm, so he ended up going in a bit late. (14:00) I think it was about an hour and a half late the first day and then he went the second day but he seemed to enjoy it and then the day he did actually do the cooking thing you know, setting up the room and everything. (14:01) I think to get the kids, let them have their minds on it, I would imagine satellite supervision somewhere that if they got stuck they’d be given a pointer but not a full instruction and do da da da da dar (14:02) and you will get to this, maybe you think about and you will get to work it out, that was my impression as to what had happened and it just thought that was fine. (14:03)  R: (X) he came home and he was buzzing, he was just, he was so happy. I think they were all really proud of themselves. (14:04) His group did it first and to my understanding I think there was another two groups and erm, the feedback that we had from the school was erm X was fine, his group had really set a bar for the rest, it just worked so well. (14:05)  I: – Did you get invited to the meal? Did you go? (14:06)  R: Yes, there was another girl who invited her sister and her nan but, some were teachers. (14:07)  R: He X apparently came into his own. In the kitchen.(14:07)  I: – Had he cooked before?  R: Oh yeh, he cooks at home, he doesn’t do loads but he comes through and every now and again says mum teach me how to do this, so he enjoys it, he likes it, but I think it was the empowerment for them. (14:08) They all seemed to get erm, well the ones I know, really seemed to get a kick out of it because they’d done something and had done it successfully. Really successfully. (14:09)  I: – Do you think that he thinks about any of these skills he used and how they can be used you know to encourage him to be okay with going to school or something else he might think about doing? (15:00) Or has he not made that relationship do you think with thinking about that? (15:01)  R: I don’t know if he would have considered it erm. (15:02)  I: – It might be a more innate thing.  R: Just thoughts. I mean he’s been on things before like when they did a science outing and erm, they were away on and had to work things out. It wasn’t like a survival thing, (15:03) I’m trying to think, it was like a team building project and erm it wasn’t one of the teachers taking it, it was somebody else, I believe and he apparently had come back to the teacher and said *X has come up with some ideas and solutions that have never been thought of before and he’d really thought outside the box* erm, (15:04) it just seems to be something within him. If you put him in that sort of situation erm, he does seem to have these leadership qualities about him. (15:05) That I don’t know if it is inherent in his personality erm, that it is pulling him in the situation, to pull it out of him, that makes X think. (15:06) *That’s when he will switch on, because when he came home from the Come Dine with Me, he was so chuffed because if it makes him believe that “I can do that”* (15:07) because I would say that some parts of erm X’s personality are totally against my brain and very much err, we can, we will try until we succeed. (15:08) *He can be a wee bit glass half empty rather than a glass half full you know. Sometimes “I can’t”, we keep going though. We always keep going and will always find a solution in the end.* (15:09) That’s the thing, chuck him in a situation like that and he just seems to erm, thrive, and find strengths within himself. (16:00)  I: – Do you think that as a result of seeing your child find these different ways that they can actually work and so on results has it made your thoughts and different towards the school at all? (16:01)  R: I totally applaud the fact that they did it, it was wonderful. (16:02) I just wish the programme continued, that it wasn’t just a thing, because personally if you are trying to show a child if for whatever reason has doubts about his feelings or whatever reason, they put onto that project because they were all hand picked to go on it. (16:03) I don’t think the kids were picked at random, they didn’t put 300 kids names into a hat and pull out 50, it was X kids who needed a boost for some reason. (16:04) It doesn’t raise me for one event. Yes, they loved it, I understand it and I think quite a few of the kids that were in X’s group that evening all got something out of it and they all went away quite chuffed with themselves but it was a singular event. (16:05)  R: If it had grown and moved to you know maybe we are doing something once a month, it doesn’t have to be something as grand as that, they don’t need to spend as much money and go off to the Molli for a couple of days, they’ve got meeting rooms in the school you know they could do something else. (16:06)  (Prompt I: any suggestions?)  R: Take them out in the school mini bus and go up Snowdonia, make them go up Snowdonia, have a picnic at the top and walk back down then go back to school if it’s in school time. (16:07) If it’s a team building exercise, even if they were a couple of hours late, if it is going to make them feel good about themselves, if they’ve achieved something. (16:09) I really do thank the school for doing it, I think the contact regards the kids that they can do something else because if it, is great but the results there but you still aren’t going on the, to be short lived but take the results are going it and do it again and again and again. (17:00)  R: *If there’s a kid who says I can or I can’t but I’m going to have a bloody good go at doing it.* (17:01)  I: - Did you have any opportunities like that at school, can you relate to? (17:02)  R: No.  I: – So it’s quite different for your son?  R: I did okay at school and erm, sat ‘O’ levels when I was 15 and my ‘A’ levels when I was 16 and erm I just didn’t study (Scottish system). (17:03) I was far too interested in life so I left and did all sorts of jobs. I went back to it when I was 29 and fell pregnant with X and didn’t finish my degree but I went back again when I was 37 so hey, you know what it’s like.  (17:04)  I: – So education is important to you? (17:05)  R: Oh gosh yes, but there are different routes. Personally, I don’t see school as majorly important. On the one hand, I see that X has to get his education erm, however I think that the pressure erm he’s getting at the minute, that he’s missed a full term of his first year of his ‘O’ level year. (17:06) I don’t think for him, if I can put myself in his shoes that’s going to help him so um, I don’t think him getting his ‘O’ level year this year is the be all and end all, my key goal is getting X back in school and if it means he’s out of a year, then so be it. (17:07) I just want him back in school, but if it turns out (and I hope to god it doesn’t) he leaves school with just a handful of ‘O’ levels erm, there’s always opportunities to educate yourselves. (17:08) Not everybody is educated as we would want them to be at high school, but people go on and do it in later life, and I personally think a mature student is a more focused student because you are doing it because you want to do it, rather than being told you are gonna do it (laughs). (17:09)  I: – Last question. Do you think there are other ways that school would help to engage with you …..?  R: Hmmm, well there’s always somebody there who will answer the phone erm, if you can’t speak to whoever you want to, you can always leave a message. (18:00) Erm, I imagine it’s like any other job, they will get back to you as and when they can, erm, so no I mean generally I think the school does what it can, erm, I think Ofsted make it a bit rigid for them, in the way they ……. (18:01) Ofsted is there to regulate them just like any other organisation, there are tick box exercises they have to put in you know erm, and it’s a case of I think in some ways the school structure can be quite rigid but then it is an organisation isn’t it erm, there are other schools out there who are doing it slightly differently. (18:02) We’ve all seen the Channel 5 documentaries of the schools that are taking a different approach and all seem to be achieving a quite different great results through it, so it’s one of those, it’s time for the boundaries of the establishment to change. (18:03)  I: – Do you think that it is knowing your child?  R: Yeh, I mean there might have been er yeh there might have been for X but that’s the thing, a school is a school and that’s a case of it has it’s curriculum and you must do English, you must do Maths, you must do RE, erm there are certain subjects you have to do. (18:04) Subjects that kids aren’t interested in doing. A smattering of Maths and English erm, but there are people who can’t read and who can’t write but still manage to survive and work, and work quite well, and you know, provide and everything a home for their family and survive and everything, so it’s one of those open ended ……(18:05 to 18:07)  I: – Anything else you would like to add?  R: No, I’m just grateful to the school for being as, as patient as they have been. You know, because there’s plenty of time left you know for drawing the line in the sand and that’s it. (18:08) *They are trying, they are trying to engage him and I appreciate that, I really do.* (18:09) *I’m grateful for the fact they’ve done the you know (‘OUR FUTURE’).* (19:00) I just wish it was more involved, even if they did some more parent participation. (19:01) I know for a fact there’s myself and P (dad) who would be more than willing and X another child. (19:02) Her dad’s ex forces, and her mum, I know she works at the hospital, we you know would have made the time you know to do more to have helped. Because I did, you know, see the benefits of it but it would have been something that could go on more. (19:03)  R:If the school would ask me, I would say the same, I wouldn’t have any qualms right, I just wish the whole thing would be extended some more. (19:04)  R: How do the school feel it went? Were they pleased with it?(19:05) | ‘Urm’ – processing or reflective manner of speech. Punctuating for thought and pauses to process and reflect. 10  Keen to share story 10.1  Some appreciation of the school’s perspective  Question opened up an opportunity for the story to be told  Views on what constitutes banter as torture  How would the child feel listened to? 10.2  ‘urm’ and ‘er’  *As Researcher /Interviewer I was torn between focusing on the agenda of the Research Question the ‘free rein’ of letting the narrative run and to be a reflective listener.* 10.3  Drawn into narrative – back to research questions?! I: Getting drawn in to the narrative?  ‘Urms’  Descriptive of the happening contributing to the son’s with drawl from school  Beliefs about the world that Teachers are to be trusted and telling them would mean the issue would be addressed.  Conflict in beliefs because of concern for their son and conflict of the child to act with violence Italics 10.9 – 11.02  ‘wee’ boy – reflecting Scots background  Largely descriptive about the background issue  Narrative and insight into the lifeworld of this family.  Reflects the protection of the parents to their son and him being driven to be proactive taking things in his own hands and the parents driven to involve the police. Italics 11:03  11.06 My attempt to interject and bring the interview back on the focus of the questions.  X – attending school part time  Calmer now story told and less animated and able to be more reflective (11.08)  Back to the question  Change in view can see that the school is trying to support their son  Recognition of the support that has been put in place urm and pauses  Listening to the child  Empowering the child and parent 12.02  12.03 Insight into how the parent was feeling  Emphasis on he recognising that the child, their child was being involved in his own decision making  ‘Urms’ punctuating the whole narrative 12:04 – 12.:06  The Project successful in engaging the son  Pressure of oppositional voices and tension. Insight into feeling of the parents  I was curious!  Pressure and lack of empowerment. Parents putting the pressure on themselves.  Affirmative comment! Another insight into self!  Listening referred to because of previous emphasis about listening being important to the family 13:04  Being listened to checked out through this question and response being listened to is something that was recognised as making a difference.  13:07 My attempt to refocus the interview  Trying to keep to the point of the questions  Prompt  Reflection about the difficulties experienced by the son to take part  Recognition of the son’s struggle to take part in something different. Insight into lifeworld anxiety. 14:00  Narrative and point of view example of language ‘da’da’da’ filler. 14:02 – 14:03  Very positive change in narrative recognition of success and achievement 14:04 – 14:05  Felt myself being pulled into the excitement that I added a naïve and curious question to enter into the discourse.  14:07 Pride in son’s achievement and illustration that the son had entered fully into the experience.  Pride in son’s achievements and insightful – empowerment 14:08  15:00 – 15:01 Leading? To find out whether there had been a link or cognitive shift  Giving the child responsibility to problem solve  Evidence that he can do this but lack of confidence and anxiety takes over. 15:03  Being part of the solution rather than part of the problem 15:04 – 15:05 Italics provide an example of the change  Capable of being part of the solution – (how can schools utilise this more?)  Family beliefs reflected – ‘can do’ ; ‘Try’ 15:07  Solution focused belief system son vs mothers  15:08 – 15:09  Inner strengths and motivation 16:00  16:01 I was keen to find out whether a shift in perception about the school had occurred.    16:02 Parent pleased!  Narrative about why the children were picked for the project. 16:02 – 16:04  16:05 reflects the positive outcome but a singular event would have liked it to have been ongoing.  Ideas and solutions offered  Events need to be ongoing singular event not enough  Ideas and solutions for how it could be continued in the future and that this would be supportive to the young people – a good thing.    Solutions 16:07 – 17:00  17:00 emphasising that initiatives like the ‘OF’ need to be repeated Needs to be ongoing for the results to be effective  The need for pupils to feel positive about themselves and affirmed and to have a go – also reflecting Mother’s belief to try. 17:01  Family beliefs reflected in the perseverance and the have a go attitude  Referring to what school was like for Mother and the educational background of the family  17:03 – 17:04 insight into lifeworld and belief system of the mother towards education.  Checking with a direct question. 17:05  Attitude to education – lifelong, options and opportunities not just about school different routes. 17:06  The bigger picture of son’s needs and view about son not being in a place to achieve GCSE’s this year. (O Levels) 17:07  Ongoing insight into the lifeworld of the family and family beliefs and values 17:08  Laughs function? Reflecting that this is what happened to her and therefore laughing about herself and a realisation that for the son he won’t achieve just because he has been told to but he will in his own time. 17:09 Mum’s experience as a mature student.  Phone answered  Seeing the school’s perspective and some of the pressures 18:01  Beliefs – change of establishment and reference to boundaries 18:02 – 18:03  Recognise the limitations that a school can only offer so much 18:04 Emphasis on have.  Values – recognise that school is not the only route to ‘success’  Narrative, views and beliefs 18:05 – 18:07  Appreciative of the effort put in place by the project and by the other support provided to help son engage 18:00 – 19:00  Parent participation 19:01  Willingness to help 19:02  Reflection of my thoughts - Schools use of qualities in people to help with solutions a willingness to engage if channelled. Not ‘hard to engage’ but ‘how to engage’.  As with family value to keep on going this would be an expectation on the school, perseverance – keep going. 19:03  Would have liked continuity 19:04  Interested in how the school thought that it went  Parent would have told the school the same as they had told me if asked. 19:04  Importance of feedback – part of the purpose, function and role of the EP? |