Listening to the stories of young people who have experienced reintegration from an Inclusion Centre to a new mainstream secondary school

Rihana Bakhtiar

Research thesis submitted in part requirement for the Doctor of Educational and Child Psychology

Department of Educational Studies, University of Sheffield

October 2017

Abstract

During my placement with a Local Authority (LA) as a Trainee Educational Psychologist (TEP) I was asked to investigate successful reintegration – when young people have remained in their new school for over a year. By listening to the stories of these young people, I hoped to understand their experience of reintegration. In doing so, I felt able to provide a more informed understanding of reintegration and this could also help other professionals to develop a richer understanding of the reintegration experience.

From my position as a feminist researcher, I hoped to amplify the marginalised voices of young people who had experienced reintegration. The young people who I interviewed had previously been permanently excluded from a mainstream secondary school and placed at an Inclusion Centre before being allocated a new school. I chose not to interview the professionals at the various settings because I value highly the importance of listening to the stories of young people, without attempting to seek out any 'truth' or corroboration with other professionals or adults.

Narrative therapy style questions were used to prompt the young people and their storytelling was facilitated with the use of a 'story mountain'. I used I Poems as a creative way of providing meaningful accounts of the stories shared and as a means to enable closure from the research process. I chose thematic analysis to analyse the content of the interviews to help answer my research questions. The significant themes emerging from the analysis highlighted relationships, identity and the learning environment as critical for the young people. These themes were discussed with a view to understanding the lived experiences of reintegration for the young people and to consider how they themselves made sense of this process.

The thesis concludes with a discussion around the limitations of this research and provides some suggestions for future research. Implications for educational psychology practice are also discussed.

Table of Contents

List of tables

Chapter One: Introduction

As a Trainee Educational Psychologist (TEP) I was based with a Local Authority (LA) for a two-year placement. During my time with the LA the experiences of young people (YP) being permanently excluded and the complexity of their reintegration back into mainstream education was being discussed by the Educational Psychologists (EPs) and various other professionals. Two 'reintegration officers' had been recruited by the LA to support the reintegration process for YP in primary and secondary schools. The professionals together identified that there were significant numbers of 'successful reintegration' cases for YP having spent some time at the Inclusion Centre. With this in mind, the LA asked me to research this aspect with a view to considering if there are any key factors which can enable this success and with the hope that any successful strategies can be identified and shared as good practice, to support future YP in such circumstances.

I have previously worked at an Inclusion Centre. The centre was for primary aged YP who had been excluded from their mainstream school. This experience at the Inclusion Centre exposed me to YP's experiences of being excluded from mainstream school. This practical experience and my historical connection with this topic, motivated me to understand further about the experiences of the YP who were excluded. It is important to declare this experience and bias, as it was a part of my journey towards applying for the course to be a trainee educational psychologist (TEP) and it also influenced upon how I approached this research.

During my time at the Inclusion Centre, I witnessed the complex lives of the YP who often had a range of needs linked to SEBD and their home circumstances. I observed the transitional experiences for the YP and was privy to discussions of whether a school 'wanted' the YP or not. I was able to gain experiences that connected me to a range of stakeholders linked to the YP. As such I have a heightened awareness for the complex nature of what is considered successful by different stakeholders such as the YP, the parents, the school staff, the alternative settings and the LA. Within these groups there are further individual differing views and as such, I feel it is important not to assume that all YP have the same view of school success. Likewise, the YP I sought to interview are not a

homogenous group in themselves. I believe they are grouped by loose definition of their experiences of being excluded from a mainstream school but also have their own unique experiences and understanding of exclusion.

At around the same time that I was thinking about my research proposal, as part of my Doctorate course, I received training at the University in using narrative therapy techniques. I enjoyed applying this training to casework by trying out the use of narrative style questioning with YP. This positive experience made me want to try and use a narrative approach in my research because I felt it would illuminate the personal perspectives of YP in a rich and meaningful way.

Throughout my research journey, I felt incredibly privileged to be in a position to be able to hear the YP's stories. Often vulnerable groups in society have limited opportunities for their voices to be heard or shared. YP who are excluded from school are often discussed from the view of expectations, policy and procedure, rather than from a view understanding and appreciating their vulnerability and heightened risk of poor outcomes. As a feminist researcher, I felt I was in a position to amplify these marginalised voices.

Feminist researchers seek to uncover marginalised voices and hidden experiences. For example, Haraway (1988) argued that participants of research, should experience some form of empowerment through their participation in the research. This view highlights the need to address power relationships and consider whose interests are served through the research process. I felt my feminist approach sat well with my research purpose of focussing solely on the participants of my research and how I could enable the YP to share their voice and actively participate in the interviews.

I chose to only listen to the YP's stories and not the stories of the adults that the YP had encountered in the various settings that they had been experienced through their journey of reintegration. I felt this experience of having their stories listened to without judgement or the seeking of a truth (by cross referencing their accounts with adults), would help empower the YP and help keep the focus of my research on their voice.

I met with the reintegration officers to gain the names of YP that I could interview as part of my research. Given the large numbers of YP possibly available to

interview, the LA asked me to focus on secondary school YP. This process was much more complicated than I initially expected. There were around thirty YP on the original list, many of whom were within complicated contexts and were not, as I had assumed, simple cases of successful reintegration. The reintegration officer linked to secondary schools, provided me with an edited list of eight secondary school YP who had been in their new schools for over a year.

I spent some time contacting the link person in each school and tried to make contact with the eight YP. I eventually was able to successfully meet with only two YP from the original eight. There were varying reasons given by the link staff as to why I shouldn't pursue the six other YP including: staff not feeling it was appropriate to remind the YP of their past upsetting experience, staff believing the YP had learning difficulties and would become distressed, the YP was currently in the process of being excluded, the YP changed their mind and some staff waited for the YP to sit their exams and then approach them.

My aim for the research was to explore the lived experiences shared by the YP through narrative interviewing and gain an in depth understanding of their experiences. As a researcher, I was aware of my responsibility in influencing how the YP are presented in this research and how their identities would be constructed through our shared communication and interaction. I was placed in a powerful position to provide a useful narrative of their stories. By listening to the YPs stories, I hoped that professionals could increase their knowledge and understanding of YP who are excluded and their experience of reintegration. In doing so, I also hope that they could then consider tailoring their work to meet the needs expressed by the YP rather than from needs perceived by professionals.

This thesis provides a review of the literature around reintegration. It provides an account of the methodology and procedures which I followed when listening to the stories of the YP. The interpretation and discussion section provides information about the themes that I identified from the stories after using thematic analysis. Finally, the limitations of this research and implications for relevant professionals are considered.

Chapter Two: Literature Review

2.1 Overview

The aim of this chapter is to provide an overview of the current literature relevant to the subject of this research. Some of the key terminology I found in the literature and also used in my research, will be shared. I will then consider the dominant narratives that I found available through published research relating to the subject of exclusion from school and reintegration. To conclude, I will draw together a brief summary of the literature review and my research aims, eliciting the complexities of exclusion and reintegration as a lead into the research questions I propose to explore.

2.2 Terminology

I am including this section on terminology as I will be using abbreviations in my research and some terms are used differently by researchers and professionals. In this research, I have used the term young people (YP) to refer to the school age children at secondary school. The research papers I have read refer to this group as pupils, children or young people. As such I will be using YP throughout to refer to this group. Historically the settings which YP have been sent to when they have been excluded have been called various names. I have experience of working at an Inclusion Centre which was also known previously as a Pupil Referral Unit (PRU). During my work as a TEP I have encountered on site exclusion provisions for secondary schools which work in the same way as the PRU but are named Learning Support Units (LSU) or have more creative names unique to the individual school. The two YP that I interviewed had experienced placement at the Secondary Inclusion Centre.

Some of the YP in PRU settings have needs identified in Government documentation as Behavioural, Emotional, Social Difficulties (BESD) (DCSF, 2008). Cole, Daniels and Visser (2012) have collaborated in a range of research in this area and tend to use the term SEBD describing it as an umbrella term that overlaps with disruptive and anti-social behaviour, mental health difficulties and

ADHD (Attention Deficit and Hyperactivity Disorder). I will be using their defined term of SEBD in my writing as much of the literature I have engaged with also refers to this term. Following the publication of the Code of Practice 0 – 25 (DfE/DfH 2015) current Educational Psychology practice more often refers to the term SEMH (Social, Emotional and Mental Health) denoting a shift in the focus from behaviour to mental health and well-being.

Reintegration refers to a long term plan for a pupil to re-enter mainstream school or other suitable full time education after permanent exclusion (DfES, 2008b). In the context of this research, the YP I interviewed had been reintegrated into a new mainstream secondary school and had been attending this new setting for over a year.

2.3 Dominant Narratives

Having a clear theme for my research topic enabled me to narrow my literature search to a few keywords around YP's voices, inclusion and reintegration. Whilst engaging with the literature I was drawn to certain pieces of research and information which I connected with as both a researcher and as a TEP. I made notes using my research diary about the themes that I found in the literature and began to organise my reading further around them.

In this section, I have organised the literature that I engaged with, based on my perceptions of the meaningful narratives relating to YP's voice and their experiences of exclusion and reintegration. I will begin by discussing the literature for school inclusion and reintegration to help provide a context for my research before proceeding to frame it within the broader theme of social exclusion. Literature around YP's voices, rights and punishment, resiliency and space for agency will be examined. Finally, the significance of the use of language in the process of exclusion and reintegration will be considered.

Rights or punishment?

During the initial stages of my literature research, my attention was drawn to the concept of education as a right. If education is a right of a child then how is this ensured? The United Nations Convention on the rights of the child (1989) highlights that every child has the right to education. By excluding children from school, it can be suggested that this right is removed in the extreme form of school exclusion. Runswick-Cole and Hodge (2009) pose the thought as to whether the language around rights has been manipulated by those with political power and suggest that a turn in phrase from 'special educational needs' to 'educational rights' would be a more powerful way to support all children. In doing so they assert that the focus of responsibility for change would then clearly lie with society as a collective, rather than a problem for the individual.

Parsons (1999) questions whether exclusion is a punishment or a lost right, arguing that if education was based on it being a public good, rather than a private right, then there would be a greater rate of inclusion because of community responsibility to these YP in difficulty in school and a social understanding that it is not acceptable to punish YP. Blyth and Milner (1994) argued that in order for progress to be made, a reconsideration of the role of children within the school system needed to be made. They believed that if professionals began to see the role of children as consumers of education rather than being as products, then progress could be achieved. If the child is viewed as a consumer then there is an even greater need to hear the voice of these consumers as feedback to the providers of those services (Pomerantz et al, 2007).

Some research on reintegration focuses on stakeholders aside from the YP themselves. Lawrence (2011) focussed upon the views of eleven PRU staff, mainstream staff and a behaviour worker using a thematic analysis of data from their semi structured focus group discussions to understand how success for YP could happen. The YP were not asked themselves. Lawrence identified themes of within child factors, parent factors and systemic factors as being a part of supporting reintegration as well as being barriers. Lawrence explained that such a range of factors was indicative of the need for a multi-agency approach with an individualised reintegration programme set within an inclusive school ethos.

Interestingly she noted that whether the YP themselves wanted to return to mainstream was also a key factor, though this was not expanded upon from the YP's voice but interpreted from the interviews with the adults. Lawrence explored risk factors and the link between exclusion and social isolation seeing YP in this context as a vulnerable group. She focused on this being a reason to seek reintegration for YP and did not consider the argument that YP have their own rights, including a right to be educated.

By beginning my literature research journey with a focus on the rights of YP I proceeded forward with the intention of reflecting upon the research I explored to understand whose interest was being identified and valued.

Exclusion and reintegration

As I proceeded with my literature review, I wanted to understand how many YP were actually affected by exclusion during their school experience. I was drawn to the complex nature of data which the Government provides around school exclusion.

School exclusion can take on different meanings for different contexts. Head teachers under Government exclusion guidance (DfE, 2012a) are able to apply three types of exclusion: fixed term (i.e. a maximum of up to 15 days in each term), indefinite exclusion and permanent exclusion. They are permitted to give up to 45 days of fixed-term exclusions in any one school year - up to 9 weeks of schooling. The YP I interviewed in this research, had experienced permanent exclusion.

Concerns about the damaging impact of exclusions have given rise to more recent Government policies and documents having an emphasis on providing alternatives such as on-site isolation units and alternative curriculum provision wherever possible (DfE, 2012a). The Government launched in March 2017, a consultation on its current exclusion guidance, as there were areas which needed clarification. Exclusion data for pupils with SEND (Special Educational Needs and Disability) is high and data indicates that these pupils are more than twice as likely as pupils without SEND to be excluded. Given this data, the Government

appeared keen to fully consider SEND issues. The suggestion was that the consultation would help highlight areas, to make the rules clearer around exclusions and the process of review for both head teachers/staff and parents/carers. The planned new guidance is effective from September 2017 and replaces the guidance of 2012.

Carlile (2012) referring to Government data explains in her paper that over the past seven years in the UK, 10,000 pupils were permanently excluded from the mainstream 'inclusive' system. These figures did not include any of the unofficially excluded children. Unofficial exclusions would include off site alternative provision as well as on site learning units (Wakefield, 2004) and managed moves - where children and young people are passed on to another school with no exclusion noted in the official data.

Government data for 2014 to 2015 indicates:

> *"The number of permanent exclusions across all state-funded primary, secondary and special schools had increased from 4,950 in 2013/14 to 5,800 in 2014/15. This corresponds to an average of around 31 permanent exclusions per day in 2014/15, up from an average of 26 per day in 2013/14. Persistent disruptive behaviour remained the most common reason for permanent exclusions in state funded primary, secondary and special schools - accounting for 1,900 (32.8 per cent) of all permanent exclusions in 2014/15. Just over a quarter of all permanent exclusions were for pupils aged 14, and pupils of this age group also had the highest rate of fixed period exclusion, and the highest rate of pupils receiving one or more fixed period exclusion".*

Boys are over three times more likely than girls to receive fixed term and permanent exclusions. Pupils with identified special educational needs (SEN) accounted for just over half of all permanent exclusions and fixed period exclusions. Pupils with Special Educational Needs (SEN) support, accounted for over seven in ten permanent exclusions. Pupils known to be eligible for FSM were around four times as likely to receive permanent exclusions than those who are

not eligible. In terms of ethnicity, pupils of Gypsy/Roma and Traveller Irish Heritage groups had the highest rates of both permanent and fixed period exclusions. Pupils who were from Black Caribbean or from White and Black Caribbean group categories, were over three times more likely to be permanently excluded than the school population as a whole. Such analysis of data is often cited in Governmental policy and research literature but is often lacking in providing opportunity for the voice of YP and their individual stories that the data measures against.

The Children's Commissioner report (They Go the Extra Mile: Reducing inequality in school exclusions, 2013) identified that children with special educational needs and disability (SEND), children from low income families, boys, and children from some ethnic groups are much more likely to be excluded. The report explains that for a child who has two or more of these characteristics, the differences in exclusions rates can be enormous. The Children's Commissioner suggests that this reveals an underlying disparity which is reflective of the inequalities in society.

The report also identified the following characteristics of good practice by schools: the schools own ethos and behaviour, rather than written policies and governance structures; inclusion as part of the school's core purpose, rather than being seen as an "add-on" or "optional extra"; effective leadership, which is unafraid to change environment and practice; knowledge management and the effective use of data are strong; teaching challenging pupils is a valued role in these schools; there is an emphasis on early intervention and support for families, as well as for the children concerned; there is effective use of external expertise; and the good use of local quality assurance of external provision.

Pirrie et al (2011) found it was the quality of relationships provided by professionals which made a difference for YP reintegrating to school. The familiar person who was visible to the YP and 'held' their story made the ultimate difference for them. Likewise, Lawrence (2011) found when the process of re-integration was explained with reassurances then the YP were positively affected. She concluded from her research using semi-structured focus group discussions with staff, that a YP would try to make more of an effort to reintegrate when they

had good or improved self-esteem and self-worth. The common goals of PRU and mainstream staff along with parents, was also found to be an important factor. With regard to systemic factors, timely reintegration, an inclusive ethos and clear channels of communication were perceived to support successful re-integration. Lawrence indicates that this reflected on the YP feeling supported, though this remains an assumption based on asking adults around the YP what they perceive and not the YP directly themselves.

Wakefield (2004) explored the effect of Government policy aimed at encouraging inclusion and minimising exclusion through his research at a secondary school. Wakefield highlights from his research the need for greater emphasis on nurturing and supportive learning contexts with a more flexible and relevant curriculum. He examined the use of an on-site learning support unit at a secondary school, as an example of a school addressing the Governments agenda for social inclusion. He noted the positive effect this also has on the data for the school on exclusion levels - in that the school appears to have reduced numbers of recorded exclusions than actually the case.

Gazeley (2010) also noted the tension that Wakefield (2004) discussed between the standards agenda and inclusion agenda. She noted that the school provision often provided as an alternative to permanent exclusion, limited access to full time mainstream education for the YP which resulted in gaps in learning and over time had a negative accumulative effect. She suggests more focus should be placed upon the YP's learning. Gazeley argued that the use of unofficial exclusion means that the national data that is recorded can only provide an incomplete account of patterns for the YP involved in the school exclusion processes. Government data has looked at specific groups such as looked after children (LAC) and those who have Free School Meals (FSM) and followed this analysis with Policy guidance to reduce disproportionate exclusion (DCFS, 2007, 2009a). Gazeley explains that although this has been useful for policymakers to consider inequity, at practice level in the classroom the focus tends to continue to be on individual outcomes around educational achievement.

Gazeley et al (2015) when exploring schools that were successful in reducing rates of exclusion, argued for more contextualised reading of data around school exclusion as a means to better understanding the associated inequalities. By examining what is included and what is not included by this data, schools would be better placed to address their own circumstances. The authors suggest that by not creating more sophisticated mapping of the data, this failure leaves out of view the vastness of what needs to be addressed beneath 'the tip of the iceberg'. The authors highlight the need for a whole systems approach and question the agenda of inclusion in schools by different stakeholders such as the Government, the LA, the school, the YP and their families. Within this process, they argue that the Governments agenda is maintained yet the influence of these other stakeholders is declining. 'Managed moves' were also discussed by the authors as the most common alternative to permanent exclusion, which provided YP with the opportunity for a fresh start whilst helping to avoid the negative outcomes associated with permanent exclusion. Managed moves usually require well-defined protocols, close cooperation and monitoring as well as the commitment of resources and support. As such, permanent exclusion could be viewed as an easier solution for some schools.

Reintegration can often be described as part of a 'managed move' process, though typically managed moves imply the movement from one school to another, rather than the involvement of an alternative setting such as a PRU or an Inclusion Centre. The literature surrounding this concept of managed moves is relevant to this research and as such I have explored some of the published literature.

Vincent et al (2007) evaluated a local scheme for organising managed moves in seven local secondary schools through interviews with pupils, parents and staff. These managed moves occurred before a pupil was to become permanently excluded, helped to avoid this happening and in turn was seen to be one of the indicators of success for the scheme. The authors found that how the move proceeds and develops can make the difference. Gazeley (2010) sees these managed moves as a consequence of pressure being placed at policy level to manipulate the statistics for permanent exclusions, with some head teachers developing alternatives to exclusion precisely to avoid recourse to recorded

exclusion. Vincent et al (2007) explained that the success of managed moves also reduced the pressure for places in PRU's and improved the LA school exclusion statistics. Carlile (2012) saw managed moves as often constituting 'unofficial exclusions' which were offered to parents when their children were under the threat of permanent exclusion. Parents often agreed to this as they did not want exclusion being recorded for their child, leaving them with no clear right to appeal.

Managed move procedures are often swift. Vincent et al (2007) found in their research that the it was important for schools to have the vision and resources to implement change. They highlighted the importance of having little delay during transfer between schools for excluded YP. They suggest it also is a means to avoiding feelings of rejection and alienation for the YP. Returning to mainstream as soon as possible was also identified as an important aspect by Tootill and Spalding (2000) and Lawrence (2011). The formation of relationships with staff was found to be important for the pupils in gaining the trust and respect of the pupils with staff who demonstrated genuine care. The pupils themselves attributed their success in the new setting to the school and not to themselves even when they had identified positive changes in their own behaviour. Vincent et al (2007) did not expand their questioning with the pupils to ascertain why they changed their behaviour, leaving a gap in understanding why and how such a change occurred.

A study commissioned by the DfES (2004) about the reintegration of children absent, excluded or missing from school, examined best practice in the reintegration of different pupil groups into the mainstream school setting. The study identified environmental factors and practical factors which contributed to successful reintegration. These included inclusive cultures of the school and the LA, effective collaborative approaches, involving parents/carers and YP in planning, monitoring reintegration, equitable approaches to securing school places, rapid and individually tailored responses, as well as keyworker/single contact points.

The study distinguished between the different types of YP in terms of the context of their exclusion, such as permanently excluded, persistent truants, not attending schools, medical needs, young carers, mobility issues, asylum seekers and

refugees, as well as those in LA care. By identifying that different groups have different needs to be considered, the researchers highlight that these YP are diverse and not a homogenous group and as such they need quite distinct approaches to supporting their reintegration following exclusion – achieved through flexibility and individually tailored responses. Likewise, Osler et al (2002) argued the case for distinct measures for addressing the needs of girls who they suggest are often not considered as an issue when school exclusion is analysed, with the data relating to girls often being discounted and ignored.

After exploring the exclusion data and associated research for exclusions, I reflected on the different forms of on-site and off-site provisions that many of the YP I worked with at secondary school were attending. I considered the themes in the literature of the inclusion agenda and the standards agenda. I felt perhaps for the YP I worked with, they were in a process of helping the school to keep down their school exclusion rates, whilst the reality for the YP was that they were not actually being included in the school - quite literally. They were not accessing full coverage of the curriculum and perhaps in turn would fall further behind their peers given their actual learning experience. I became aware that how the YP in my research were successfully reintegrated would not only be a reflection of their own circumstances but perhaps more so the inclusion agenda of their school.

Social exclusion

Much of the literature for school exclusion that I engaged with, framed itself within the context of social exclusion. As a social phenomenon, social exclusion can often be presented with different definitions. The Social Exclusion Unit (SEU) set up in 1997, defined social exclusion as:

> *A shorthand label for what can happen when individuals or areas suffer from a combination of linked problems, such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown.*

<div align="center">(SEU, 2000)</div>

The SEU at the time aimed to create policies to address social exclusion as well as identifying key indicators of social exclusion to help evaluate Government policy. The SEU was replaced by a task force which was later abolished in 2010. Although as a professional the SEU definition initially appeared to be most meaningful to me as it represents the conversations I have experienced with colleagues in schools, other definitions frame a more significant definition for the individuals who are affected by social exclusion. Walker and Walker (1997) described social exclusion as the dynamic process of 'being shut out' from a range of systems: social, economic, political and cultural, seeing these aspects as determining the social integration of a person in society. This latter definition highlights the personal consequences and perceptions of those affected and not just the statistical aspects that Governments attempt to measure.

School exclusion is a form of social exclusion. School exclusion can have significant influence upon other aspects of the lives of YP and not just in terms of educational success and outcomes. Daniels and Cole (2010) explored multiple and overlapping forms of disadvantage through the concept of 'deep exclusion' explaining it as a precursor to social exclusion. They explored the association between processes and outcomes of 193 YP who had been excluded from secondary schools and did not return. They describe 'deep exclusion' as transcending more than one dimension of disadvantage which results in negative consequences for well-being and life chances. They found that the key significance to the lives of excluded YP was the contribution made by staff in terms of their skill and commitment to championing the cause of the YP. Supportive family networks were also of significance.

MacRae et al (2003) suggest the focus should be upon challenging the professionals who exclude with a view to reducing their powers of exclusion. They explain the extreme consequences of social exclusion (by referring to the Youth Cohort Studies 1995) as entailing higher likelihood for teenage pregnancies, unemployment, homelessness and ending up in prison. MacRae et al (2003) suggest a change in focus amongst professionals who are responsible for excluded YP so that they can work more closely in partnership with each other without duplicating work and begin to facilitate a dialogue about their policy and practices. Through effective working practices and structures which allow

dialogue, they are in a better position to reduce exclusions. The authors question the effectiveness of multi-agency work when it is framed within a context of focussing solely upon the YP and their family as opposed to questioning their own systems and deficiencies.

Pomerantz et al (2007) in their book while exploring the theme of hard to reach children, validate the views of children and YP who are placed as most vulnerable in society and examine the benefits of multi-agency teamwork. By provoking ideas around engaging those that are hard to reach, they questioned the more powerful and privileged positions of some professionals who could use their position to create (and prevent) the barriers to access, participation and outcomes for YP. Hughes (2007) described the term hard to reach as a problematic term given all that it could entail and the assumptions it could give. Notably he discussed the importance of distinguishing the term as a 'process' rather than a 'state' in order to minimize the focus of stigmatization upon YP and their families. He further explains:

> *"The hard to reach process starts whenever we see children as parental appendages rather than citizens in their own right, whenever we tolerate lower standards of care for some, when we are uncertain about the degree to which children should suffer at the hands of their parents and when we lack the confidence and assertiveness to challenge and engage with parents accordingly…we cannot understand the disengagement of those we are trying to help, without trying to make sense of the ways in which we have contributed to the distancing process."*

> (Hughes, 2007, p.23)

When examining the role of school exclusion processes Gazeley (2010) referred to different types of exclusion explaining that the processes are highly complex with various possible outcomes. She argues that more focus should be on the learning needs of these YP so that they could improve their attainment and in doing so, would help to reduce inequalities in their future both socially and educationally.

While exploring his work with a young person caught up in the Social Care system which sought to prioritise his education as a means to resisting long term social

exclusion, Billington (2004) praised the role of school professionals such as the sensitive work of the learning mentor in this instance. He voices the significant role the school can play, explaining:

> *"…the extent to which schools contribute to social cohesion becomes clear to see…it is the school which can provide the last resistance to a permanent withdrawal or removal from society."*

(Billington and Pomerantz, 2004, p.44)

However, a counter narrative is perhaps suggested by Daniels et al (2003) and Lumby (2012. Contrary to the importance placed by Vincent (2007); Tootill and Spalding (2012); and Lawrence (2011) for a swift return to mainstream school following exclusion to avoid the YP becoming disengaged, Daniels et al (2003) found that rather than being 'removed' from society many of these 'hard to reach' children were actively progressing with their lives. They followed post exclusion impact, through their research of 193 YP aged 13 to 16 from 10 different LA's who had been permanently excluded. They found 50% of the YP were engaged in education, training or employment two years after their exclusion. Factors found to be a positive influence were the YP's belief in their own abilities, supportive family and friends, as well as the YP feeling that their exclusion was unjust. Lumby (2012) refers to this ability to achieve in the face of adversity and cope with the system as 'buoyancy'. She explains that this 'buoyancy' is achieved by the YP being agentive and persisting in their belief for their own future success (whether this is likely or not) whilst blaming the school.

Daniels et al (2003) acknowledged that reintegration can and often does fail, highlighting a range of mitigating complex factors that can influence YP's experience of exclusion. Nonetheless, they found that where reintegration was successful this was found to be through a highly inclusive receiving school, high levels of available support and the YP wanting to make a success of their re-integration. It will be interesting to hear if the YP in my research had a desire to succeed in their reintegration and whether they felt they were being actively supported by the school.

In light of the research around the concept of social inclusion, I felt that the research indicated to me that the YP interviewed for my own research were more than likely to have complex life circumstances. How the YP actually cope with their own circumstances in association with their school exclusion will help me to understand their capacity to be successful. It will be interesting to find if this is associated with Lumby's (2012) ideas of buoyancy and agency. Whether the YP's circumstances are accommodated through a flexible approach from the school as indicated through practical experiences and even the YP's reintegration plans will be worth exploring.

Space for agency

The research I have engaged with so far appears to refer to the power that those in authority have to effect change in the circumstances around a YP. This could be through the support they offer but also in the space they enable and provide for YP to express themselves and assert some form of agency.

Carlile (2009) explored the concept of agency through the idea of adults being able to provide the 'space' for agency and in turn enabling social justice. Carlile describes agency as 'some form of control over one's own destiny' (2009, p.259). When exploring racialised and gendered experiences of Caribbean girls new to the UK, Phoenix (2009, p.112) described their agency as 'resisting subjection into representations of themselves as innately incapable'. The themes of space, control and resistance as aspects of agency identified by Phoenix, were further explored in Carlile's research.

In her role as a Pupil Support Officer, Carlile (2009) questioned whether teachers in mainstream schools considered YP in the context outside of school when they were deciding to permanently exclude them. Carlile examined her casework with a particular YP who had been permanently excluded from school. She found the use of a behaviour log to evidence negative incidents used as a punitive tool for auditing and recording transgressions. Carlile describes how the behaviour log hears the voice of staff only and thereby undermines any possible agency for YP

given that it is used to discipline by capturing and fixing the YP's 'extended body'. In the YP's absence it becomes a representation of them and their extended self. The log itself is presented as irrefutably 'valid' and 'true' though it is often interpreted differently depending on the role of the adult at the time who is compelled to read and make judgments from the document. As Foucault (1977) describes, such documents created by those with authoritarian control in institutions such as schools to 'capture and fix' the YP for that moment and there is little they can do to refute or change this documented evidence. By acknowledging and understanding agency for YP schools would be in a better position to enable YP to make changes in collaboration with the school staff. By examining the behaviour logs with YP and asking for their version of events and opinion, Carlile suggests school staff hold the power to open up the possibility of 'renarrativising' the YP's story in a more positive frame. Carlile acknowledges the danger of the current process of capturing a fixed idea of the YP, as it appears to serve the schools own interest. Within this space, the school are pathologizing YP as a means of taking the focus off the adults and using it as an opportunity of removing those YP who do not fit in.

Given that schools hold automatic authority, Munn and Lloyd (2005) see the school as agents of exclusion holding greater agency than the YP could ever hold. They found that schools were often quick to locate the agency within YP when they made transgressions which lead to exclusion. Munn and Lloyd considered the perceptions of excluded children in Scotland gathered through three separate projects. They suggested that by truly listening to the 'troubled' and 'troublesome', by making time and space to listen and analysing their own exclusion rates, improvements could genuinely occur within school systems and their processes. The sense of unfairness (Daniels et al, 2003) for YP through the school's own lack of consistency in practice, indicated for Munn and Lloyd a need for schools to develop better systems for looking at their own exclusion patterns (Gazeley et al, 2015). The YP cited instances alluding to the schools being the agents of exclusion. In the view of some of the YP the school appeared to act unreasonably in their expectations of them. Some YP in response to this, attempted to resist the pressure to conform to these expectations and refused to recognise the teachers' automatic authority.

It seems that when school staff are not focussed upon holding onto their power to exert authority over YP to engage in school through their own world view of what is acceptable, then a space opens up for a more flexible process in which YP can exert their own agency. When the focus shifts from the voice of staff to then also include the voice of YP, the shift enables YP to perhaps feel that they are truly listened to, thereby enabling a space for change to occur. By adults viewing the identity of a YP as fluid and not fixed then perhaps in response, YP can also adapt to their own concept of self. To consider this further I will now discuss the research I found meaningful relating to YP's voices.

Young People's voices

Given my feminist approach to research and wanting to seek out opportunities to enable the voice of marginalised groups such as excluded YP to be heard, I began to move forward in my literature search with a more specific aim. I had explored some of the data and concepts around inclusion, exclusion and reintegration which drew me towards wanting to further explore the concept of YP's voice and how it has been researched. I was keen to find research which valued and focussed solely upon exploring the voice of YP.

Through his exploration of research, data and policy for exclusions in England during the 1990s Gordon (2001) highlighted what was missing from much of the research on exclusion, was directly consulting with the YP themselves rather than relying on the interpretations of adults.

> *"Nobody seems to be asking them, the most important participants in the school exclusion policy debate."*
>
> (Gordon, 2001, p.83).

Within the consideration of school exclusion and reintegration, the current field of available research tends to focus upon the professionals and the parents rather than solely on the voice of the YP. Where YP's voices are heard, they are often within the context of the research being triangulated with the views of their parents or school professionals. The research available also often seeks to highlight the

failings and marginalisation of YP who have experienced exclusion. My research aims to only hear the story of YP who have experienced the process of exclusion with a view to understanding their experience of 'successful' reintegration in the school system because I have placed value on listening to their point of view for their own circumstances and experiences.

The view of YP is considered by Article 12 of the UN Convention on the rights of the child (UNICEF 1989). It explains the right of children to have their views heard and taken seriously particularly with regard to their welfare. By listening to their stories and experiences (Billington and Pomerantz, 2004) at times of success and difficulty, as professionals, we are better placed to affect positive change on their behalf.

Billington (p.8, 2006) guides the type of questioning we should pose to ourselves in these situations as opposed to the questions we should ask of the YP we are researching:

1. How do we speak of children?
2. How do we speak with children?
3. How do we write of children?
4. How do we listen to children?
5. How do we listen to ourselves (when working with children)?

Billington (2000) places value on helping YP to make a sense of themselves through their experiences. Extending this concept to then focus on eliciting the views of YP is shared by several researchers. Billington and Pomerantz (2004) and Lown (2005) from their research experiences put forward the same assertion that it is important to illuminate the experiences of YP.

Lown (2005) however argued that when YP's voices were sought, she found it was often tokenistic particularly when it involved considering the views of YP with SEBD. She argued that it is important to listen to YP in the context of hearing about their successes as this can help to improve policy and practice in schools. Lown aimed to seek the perceptions of five YP who were excluded and then reintegrated, alongside others in these processes, namely parent, school staff and professionals. She identified successful reintegration as being measurable by time, deciding that three school terms were indicative of this success. She made

the case for careful reintegration focussing upon issues of support (academic and emotional), pupil characteristics and relationships. She highlighted her concern for the responsibility of specific staff in schools to enable YP to forge and maintain new relationships. Lown described this process as not merely of exclusion and reintegration, but as the pushing out of YP through overt or covert marginalization whilst causing psychological damage to them.

Johnson et al (2017) discussed how YP's participation in research can go beyond the tokenism that Lown (2005) felt was often found, and so become meaningful. Their research explored and highlighted how YP's voices can be heard and valued by those in a position of power to enable change 'as part of a transformative development process'. This change is not only possible at an individual level enabling YP's lives to improve but is also possible at a broader societal level. Johnson et al place the focus on policy makers rather than YP, as the ones that need to effect change first. They noted that in order for YP's voices to be heard, a participatory space needed to be created to enable trust to develop and dialogue to be created.

Within this concept of providing opportunity for voice, there appears to be a connection between YP having voice and their capacity to change. Tuck and Yang (2011, p.522) explored youth resistance to injustices in schooling where YP felt their voices were not heard. They discuss the complex nature of relationships and experiences for YP in New York schools referring to the contradictions they encounter between 'humiliating ironies' and 'dangerous dignities'. They explain that the ironies serve to exclude YP whilst at the same time making an assault on their dignity in the process. It could be suggested that rather than hindering the YP's capacity to change, such an experience could actually provoke change in YP. Some research suggests that such an onslaught of power with limited agency for YP could produce ambivalence for their oppressive circumstances (Bhabha, 2012).

By listening to YP's stories we can be better placed to understand their capacity and motivation for change. When listening to YP it is important to use this new knowledge to enable positive change with an understanding of the power that

adults hold and knowing that it is the professional's responsibility to plan for the opportunities for this positive change to happen with the YP.

Prochaska and DiClemente (1983) developed a model which identified the stages for how and why change can occur. The stages they suggested for change to occur included precontemplation, contemplation, preparation, action and maintenance. They explained that change requires the right people to be available at the right stage of change for the situation and/or circumstances to support the proposed change. Even with self-change they explained that it depends on the right processes at the right time for it to be successful. This original model of change has since been amended, adapted and built upon. The basic premise of change as being a series of stages and processes enables the concept to be applied to a range of contexts including school exclusion and reintegration.

Miller and Rollnick (1991) explored the concept of enhancing personal motivation and readiness to change within the method of Motivational Interviewing. This is an interesting approach which can be used to support YP who are in a context where they need to change in order to move forward and succeed. Motivational Interviewing is a client focused counselling method which helps to elicit behaviour change. Part of the method involves helping the client to explore and resolve ambivalence. The method is a collaborative process that attempts to help the client consider making changes rather than directing them to enact change. Motivational interviewing could be part of a package of support that is put in place to support YP who are at the stage of reintegration back to school following exclusion. Educational Psychologists are well placed to provide this method of support to YP. My experience of current reintegration plans for YP into schools is that they don't often appear to consider the stages of change that may need to be experienced or consider the need for guidance specifically around supporting motivation to adapt and change in the new mainstream school setting.

Burton (2006) found that when five Year 8 YP who were at risk of exclusion were directly asked to create their own behaviour targets through a project called 'over to you' and consider their progress in working towards them, seven months later they were still in school and had maintained their behavioural improvements. Although this was with a small sample of five YP, the course involved initially

supporting the YP to be motivated to change. It could be argued that the time and investment given to supporting the YP (Daniels and Cole, 2010) was a greater factor in affecting behavioural change than the YP's work on identifying their own targets.

Although some recent research has begun to consider the views of YP, what remains is that the voices of YP with specific needs such as SEBD who are at an increased risk of exclusion, still "…*are among the least heard…*" (Michaels and Frederickson, 2013, p.408). In their research with YP at PRU's, Michaels and Fredrickson specifically set out to gain the views of sixteen secondary school age YP identified as SEBD using semi-structured interviews. They looked at the 'enablers' and the 'barriers' to positive outcomes for these YP. They identified five themes of enablers: relationships, curriculum, discipline, learning environment and self.

Positive relationships were the most widely cited factors by all the YP. This included relationships with peers, family and teachers. Three aspects were found as barriers to positive outcomes. These were: disruptive behaviour, unfair treatment and failure to individualise the learning environment. Disruptive behaviour was most commonly cited by the YP, including reference to peer and YP's own personal characteristics as well as ineffective management strategies by staff. The importance of relationships in educational settings is consistent with findings in research around what helps keep YP motivated to succeed (Thuen and Bru, 2009). Gillison, Standage and Skevington (2008) also noted that peer support systems are crucial during the reintegration period, with personal attributions such as self-esteem, perceived competence and acceptance being influenced by peer judgments.

Harris et al (2006) explored the perspectives of YP who had transferred to a new school to make a fresh start following permanent exclusion. The research focussed upon exploring the voices of YP. These YP were given the opportunity to identify what was important for them. They voiced a range of factors. These included being welcomed by staff at their new school and being treated with care and respect. The YP valued the opportunity to develop new relationships with peers and staff and how this benefitted their own self-esteem. The emphasis on

pastoral support was also highlighted as being significant in making the YP feel that they mattered and this was evidenced for them through the individually tailored educational experiences that enabled them to access the curriculum.

There is increasing awareness by researchers for the need to hear the stories of YP who are directly affected by the processes of exclusion, but the tendency is to hear the story of the professionals who continue to hold the power to choose to effect change in their policies and procedures. Lawrence (2011) concluded from her research that the views of pupils need to be sought in the future. I hoped that my interviews with the YP would be an engaging and empowering experience for them that valued the power behind their voice. By placing my focus to explore the YP's experiences alone, I felt the YP would benefit positively. Through seeking out the unheard voices of YP to tell an account of their own stories an opportunity opens up to allow the possibility of engaging them in an empowering process. Often such narrative research methods can provide a political voice too (Clarke et al 2011).

In this section I have explored the need for YP's voices to be heard in a genuine context that helps to provide time, space and agency for change to occur. I feel that YP could be critical of support when they perhaps perceive it to be not genuine and simply tokenistic. In turn this can affect their capacity and readiness to change. The power over the YP's voices being heard is often held by adults and their relationship is significant in impacting upon any readiness for change. Genuine interest and support is often conducive to creating an environment in which voices can be heard and change can occur.

Resilience and regression

Allowing YP voice and agency alone cannot always produce an environment conducive for their success in school. There needs to be flexibility around their story, individual needs and circumstances. Professionals need to be aware of their own power and influence to listen and include. Success in school is not solely a translation of a YP's capacity for resilience. Even in the best circumstances a YP may experience some form of regression in their behaviour particularly following exclusion.

Resilience refers to the ability to 'bounce back' when faced with adversity and can have important implications for wellbeing. Grotberg (1997, p.6) defines resilience as "a universal capacity that allows a person, group or community to prevent, minimise or overcome the damaging effects of adversity". Lumby (2012) referred to this ability of YP to bounce back as 'buoyancy'. In the context of this research, adversity is the exclusion of a YP from school. There is an association made in the literature (Hart, 2013 and Pillay et al 2013) that YP who are able to succeed in their reintegration back to mainstream schooling, have some form of resiliency. Resiliency is linked to the meaning we give to adverse life events (Werner, 1995) and this can mean different things for different people.

Hart (2013) examined protective factors of a PRU for YP who had been excluded. She described resiliency as being part of a range of protective factors. In her research, she explored the potential protective factors as identified by YP and staff. Hart suggests that by understanding protective factors we are better placed to know why some YP cope better with adversity than others. In her research, Hart used semi-structured interviews, scaling and drawings. Hart found that the YP and adults identified some of the same protective factors such as relationships, lessons and learning. This is indicative of the shared understanding between the YP and the staff. Positive relationships were identified as being between staff and pupils as well as between pupils themselves. Supportive friendships between pupils were explained by the staff as being seen to help the YP cope with their adverse situation. Other factors identified mainly by the staff as being significant, were the environment and expectations. The shared understanding of YP and staff was of positive viewpoints for the PRU that they were currently in and the YP's negative perceptions of their excluding mainstream school.

Pillay et al (2013) explained that risk factors far outweigh the promotive factors for YP experiencing reintegration. In their research, they examined the experience of the reintegration process for YP with SEBD needs and explained the importance of supporting YP to reintegrate with a resilience based reintegration programme. They argued that YP who return to mainstream schooling following time at a PRU, often fail because of 'post-reintegration regression'. They associate this regression with a lack of resiliency to be able to adapt and change. By addressing

resiliency, they suggest YP would be less likely to experience post-reintegration regression. McSherry (2004) referred to this as 'transfer syndrome' though Pillay et al (2013) expressed concern with the term and felt it needed reviewing as it appears to pathologise YP. They suggest the resilience based reintegration programme should cover aspects such as developing emotional competence, developing promotive relationships and implementing promotive reintegration practices. An interesting finding of their research was that the YP identified the change in ethos to be significant for them - the change in the ethos from the PRU (Inclusion Centre) to the mainstream school. The disparity between the two settings was described by the YP as the PRU having a flexible and nurturing approach with a relaxed atmosphere. In contrast the school was described as being attainment focused and not focussed upon the YP's emotional or behavioural amelioration. As such Pillay et al (2013) described this disparity around ethos as being a risk factor for YP.

The concept of regression following some form of intervention is a widely reported phenomenon across different practice domains including the contexts of re-offenders and substance misuse, following rehabilitation programmes. Often addressing the needs of such regression is referred to as 'relapse prevention'. This seems to suggest a need to anticipate regression and as such it would be important for schools to be aware of this phenomenon and provide greater consideration of its significance during reintegration and intervention planning.

One of the basic aspects to relapse prevention is understanding that relapse can occur. This concept is not widely discussed or researched in relation to YP reintegrating to school. Another core concept of relapse prevention is teaching people to recognise and manage relapse warning signs (Leiper et al, 2001). However, if these signs are not discussed with a YP re-entering mainstream schooling then there is no support system in place to address any regression that may occur. Relapse prevention plans when written can be adapted to accommodate any warnings of relapse as well as any actual form of relapse that occurs. Within the school system a reintegration plan for a YP would not be solely based upon an assumption that regression will occur. But it would pre-empt the possibility of regression by planning for strategies to respond, if it should occur. This would not be in the form of further exclusions or off-site provision but be

based around the needs of the individual YP. Addressing the individual needs of the YP would also include planning to meet a wider range of needs. This would include their individual learning needs being identified and planned for.

Pillay et al (2013) suggested the use of resilience based reintegration programmes individualised to YP, which would focus upon developing emotional competence, promoting relationships and promotive reintegration practices. This focus on YP is valuable, however using this alone as the basis for creating a programme indicates a within child view of the problem and fails to consider any work that may need to be carried out with the very professionals who excluded them from the educational setting. As Swain and French (1998) question, we need to examine why exactly we are seeking the opinion of YP and what exactly would they have a voice in. By doing this we are in a better position to realise that the questioning needs to be of the systems, policies and structures which enable those in power to impose decisions of exclusion onto children, rather than assuming a child deficit model. Indicative of this are the conclusions that Pillay et al (2013) came to of emotions, relationships and reintegration practices as key experiences for YP. We cannot detach the significance of how and what the adult created systems do to YP.

Language

Whilst reflecting on the range of literature as I engaged with it, I was often drawn to the pertinence of language being used in the circumstances of a YP's exclusion. Some of the research around reintegration of YP into school, highlights the use and significance of language in specific. MacLeod (2001) explored the concept of the space (Carlile, 2009) where change can occur between adults working together to support YP. She examined a series of successful placements and reported on factors that may help sustain inclusion for YP. She found that the type of language used when interviewing parents was critical for success of the placement. Where the language was cooperative and not power based, a more positive relationship was found between staff and parents. MacLeod did not further explore the significance of this positive language specifically with the YP involved but assumed that they benefitted from the positive feedback of parents.

More specific use of vocabulary was examined by Parsons et al (2001) when they explored specific cases of successful reintegration. They found success happened in school when the staff perceived a 'transfer' to be happening rather than a 're-integration' from a PRU. Within her research, MacLeod did find a dichotomy between the planned and actual structures. She concluded that all schools need to prioritise their approaches to improvements for behaviour and achievement in the school environment itself, putting policy into practice. Hayden (2003) also found school tensions between difficult behaviour and academic targets claiming that even under the inclusion agenda school effectiveness is the dominant paradigm. Being able to reflect on such dilemmas enabled the school in MacLeod's research to move towards choosing to develop a nurture school approach (Boxall, 1976).

Carlile (2012) explored the language between professionals and parents through her ethnography of permanent exclusion from secondary school, during her role as a pupil support officer. She found schools and families were often deeply polarised in their views. This disconnection between the discourse of the school is described by Carlile as a 'socially authorised' way of communicating. Carlile explained that institutional prejudice can be seen as underpinning some of the permanent exclusions from schools. This was seen to be expressed through YP's representation in school paperwork and the way professional's talk about them (Billington, 2006), leading to the protocol of gatekeeper practices (MacRae et al, 2003) where the school held the power to decide whether to exclude or include. Even where a family had the knowledge and articulacy to represent their child, they ultimately are unable to benefit from this "…because of a disconnect between the discourses that school and family were socially authorised to adopt." (Carlile, 2012, p.192). The language used and the context and power the language carries needs to be considered with regard to the significance for YP. The school described the YP in the behaviour logs as 'uncooperative', 'unacceptable', 'challenging' and 'disruptive'. There was no account or space made in the behaviour logs for the YP's own explanation, thoughts or feelings.

As discussed earlier under the theme of rights and punishment, Runswick-Cole and Hodge (2009) had noted the power of language to construct experiences. They explored the positive language in Italian schools holding a Reggio Emilia

approach for children with special educational needs. Terms such as special rights as opposed to special needs are used for all children. Instead of an Individual Education Plan (IEP) as typical used in the United Kingdom, a Declaration of Intent is used instead which focusses upon what can be done rather than the child's deficits. The authors show an understanding that this is not merely enough to adopt a turn of phrase, given the historical use of the term 'special' to describe a deficit within a medical model. The authors ask for the consideration of the term 'educational rights' within the framework of inclusive practices, believing that the positive consequences could be wide ranging.

By listening to YP's stories in my research I hoped to gain an understanding of how any labels and language used had any meaning for the YP on their understanding of what happened to them during their exclusion and reintegration. For example, the label of PX to refer to a permanently excluded child is often freely used within educational settings and by LA professionals. Billington (2012) asks adults to consider 'how' they are talking about YP. His question is posed within the theme of power that professionals hold and Foucault's (1977) explanation of Governmental authority. Billington (2012) considered how language is used in the way we talk about children and the way we talk to children. He explored the use of labels for children when discussing the pathologizing of children. He explains that children are often given more than one label through the practice of schools, finding that they often use a "…plethora of associated discourses and practices which circulate in the social domain" (Billington, 2012, p.22). Rather than seeing this as a descriptive process, Billington sees this as an attack on the child which can have lasting consequences as highlighted in his explanation of a child who suffered a range of consequences from his labels around learning and behaviour. Such labels can often precede a child and influence outcomes. For example, Lawrence (2011) when examining the barriers to successful re-integration found that the mainstream schools which had negative expectations of YP also had YP who were less likely to successfully reintegrate. This was especially evident when YP had a diagnosis label or illness.

It will be interesting to explore the language that the YP use to describe themselves when sharing their stories and what language they felt that the adults in their stories used too. Whether the use of language is entwined with the notion

of power in their stories and if the YP are aware of this power will be worth examining.

2.4 Chapter Summary and Research Aims

The overall aim of this chapter was to engage with the both the literature and the general information available, relating to YP's voices, school exclusion and successful reintegration. I have outlined the research I have found to be relevant to the discussion around YP's exclusion and reintegration within the school system. At the time of writing the literature review I was curious as to whether the stories of the YP I spoke to for my research would touch upon any of these themes that I found in the literature.

The research literature appears to be dominated by narratives around social exclusion, the perspectives of other stakeholders aside from the YP and their agenda of policy and practice. The focus upon YP is often considered in relation to 'within child factors' which position the YP as the agents of change in their own lives, needing some form of resilience and agency, with the focus upon types of exclusion as punishment rather than a withdrawal of their rights. There is some focus of thought within the research regarding power and effect of language used and how it is considered by professionals, parents and YP.

Although some research alludes to the value and importance of hearing YP's stories unique to their setting and context of schooling, very little research has done this to date. After engaging with the literature, I felt I was in a position to frame my research questions to provide a unique contribution to this area of research.

I believe there remains a need for research which allows YP to explain their reintegration stories in their own words. Within this research, I hoped to enable an opportunity for the YP to have their voices heard and the stories they choose to share, to be valued. I feel there is a strong need to hear directly from YP as they are acutely affected by the professionals and educational settings who exclude and choose to provide an opportunity to reintegrate them. By exploring this further in this research, I hope to enable further meaningful knowledge to be acquired by professional practitioners with an opportunity for them to be prompted

to engage in self-reflection about the experiences of the YP they have been involved with in the reintegration process.

2.5 Research Questions

After engaging with the literature review and in an effort to seek out further knowledge about the reintegration experiences of YP, I have arrived at the following research questions which I have chosen to address:

I. *How do YP who have experienced reintegration, position themselves in their narrative accounts?*
II. *How do the YP make sense of the 'success' of reintegration?*
III. *What implications for practice are identified from the key themes explored in the literature review and the YP's interviews?*

Chapter 3: Methodology and Procedures

3.1 Overview

In this chapter, I will explain my ontological and epistemological position to help clarify why I have made certain choices relating to my chosen methodology and the direction of my research. The context of my research will be shared and the reasoning for my choice of research method over other possible approaches will be clarified. As I have chosen qualitative research methods and taken a narrative inquiry approach, I will explain the term 'narrative' in the context of my research.

The procedure for my research activity will be discussed and an explanation of the interview structure that I planned to use will be provided. The ethical considerations I have reflected upon during my research will be identified as well as those around quality assurance, such as reliability and generalisability.

An explanation will be provided to share how I arrived at my decision to use thematic analysis and how I engaged with the process by following a structure shared by Braun and Clarke (2006). I will explain how I illustrated the themes of the YP's stories through my use of thematic maps and thematic networks as described by Attride-Stirling (2001). I will also explain my use of 'episodes' to maintain an overview of the YP's stories.

3.2 Epistemology and Ontology

To provide an understanding of my perspective as a researcher, I feel it will be useful to clarify my epistemological and ontological position – my view on the nature of knowledge and my perspective on reality in the context of this research. Willig (2001) suggests that ontology asks the question 'What is there to know?' and epistemology asks the question, 'How, and what can we know?'.

This is made clearer by sharing that my approach to this research was from a social constructionism perspective. Social constructionism asserts that there are no objective truths or facts to seek but multiple ways of knowing social reality. We construct our own reality, which we arrive at from our own social experiences. Social constructionism rejects the idea that knowledge can be gained by being

objective and unbiased. As such no authoritative truth is to be found or sought, instead a range of different constructions of reality are available. These constructions are reflective of individual's diverse experiences, knowledge and reality. Bruner (1986) argued, as storytellers we can construct many realities and do so with different intentions. Our understanding can come from others and through lived experiences but it does not reflect or represent objective reality.

As a writer, I have taken a feminist perspective. Feminist, in that I want to hear and amplify the marginalised voices (Haraway, 1988) of YP who have experienced exclusion. Feminist research acknowledges the influence that is held in social relationships by those able to exercise power (Ramazanoglu and Holland, 2002). I aim to acknowledge power relations (Smith, 1988) and their effect as exhibited in the everyday educational practices.

By taking a feminist standpoint, I am placing value on listening to the everyday experiences of YP who have been excluded to help answer my research questions. My feminist approach questions the institutional dynamics within educational settings and their impact upon the YP and their experiences (Smith, 2000). I am curious to hear the YP's experiences around voice. I wonder if they feel that their voice held any power to be heard and that they were genuinely listened to in their stories and whether they witnessed 'other' YP having a voice when they themselves didn't. My feminist view will impact upon the decisions I make in my approach to listening to the YP for this research as well as in how I choose to interpret the stories I hear. Bhaskar (1989) argued that research should be emancipatory in nature to help in facilitating people's voices. The transformative potential through narrative research approaches is highlighted by Gergen (1999) who suggests that through conversations we can reconstruct realities and thereby be in a position to transform problems into opportunities.

3.3 Qualitative research

Bell (2010, p.5) explains that 'quantitative researchers collect facts and study the relationship of one set of facts to another' and qualitative researchers 'are more concerned to understand individuals' perceptions of the world'. I chose qualitative

research methods as opposed to quantitative research methods because my view as a researcher and TEP is to focus upon hearing the experiences of YP in a sensitive way, to gain insight and understanding of their stories. I wanted to challenge dominant ideas about the way in which YP are viewed by professionals (Hardy and Hobbs, 2017) and enable an understanding of how the YP themselves interpret the world and their experiences within it. I was keen to hear the opinions, thoughts, ideas and reflections of the YP. I was seeking to gain a deeper and richer account of the social phenomena of school reintegration and by using qualitative research methods I felt that I could achieve this (Silverman, 2005).

My research data was obtained through an unstructured exploratory approach which was inductive (as opposed to quantitative deductive methods). This can be viewed as generating ideas rather than testing a theory towards a truth. (Bryman, 2004). As I was focusing on gaining insight and understanding of the YP and their stories my focus was not on the YP as the object of the research. Rather my focus was on understanding how they constructed knowledge, the meaning they placed upon it and the influence of power (Emerson and Frosh, 2009). I was also interested in the transformability of the YP in their stories. As such, I cannot generalise from the stories the YP have shared to other contexts nor can I make generalised claims towards any truths from their stories. I understand the benefits of generating a knowledge base towards a theory particularly for social phenomenon such as reintegration. However, I feel professionals can gain an informed understanding of reintegration through listening to YP's stories without striving towards a single identifying theory.

3.4 Research Context

During the time of producing this research, the LA where I was on placement as a TEP had asked me to specifically research the topic of successful reintegration for YP at secondary schools. The LA had experienced supporting around thirty YP in the previous year to successfully reintegrate. For the purpose of this research, 'reintegration' refers to the process of placement at a new mainstream school for a YP who has previously attended the Inclusion Centre. The YP had been placed at the Inclusion Centre following a permanent exclusion from their first secondary mainstream school. Similar to Lown's (2005) criteria for sustained

successful reintegration, the LA consider success to be approximately a year or more at the new mainstream school with no further fixed term or permanent exclusions.

In preparation for the research, I sought out information about YP who had reintegrated, from the LA staff who work as Reintegration Officers. I was directed to a list of eight YP who were considered successful as they were at their new schools for over a year. I was not directed to the remaining YP for various reasons including: they had experienced some form of recent exclusion; were at the new setting for less than a year; being kept in school 'as a favour'; being near the end of Year 11 so kept in school but would have otherwise been excluded; already engaging in alternative provision on or off site as an alternative to permanent exclusion; and having very low attendance which did not indicate a successful transition.

I proceeded to consider how I would interview these YP about their experience of successful reintegration as I applied for ethical approval from the University. I had originally intended to interview all eight YP and attempted to meet them and gain their consent. In the end, I only received final signed consent from two YP and their parents.

3.5 Choice of research method

Although the topic direction for my research was guided by the LA, I was given the freedom to decide which research method I felt was appropriate. An important part of Educational Psychology (EP) practice is being in a privileged position to advocate on behalf of YP and their views. As such, I felt it was important for me to choose a research method which would elicit YP's views in a sensitive manner whilst remaining respectful to their needs and viewpoints.

I initially considered several qualitative research methods to address my research questions. Grounded theory (GT; Glasser and Strauss, 1967) is an approach aimed at developing a theory grounded in data which is systematically gathered and analysed. It aims for theory to emerge from data, rather than data fitting in with existing theories. Unlike GT research I was not seeking to generate a theory

from my research interviewees but I was seeking to listen to their stories to further my understanding of reintegration. GT does not fit with my epistemological positioning because it suggests that theory can emerge from data. I believe that any theory arrived at through my research would be from the socially constructed interaction between myself as the researcher and the YP.

Nonetheless, when planning my research proposal, I found that I touched upon aspects of the GT approach. These aspects included not wanting to put words into the mouths of the YP and not making assumptions as to what I should include in the literature review as assumed themes from the YP's stories before they even spoke to me. As such, I was not using the methods and approach of GT but I drew upon some of its principles such as not having predetermined ideas so that I was able to remain sensitive to the YP and the research data.

I was drawn to using Interpretative Phenomenological Analysis (IPA; Smith et al, 2009) which is an interpretive approach that attempts to make sense of the world of its participants, focussing on the exploration of participants' experiences, understandings, perceptions and views. IPA is concerned with making generalisations for homogeneous groups and establishing general laws of human behaviour (Smith, Flowers and Larkin, 2009). IPA researchers tend to find a homogeneous group for whom their research question would be meaningful. Its theoretical underpinning is in phenomenology – the study of individuals lived experiences. IPA draws upon realism through its epistemology so that knowledge can be gained for 'what' and 'how' people think about their experiences. It takes an idealistic perspective of phenomenology in asking the researcher to put aside their assumptions, biases and prejudices.

Although I wanted to make sense of the world of my interviewees, I rejected IPA. I felt the theoretical lense of IPA does not appreciate the social construction of interactions between the interviewer and the interviewee. Additionally, I did not consider my research group of YP as being homogeneous to make generalisations about their behaviours. IPA would consider patterning of meaning across the whole research group as well as individually. Unlike IPA, I was not seeking to find general themes from the YP to describe them as a group but was focussing on sharing each story as a unique experience.

I also considered Discourse analysis (DA; Potter and Wetherell,1987) because it subscribes to a social constructionist paradigm and places significance on language. DA views language as performative, valuing the position of one constructed meaning over another. DA sees language as structured within social contexts and the patterns of this discourse can be analysed. In this way, DA emphasises language and the role it plays in how social reality is constructed. Although I am interested in the language used and the language that remains pertinent for the YP in my research, I decided to not use DA for my research method because it seeks to conceptualise the language used as constitutive of experience (Parker, 2013) rather than being representational. I wanted to focus on examining the language used and its possible function for the YP in a more personalised way than DA could allow as well as choosing a method in which agency could be considered.

As a TEP, I had enjoyed limited training and some practical experience of the benefits and potential of using a therapeutic approach to casework. I felt these benefits included illuminating the voice of the interviewee through careful questioning and drawing out rich and meaningful accounts for events in their stories. I did not set out to have therapeutic aims for my research or research method but I decided that I liked what the narrative approach could offer to my research in enabling the YP to feel more comfortable in the interview process and I felt narrative therapy style questions as an approach to my interviewing would help to place them at ease. I will now introduce my understanding of narrative in research and explain why I felt it would be an appropriate approach for my interviews.

3.6 Narrative

Narrative research

Narrative psychology focusses upon the stories people tell of their lives and the meaning they make from it (Bruner, 1986). The term narrative can take on different meanings depending upon the perspective taken and the purpose it serves. Narrative can be seen as both a phenomenon and a research method.

Gray (1998) attempts to clarify this by explaining that 'narrative research' involves a meaning making process with research data that has similar characteristics to stories whereas 'narrative inquiry' is seen as an approach which involves the researcher attempting to portray an intensely personal account of a human experience. With narrative inquiry, there is also the opportunity for reflection and to illuminate the voice of the researcher and that of the interviewees. Connelly and Clandinin (1990) explain that people tell stories of their lives and narrative researchers describe such lives, writing narratives of experiences. When comparing group and individual narrative, Reissman (2008) discussed seven different possible purposes of narration:

"Individuals use the narrative form to remember, argue, justify, persuade, engage, entertain, and even mislead the audience".

Reissman (2008, p.8)

Reissman explained the functions that narrative can serve particularly as a means to engaging and convincing audiences. When explaining the increasing popularity of narrative research Andrews et al (2013) describe its complexity and how researchers can go about doing it. Narrative research however, offers no overall rules to guide the researcher. Nonetheless, researchers increasingly are using this approach as a means to bringing an understanding of individuals and social change.

With the focus on stories, Andrews et al (2013) distinguished between 'event centred narrative research' focussing on the spoken account of past events through the telling of a story (Labov and Waletsky, 1997) and 'experience centred narrative research' focussing on stories in their many forms as general or imagined phenomenon of life experiences (Squire, 2013). There are overlaps between the two, such as enabling the expression of internal feelings and thoughts. However, by focussing on events, Squire (2013) suggests we neglect three narrative elements: talk that is not about the events but nevertheless important; representation itself - as stories are never the same when retold; and the interaction between the storyteller and listener in the co-construction of

stories. Squire suggests that difficulty in research, and the analysis of experience narrative, can be overcome by focussing more upon social and cultural aspects of narrative as an expression of internal cognitive and affective states. Squire acknowledges that more often however, stories are considered to be dialogically constructed rather than expressions of internal states.

Narrative Therapy

Whilst being introduced to narrative therapy as a TEP at University, I felt enlightened and engaged by the approach in seeking out meaningful accounts. Narrative therapy is a form of therapeutic counselling and community work which places value on individuals as 'experts' in their own lives with the skills and capacity to assist themselves. It aims to separate people from their problems and suggests that with support people are able to reduce the problems in their lives (Morgan, 2000). White and Epston (1990) discuss how storying lived experiences can have a potential therapeutic impact.

> *"Current narrative practices promote meaning-rich and meaning-diverse rather than meaningless accounts."*

> Speedy, (2000, p.365)

Narrative therapy was developed by Michael White and David Epston in the 1990s as a form of family therapy. They shared in their book 'Narrative means to therapeutic ends' (1990) a strategy towards helping to understand problems by 'externalising' them from the person as a means to understanding the interaction between the person and the problem. They highlighted the therapeutic potential possible through a range of therapeutic interventions, which although very concrete in nature, allowed for the creation of liberating and healing narratives (letters, poems, declarations, certificates, predictions, etc). They viewed therapy in this context as an opportunity for people to be empowered to re-story their lives.

Monk and Winslade (2006) developed narrative approaches for schools for use in interventions such as counselling and consultation. They viewed stories as shaping our lives, believing that counsellors can be most effective when they place value on the client's knowledge to help identify what can make a difference.

The mechanisms of change in narrative counselling, can take place through shifts in a story rather than shifts in any feelings. Value is placed in narrative counselling, on significant others in the lives of a person, as they can be a witness to the story of a person and how it is constructed and in turn can help it to grow. I have found their work and this approach, to be useful to refer to in my practice as a TEP to enable much more meaningful conversations where I feel I can gain a deeper understanding of the thoughts and feelings for those that I work with. This level of understanding helps me in my work to make meaningful and individualised plans for ways forward with YP, their families and the professionals around them. Within this research, I did not intend to use narrative therapy directly as I would in a therapeutic session with a YP in my role as a TEP, given the short-term nature of my relationship with the YP and my own aims of gaining data to analyse. Also by engaging in therapy I would need to seek the consent of the YP to engage in such a process of change. I wasn't seeking to do this. From the outset, I made a distinction between my role as being a researcher using narrative interviewing and that of a narrative therapist.

Narrative Inquiry

From my developing understanding of narrative therapy, I was drawn to engaging with a narrative inquiry approach for this research because I felt I would be able to respect each individual YP's story (Parker, 2005) and not feel pressured to seeking out a 'true' account. However, some have criticised the narrative approach of understanding human life as a series of stories. Vice (2003) questions the authenticity of such a narrative approach, suggesting that it is imposing an order and structure that is not necessarily there. He asserts that life is '…messier, more cracked, porous, open-ended and random' (p.106).

In using a narrative inquiry method for my research, my focus for storytelling was on the individual experiences of the YP rather than generalisations of a shared experience. I wanted to hold onto the whole story and not fragment each story. My rationale behind the storytelling was beyond storytelling as entertainment (Billington, 2006), but as a process of engaging with the YP in a manner that makes sense to them and in a form with which they can feel enabled to share their experiences. This opens up the possibilities of therapeutic and empowering

work, placing the YP in a position of agency and control (Hobbs et al, 2012). This also emphasises respect for the storytelling form allowing the YP's experiences to be shared in a way which would be meaningful to themselves and the readers of my research. By adopting a narrative inquiry approach to this research, I was able to allow the YP time and space to: explore what they thought and felt about their experiences (Billington, 2006); make meaning (Bruner, 1986); and construct their personal identities (McAdams and McLean, 2013). Holstein and Gubrium (1997) stress that social construction is not a one-way process in the interview process, pointing out that in fact, the interviewee and the researcher together develop constructs and meaning as the interview progresses. They argue that the researcher is not a 'pipeline' through which knowledge is transmitted and that the collaboration enables knowledge to be constructed through a collaborative process between the researcher and the interviewee allowing new knowledge to be shared and illuminated through the interview process.

Narrative Interviewing

In adopting the use of narrative interviewing with the YP, I felt I would be helping to provide a safe space for them to speak more readily. I wanted make a safe space where they did not feel judged and would feel secure to talk openly. I aimed to use questions typically posed in narrative therapy for my narrative interviewing. Instead of following through with the information shared by the YP and responding in a therapeutic manner and planning ways forward, I remained with the story that they shared. As such I used a narrative inquiry approach for this research, using narrative interviewing to direct the questions I would use in the interviews. With this approach, I felt I could recreate the successful experience of narrative style interviewing that I had witnessed through my training at University.

> *"Narrative inquiry is concerned with the production, interpretation and representation of storied accounts of lived experience"*
> Shacklock and Thorp (2005, p.156)

Stories help us to make sense of experiences. The reader of a story is able to connect with the past, present and future of the people they read about. Such narratives help give understanding and purpose to life (Lacher et al, 2005).

Narratives allow for continuing interpretation and re-interpretation of life experiences. Through listening to the YP's stories, I felt I would enable them to feel like their story is validated and possibly enable this through co-constructing their stories. Co-construction in narrative research refers to stories and narratives which are jointly constructed by partners about moments in their lives (Given, 2012). Through careful questioning, this approach allows interviewees to actively construct a version of events, to provide insight and reflection on what has occurred. Co-constructed narratives help the interviewer and interviewee to make sense of ambiguities in their lives and situations.

I hoped to achieve an account of the YP's voices that would sit comfortably as well as ethically with me as a professional. Billington (2012) asserts that the narrative approach is both valuable as a research tool and as a method of practice, particularly when working with vulnerable children, YP and their families. In their book, Billington and Pomerantz (2004) consider the competing dilemmas for professionals around meeting the needs of the school whilst also seeking to hear the voice of the child in the process of reducing social exclusion. They encourage professionals to involve YP as active participants rather than as passive objects to be studied, with a view to being optimistic and engaging in innovative work practices. With this in mind, my aim was to listen to YP speaking out about their own stories rather than a version that adults have decided for them.

3.7 Procedure of research activity

I feel it will be useful to the reader if I share a visual representation of the procedures that I followed in seeking and gaining the consent of the YP for my research as well as how I proceeded with conducting the research interviews. My reflections of the interview experience will also help to clarify for the reader as to how I implemented the interviews.

Table 1: procedures followed to access YP for the research interviews:

Stage	Procedure
Preparation.	I liaised with the relevant keyworkers and SENCOs which were identified by the reintegration officers. I made contact via email explaining very briefly who I was and my research intentions. I requested to arrange to see the YP and their parents at the school setting but also clarified that I was happy to meet with the keyworker first before proceeding further. I sent emails back and forth over a couple of months in order to gain access to some of the YP to interview.
Initial meetings and phone calls. Seeking consent.	I received an email from Owen's school saying that both he and his mother would be happy to meet me to discuss the research. I met Owen and his mother at his school. The Deputy Headteacher was his key worker and he offered his room for us to use. I shared the information sheet and gained Owen and his mother's consent. I received an email from the keyworker for Kain saying that he and his mother were both happy for him to take part in the research but that his mother would struggle to meet me in school and would be available to talk over the telephone. I spoke to Kain's mother through a phone call conversation and shared the content of the information sheet. I gained her verbal consent to approach Kain. I met with Kain at his school and explained the information sheet and gained his consent. He took home the consent form for his mother to also sign.
Interview One: Owen then Kain.	I proceeded to meet the YP and interview them. I listened to the recorded interviews several times making notes about my initial thoughts. I then transcribed Interview One. I checked through the transcription whilst listening to the interview again. I then noted the Episodes. I composed an I Poem from the transcription for each YP. I highlighted words and themes from the transcriptions, which I wanted to ask about further in interview two.
Interview Two: Owen then Kain. Closure.	I proceeded with interview two. In this interview, I shared the I Poem and clarified points which I had highlighted from Interview One. I confirmed consent for the publication of the interview transcripts and the I Poems in my thesis. I then transcribed Interview Two. I listened to the interview again as I checked my transcription. I then noted the Episodes.
Analysis.	I began my analysis of the transcriptions using thematic analysis.

3.8 Interview Structure

Narrative Interviewing questions

As I was relatively new to using narrative therapy skills, I felt it would be useful to use a structure for the conversation. I felt to guide my questions, it would be helpful to refer to a sheet of notes. I used a simple interview structure of narrative style prompts to support my loosely structured interviews (Appendix 4). By using the prompt sheet to guide the structure of the interview and 'hoist' my own understanding (Bruner, 2003), I was enabled to remain focussed on using narrative interviewing questions and not 'slip' into my professional role of working with casework. My intention was to use the narrative interviewing questions to help elicit the YP's stories in a more authentic manner than perhaps semi structured interviewing would have allowed. For example, in Owen's first interview, I asked 'How did you feel about that?' (I1, line 75) and 'So who else knows this about you?' (I1, line 133). By asking such types of questions, White and Epston (1990) suggest that the responses can help thicken a story, enabling an opportunity for more depth and it can also help to build up information relating to how the client makes meaning from events. White (1995) refers to this as the landscape of meaning and suggests typical questions to stimulate this kind of story development requiring the expression of 'curiosity' by the interviewer. For example, in Kain's Interview's I asked questions drawn from a curious stance such as: 'How do you think they would describe you while you were there?' (I1, line 117); 'How do you think that makes her feel? (I1, line 225); 'Why is it important to you?' (I1, line 241); and 'Do you think the time at the Inclusion Centre helped you?' (I2, line 55). This approach to questioning sits well with my social constructionist view that 'there is no one true account of life' (Winslade and Monk, 2006, p.38). To portray my 'passionate curiosity' as well as a position of 'deliberate ignorance' (Hoffman, 1992) I aimed to use sensitively worded questions with the YP and hoped that this would communicate to them that I do not know their world but I am curious to find out more about it.

By having a loosely structured interview frame as opposed to a structured interview schedule, I was able to encourage the YP to expand on certain aspects of their story. By doing so I adopted an unstructured exploratory approach.

"The curious and exploratory nature of the narrative approach provides individuals with whom EPs work with a potentially novel, critical and reflective context and thereby begins to develop an openness that enables new perspectives to emerge."

Hobbs et al (2012, p. 44)

Story Mountain

The second aid I used was a timeline map which was in the form of a story mountain visual (Appendix 5). In the Information Sheet (Appendix 1) that I shared with the YP, I originally had referred to possibly using a timeline map as a tool to facilitate the storytelling. The form this took in my research was as a story mountain. Story mountain tools are a well-used method for facilitating storytelling and typically used as aids for Literacy teaching in classrooms (Corbett, 2007). Such methods are used typically in Literacy lessons in schools to help encourage creative writing skills through visual engagement. Corbett (2008) introduced the idea of 'Talk for Writing' developing a multisensory approach to storytelling with the premise that talk is a prerequisite for writing. His approach included the idea that children could draw a concrete visual map of a story to aid verbally rehearsing the story before eventually being asked to write it down. I have used the story mountain tool myself in my previous role as a teacher to aid storytelling and story writing, so I felt confident in its use for my research. I would not be asking the YP to write down their stories after drawing the map, but to verbally share their stories. New and innovative ways of gathering data and beginning the interviewer and interviewee relationship, have become increasingly popular in social science research. Some researchers have used diaries (Monrouxe, 2009) and some have used photography (Shohel, 2012). Graphic elicitation with YP in mind allows a more child directed approach (Driessnack, 2006) and in a timeline form, it can be a quick and easy way of showing change happening in a story. It can also help to provide a physical focus.

There is a risk with tools such as story mountains, particularly for YP who are used to drawing them in schools, to want to add too much detail and focus on the task of creating it, rather than remaining focussed upon what it is used for. To address this, I intended to explain at the beginning of the session to the YP, that

we would not be drawing pictures or colouring in the story mountain (often YP are allowed to do this in school) and would be using it only as a prompt to refer to when storytelling in the interview.

The benefit of such graphic elicitation in an interview context is that it can help to overcome silence, facilitate active engagement and help to elicit information that may otherwise remain unknown. Having use of the story mountain also can allow the YP to have time to think about their story before they shared it more fully with me (Gauntlett, 2007). It is an enabling method that encourages reflexivity through creativity. In seeking out these aims, I felt justified in using a story mountain as a creative form of research practice and in this context, I believed it was an 'appropriate and relevant' choice (Chamberlain, 2011, p.164). I hoped that the story mountain would encourage reflection which would go beyond the responses I may have found through following a structured interview process.

> *"The introduction of a simple visual task within the context of an interview may be very helpful for elicitation purposes. Focusing on the visual level allows people to go beyond a verbal mode of thinking, and this may help include wider dimensions which one would perhaps neglect otherwise".*
> Bagnoli (2009, p.565)

By beginning my relationship with the YP through a creative task (Bagnoli, 2009) such as a story mountain, I hoped to gain a holistic view of the YP's experience during which reflexivity could be encouraged. Bagnoli (2009) reflected upon the use of graphic elicitation and creative arts based methods, including timeline maps. She found timelines to be a useful method of enabling YP to reflect upon their past, present and future as well as enabling biographical data about time to be elicited during an interview. She did note that compared to other creative methods she had explored (relational maps and self-portraits), timelines were not always successful, particularly with YP with 'mental disabilities' as they struggled to relate to understanding time as a concept in relation to the task of creating a timeline.

I first checked with each YP that they understood what a story mountain was before proceeding to refer to it in the interview context, as I did not want to overwhelm them with a concept which they may have been unsure of. I intended in the pilot with Owen, to gauge his response and adapt my plan for using this tool accordingly. Fortunately, both YP said they were familiar with the tool as soon as I showed a version to them.

Both YP drew and annotated their own story mountains then referred to their own version in their storytelling process. This structure helped to scaffold their storytelling in a sequential order. Although providing a story mountain to structure the stories may appear to conflict with the assumption that creativity is implicit in storytelling, I felt the structure might allow the YP to focus on the retelling of significant information rather than organising it at the same time (Daniel, 2007). Had I not used a structure for the interviews, perhaps the stories told would have been non-sequential and 'messier' (Vice, 2003) to understand, organise and analyse.

I Poem

To help structure Interview Two and to also create a written document which the YP could keep from the research experience as a form of closure, I intended to present to each YP their I Poem (Gilligan et al, 2003; Edwards and Weller, 2012) which I had created following the transcription of Interview One. I Poems are built on the work of Carol Gilligan (Gilligan et al, 2003) whose work is linked to the raising of women's voices. Gilligan devised a feminist qualitative research method termed the 'Listening Guide'. I Poems are a feature of the Listening Guide. The Listening Guide encourages 'attending to voice and the interplay of voices within an interview transcript or a text' (Gilligan and Josselson, 2015, p. 69). Gilligan suggests an approach to analysing interview data within the Listening Guide, which encourages different ways of listening to interviews. Koelsch et al (2015) suggest I Poems can help provide meaningful value in helping people to hear and understand the voices of individuals as well as helping the reader to emotionally engage.

I Poems when created as a method of interview analysis, are part of 'a process that traces how participants represent themselves in interviews through attention

to first person statements' (Edwards and Weller, 2012, p.203). Listening to how the interviewee talks about themselves, helps the interviewer to make the shift from being a listener to becoming an interpreter. The method of using I Poems is often associated with providing attention to the voice of individuals helping to bring their voice to the forefront and this sits well with my feminist approach in this research. However, by creating an I Poem, I cannot access an inner voice or sets of voices that the YP may have when thinking about their stories and they remain a construction that I have made of the YP's social reality.

Balan (2005) created I Poems from the transcripts of five professional women after interviewing them about workplace transition. She found it to be a highly subjective process as she added further words to help maintain context and provide the reader with meaning. In some instances, she chose to omit detail for confidentiality and on other occasions she added her own words to provide continuity and flow. By using 'I' and one associated verb as Gilligan et al (2003) suggest, Balan (2005) found it necessary to add to the poems to help provide meaning. To address this issue, I aimed to use more fuller statements which the YP shared when creating the I Poems from their transcripts so that I would not be inclined to add any of my own commentary.

To create the I Poems for Owen and Kain, I searched the transcript from Interview One and highlighted every sentence that the YP spoke which began with 'I'. The original concept of creating an I Poem (Gilligan et al, 2003) suggests that the author should keep the poem sparse by only highlighting each use of the first person 'I' and associated verb. However, I chose to adapt this idea to suit my own interest in using the I Poems as meaningfully as possible, for both my research and for the YP to keep as closure to our research relationship. Instead of adding commentary as Balan (2005) resorted to, I chose to use the first person 'I' and the fuller associated statement or sentence of the YP, so that the essence of the story would be maintained. Zambo and Zambo (2013) also included detailed 'I' phrases and statements in six I Poems which they developed from the research proposals of educational doctorate students. They chose to work together with the interviewees to underline each first person 'I' sentence. In collaboration with the interviewees, they also chose to include any salient quotes of importance even if the word 'I' was not used. Similarly, during Interview Two with Owen, I

collaborated with him to add to his poem by including a section about his family through quotes which did not start with 'I'.

I have highlighted the transcriptions for Interview One with both YP in Appendix 6 and 12, to help the reader identify how I extracted the first person text in order to make the I Poem. After Owen shared his story in Interview One I then continued in the interview to seek clarification for parts of his story. It is worth noting here, that in the case of Owen, I inserted some of the clarification 'I' statements to fit with the order of his main story. As I had used the word 'clarification' with Owen I have used this term in his I Poem. This also helps the reader to understand why the I Poem does not directly translate into the order of the full interview transcript. Also, Owen chose to edit his I Poem, hence some of the transcript sentences have been omitted from the version shared in this thesis. Some of the sentences omitted relate to specific details about people and incidents he originally shared and some were about his behaviour and feelings, which he felt at the time that he didn't want me to share in his I Poem. Likewise, Kain also asked me to omit some details from his final I Poem which related to incidents and other people.

The I Poem helps to provide a summary of Interview One by tracing through the story with first person statements that were spoken. The I Poem helps to give a sense of continuity and change over time in the stories as well as giving insight into the sense of self through how the YP talked about themselves. In creating the I Poems there is a risk that the YP may not recognise their story spoken in the way that they originally shared with me. Rearranging the text that they had originally spoken, may make them feel that I am misrepresenting who they are and their stories. To counter any such feelings, I felt it would be important to be able to show the YP how the I Poems were constructed by providing access to my notes and highlighted transcripts as well as giving the YP the choice to edit or delete the text from the research. Although first person statements are extracted from the whole story, by looking at part of the interview data in this way, the I Poems can provide an interesting poetic yet evocative account of a story in summative form.

"We have moments of illumination. Things 'come together'. The problem is that we could be wrong. We do this by differentially weighting information, and by looking at part of the data, not all of them".

Miles and Huberman (1994, p.253-4)

Poetry as a means of sharing research data, is gaining more value as a legitimate and valuable method of qualitative research which be interpreted as an artful and interesting way to illuminate and document the voice of marginalised people (Brearley, 2002, Liamputtong, 2007). Richardson (2002) sees the use of poetry through research, as a means of going beyond the typical conventions of social science research to illuminate the voice of the researched in a creative manner.

3.9 Reflections on the research activity

Whilst I was seeking out participants to become interviewees by contacting keyworkers for the YP at their schools, I heard from the keyworker for my first participant Owen. I decided to see Owen and use the first interview with him as a pilot study. My aim for the pilot was to practise my narrative interviewing techniques, evaluate the use of the story mountain aid and my narrative therapy based questions, as well as to test the use of the audio recording equipment. I felt that the outcome of this pilot would highlight if I was effective in gaining a YP's story and in listening to a story that would benefit not only the YP sharing but those who would hear it too.

The real world of research is very complicated and I discovered that it was very difficult to meet YP as interviewees when having to go through educational institutes as gatekeepers. Some of the YP were considered to not be successful re-integrators by their school for various reasons. These reasons included the YP still being at high risk of exclusion, having a diagnosed special educational need of Autism Spectrum Disorder, being considered too vulnerable and the gatekeeper feeling it was in the YP's best interest to not raise their past history with them now that they were on a successful path. In one unsuccessful scenario, a YP gave their consent and I met with her to share the information sheet. This YP did not want to talk about the research with her parents. As I pondered the ethical ramifications of not having her parents' consent and the school suggesting

that she may 'forge' her parents signature, I was contacted by the school. They had discussed this context further with the YP and she had decided to pull out of the research, rather than talk about it with her parents.

As time proceeded, I discovered at the time of the first interview with Owen that I had three possible YP to interview. After meeting with my supervisor to discuss the first interview, she suggested that I used the second interview with Owen and any future participants to clarify points which I hadn't pursued in the first interview and be aware that this may be my only participant in my research. I learnt from the first encounter that I spoke far too much. I had verbally described the information sheet and once Owen and his mother agreed I then proceeded to go through the paper version of the information sheet. This seemed to be a very long time and I made a decision to not do this for my first meeting with Kain. This turned out to be a little different. Kain's mother gave verbal consent through our telephone conversation and then provided her signed consent via Kain. When I met with Kain, I talked through the information sheet once and sought his consent straight after. He then took the sheet home for his mother to sign and return to me at our next meeting.

I felt the quality of the first pilot interview delivery was acceptable and the storytelling by Owen contained valuable information which confirmed to me that I should continue with this approach for Kain's interview. Although the interview with Owen was initially approached as a pilot, I decided to keep his information as part of the main research. I had initially explained to Owen that given his interview was the first one for my research, I would be practising my skills within his interview. At the second interview, I clarified with Owen that his interview would be used in the research and checked that he was okay with this and wanted to proceed with the second interview knowing that his interview would be fully represented in my research. In the end, I had gained two storytelling interviews with each YP resulting in four sets of transcripts.

During the first interview, I met with the YP individually to draw story mountains to account for their schooling history around reintegration to a mainstream school following their time at the Inclusion Centre. The story mountains helped to facilitate the storytelling session. Through the interviewing process I wanted to

build empathy and trust between the YP and myself as a researcher so that I could gain open disclosure of information, thoughts and feelings from the YP. I wanted to embrace and accept their story and consciously did not double check facts or inconsistencies to maintain a safe space for the YP. I recorded the storytelling and then transcribed the conversation. Each YP was given a mpseudonym name to protect their identity and to help share their stories in an anonymous manner.

I envisaged the interview as an illuminating experience where the YP would be able to share a rich and meaningful account. However, I found that my focus in the first interviews was more on developing agency for the YP to enable them to retell a version of their stories that reflected their lived experiences. These accounts were rich in detail but not necessarily of 'thick descriptions' which would be built upon the telling and retelling of versions of the same life story, which a narrative therapist would often seek out. White and Epston (1990) explain 'thicker stories' as being when a therapist is encouraging a person to develop a sense of agency by sharing multi-faceted aspects to their story. This agency is not through revealing an authentic identity or truth but through the opportunity to share the stories that contribute to their identities.

Following the first interviews and their transcription, I produced I Poems to share and edit with the YP in their second interview. I felt the I Poems would support my ethical concerns around helping the YP to have something to take away from this research experience and still be based upon their own words and choices. I had originally considered allowing the YP a choice of either producing I Poems or writing letters to themselves (White and Epston, 1990). However, through the research process I became aware that both YP had weak literacy skills. I did not want to place them under pressure to produce written content to close the research relationship. Often YP who are excluded from school struggle with their learning. Analysis by the LA indicated that many of the secondary children at the Inclusion Centre had difficulties with language and communication. Such difficulties can often be misinterpreted as defiance and behaviour problems (Snow and Powell, 2008).

I believed the I Poems would provide a succinct account which would be highly meaningful to the YP given that they were written as first person statements. I also felt I would be able to gather from the YP's feedback, whether I had represented the YP's stories in a meaningful way, without them having to read through the full transcripts. I felt it was important for the YP to reflect on what they had shared and be given the opportunity to edit, remove or add any detail to their stories that they wished. I felt this transparency in my research would address my ethical purpose being sensitive to the YP as research participants and also to strengthen my credibility as a trustworthy researcher for the YP (Reismann, 2008). I felt pleased with Owen's comments about his I Poem and this confirmed to me that I had not 'lost' the essence of his story by presenting a summative poem of first person statements. He said "yeah it's just a short version of my story but it covers everything" (I2, line 181). Kain was not so expressive about his thoughts on the I Poem but he appeared to be okay with the version that I presented and read to him, saying "It's alright" (I2, line 12) when I suggested he could change or add to it. For Owen, the final part of the I Poem was generated in the session as he wanted to have something about his family included as part of his story. I went through the transcript with Owen to do this but checked again after the session to ensure I had not missed any other parts of the transcript that would fit with the I Poem. Although the I Poem is about Owen's identity, he had created a world in his story in which his family is significant. I felt I had to respect his wish to include his family, as it was his I Poem about his experiences.

I then moved on to highlighting words and themes from the first interview which I wanted to clarify and ask further about in the second interview. For Kain's second interview there was less time than I had planned to sit and talk with him. The school had forgotten to book a room and as we waited for this to be arranged I was conscious that Kain did not want to miss his following lesson as it was a revision class. Through the second interview opportunity I sought to scaffold 'thicker descriptions' (White & Epston, 1990) to clarify and make richer the accounts that the YP had shared. I acknowledge that these themes to clarify and co-construct were chosen by myself as the researcher and not jointly negotiated with the YP. I also used the session to clarify the final I Poem and again allow an

opportunity for the YP to edit, omit or reconstruct. Both YP asked for a few words to be removed, which I agreed to do.

During the research interviews, I felt that my intention was to co-construct but given the power I held to choose the questions and direction of the interviewing, I was probably more engaged in facilitating the storytelling to occur. In the second interviews where I was seeking clarification on themes from the first interview, I found I was more able to co-construct with the YP as I had originally intended for the research. I was actively trying to ensure we both engaged in a process of gaining a shared knowledge and understanding of aspects of the stories they had shared. As I had taken a narrative approach to the interviewing, I felt it was important for me to co-construct the stories as much as possible to stay close to the theoretical premise of narrative research.

3.10 Ethical considerations and power dynamics

My research proposal was reviewed by the University of Sheffield's Research ethics procedures and was authorised before I was able to commence with the research. The YP and their parents were required to sign a consent form to confirm that they understood the information sheet and would like to proceed as being a participant in the research. The British Psychological Society (BPS) Code of Ethics and Conduct (2009) were also followed at all times through the research process.

In contrast to Smith's (2005) assertion that research ethics are followed to meet institutional and professional regulations rather than considering the needs and views of vulnerable communities, I was particularly concerned about ensuring I followed a set of moral and ethical considerations which focussed on being sensitive to the vulnerabilities of the YP (Dickson-Swift et al, 2005). Throughout my research activities and interactions with the YP I felt a strong responsibility to ensure that I remained ethically informed by adhering to my information sheet, plan of action and ethical proposal.

When planning this research, I was aware that my questions could possibly stir up negative emotions and memories for the YP. I further developed my ethical

considerations to factor this into my research proposal. I spent some time with the YP in the first session explaining that they may become distressed from recalling a not so happy time in their life. I shared what they could do if this happened to them during the interviewing and checked if this was acceptable for them. This included speaking afterwards to their key person in school as well as being made aware that they did not have to answer questions and could stop the interview if they felt the need. I ensured their key person in school understood this too.

I hoped that I was able to be sensitive (Liamputtong, 2007) to the vulnerability of the YP and their stories and maintained the ethical standards that I had originally suggested in my proposal to protect the YP I interviewed. These ethical standards including maintaining the YP's confidentiality, sharing their right to withdrawal, considering the distress my questions may cause for them, and allowing them the opportunity to reflect on whether they were happy or not with the information I intended to represent them with. By going back to share and agree the final version of the I Poems I was providing a form of feedback to the YP which Liamputtong, 2007 suggests is one way of showing respect to the participants of research.

At each of the meetings with the YP I shared their rights to withdrawal. I felt the University guidelines enabled me to frame these ethical concerns in a methodical process. I hoped the storytelling opportunity would be beneficial to the YP. At the end of each interview session, I debriefed the YP to check that they were not distressed and knew who to go to should they later feel the need to talk to someone about their change in thoughts and/or feelings. As Flaskerud and Winslow (1998) argued, 'findings of studies of vulnerable groups should be directed first towards benefiting the group to be served'.

I endeavoured to readdress the power imbalance between myself as the researcher and the YP as interviewees by remaining transparent about the research process by sharing the information sheet and being truthful about my aims as a researcher. As Hyden (2008) explains, the relationship between a teller and a listener is a power relationship which is particularly distinct when sensitive topics such as exclusion are involved. By seeking clarification from the YP in the

second interviews, I felt that I was seeking to acknowledge and address the imbalance of the power relationship.

When considering shared experiences through storytelling, it is important for the researcher to acknowledge their own influence of being the listener and interviewer and consider this in relation to the storyteller. The storyteller's in this case are the YP and they will have had their stories influenced and shaped through their shared encounter with me as the listener and interviewer during the storytelling process (Gergen, 1985). I understood the power of my role within the storytelling (Haraway, 1988) and the information that is shared by the YP. I felt that it was important to enable the YP to construct their stories and be happy with a final version that they felt reflected their understanding of their own story which they shared at the time. Given that I directed the storytelling to have a typical sequence, I have since wondered how the outcomes of the storytelling may have been different had I asked different questions or indeed not even used a story mountain to guide the YP's storytelling. Riessman (2008) refers to this as infiltration and shares:

> *"Through our presence, and by listening and questioning in particular ways, we critically shape the stories participants choose to tell".*

Reissman (2008, p.50)

White and Epston (1990) explain that through this process some stories become dominant others are ignored. As a researcher, I maintained the control and direction of the storytelling and will have chosen what remains pertinent or not in the YPs storytelling accounts. I hoped that the collaborative and respectful approach of my research will have minimised the power imbalance during the research process and that the final I Poem versions that the YP were happy with will in some way address this imbalance of power.

3.11 Quality in research

Whittemore et al (2001) attempt to synthesise the differing viewpoints upon the topic of quality in research by distinguishing between primary criteria that could be applicable to all research (credibility, authenticity, criticality, integrity) and

secondary criteria which would enhance the quality of research (explicitness, vividness, creativity, thoroughness, congruence, sensitivity). They explain that research from differing methodologies and philosophical assumptions would weigh the secondary criteria differently. They view this as a way to addressing the challenges of attempting to incorporate reliability, rigour and subjectivity into qualitative research practices. All these terms can be valued differently, however from my narrative research approach, I feel the secondary criteria terms are words which are pertinent to the method I have chosen, particularly explicitness and sensitivity.

Firestone (1993) argues that although case to population generalisations are difficult to achieve, other forms of generalisation such as analytical generalisations and case to case transfer, are actually achievable in qualitative research. Diefenbach (2009) explored methodological complexities when using interview methods as part of the research process. He highlighted the typical criticisms of subjectivity, generalisations and biases from a variety of sources, though explained that these are facts to be accepted within social science. He goes on to criticise qualitative researchers for not engaging with 'rational critique' and urges them to be more critical of their far-reaching assumptions. Narrative research generally does not seek to make far reaching assumptions but places emphasis on the uniqueness of individual stories. The focus remains for my narrative research upon the appreciation of the YP and their past, present and future potential for continuing to remain successfully in school.

Merriam (1995) explains that social science research which explores the lives of individuals would find the very notion of reliability in relation to these individual lives as problematic, given the differing philosophical assumptions of qualitative and quantitative researchers. Merriam explores more suitable terminology for social science research, exploring the merits of terms such as rigour and trustworthiness as more appropriate alternatives to reliability. These terms would be the qualitative researcher's way of persuading the reader that procedures have been followed and I felt some pressure to identify terminology that would indicate my sincerity and trustworthiness as a researcher.

Roberts et al (2006) highlighted trustworthiness as an adequate replacement for reliability in qualitative research, advocating for a greater focus upon an attitude towards achieving rigour rather than following a set of procedures to claim reliability. Robert's et al do assume that researchers would be seeking methods to reduce error in the pursuit of truth. In my research although I was not actively avoiding error, I was seeking consistency between my own approach towards the two YP and how I managed their interview sessions. I used the same visual tools to facilitate storytelling and similar narrative questions and structures to the interviews.

Morse et al (2008) argue that a term such as trustworthiness would not be applicable to all forms of research, whereas the term reliability can actually be applied across all research. They believe rather than seeking alternative terms and identifying differences in qualitative and quantitative research worlds, qualitative researchers should reclaim the term and refocus on achieving reliability in their work. For my research purposes, I have been seeking to be trustworthy through sharing my research journey in a transparent manner and have avoided reliability as a phrase given the historical connotations and pressures it places the researcher under.

Reissman (2008) does not see guidelines and criteria for ensuring reliability or validity as appropriate for evaluating narrative research. She does suggest that trustworthiness is a better phrase to use and explains that within the narrative research context, two levels of validity are important, the story told by the interviewee and the analysis or story told by the researcher. Narrative research values reflexivity by the researcher as well as the interviewee. Narrative theorists explain interviews as being narrative constructions which are highly subjective (Reissman, 2008) and because of this subjectivity value is placed on engaging reflexively, as a researcher.

Reflexivity is an important aspect of qualitative research which promotes 'authenticity' and 'honesty' by the researcher (Tracy, 2010, p.842). Tracy suggests that reflexivity is enabled through the sharing of reactions as the researcher proceeds along their journey. By being reflexive, I have shared my

motivations for this research and my reflections throughout the research process. I have 'weaved' my reflexive thoughts throughout this research to help assist the reader's understanding of the cultural context of my research (Krizek, 2003). This reflexivity is consistent with a feminist approach to research. Feminists such as Haraway (1988) suggest that by reflecting on values and social position, the researcher minimises biased outcomes. Haraway places significance on the researcher's own identity and sees this as influential in shaping their research work, suggesting a need for reflexivity.

Bruner (2004) suggests stories are seen as interpretation and reinterpretation of experiences and not as records of events. As such there is no need to triangulate or evidence the content of the story heard. The validity lies in the coherence of the stories (Reissman, 2008). The validity of my analysis of the transcripts lies in the transparency of my research and the plausibility of my interpretations of the participant's stories (Smith and Sparkes, 2006).

In order to achieve this type of 'validity' I need to be aware of my own subjective values and biases as a researcher, so I have aimed to be sincere in my research by sharing my journey and reflections with the reader, as well as acknowledging my own influence in the research. I hope this transparency and reflexivity will increase the trustworthiness of both myself as a researcher and the research that I present. Through keeping a research diary and engaging in meaningful discussions with my work and research supervisors, I was able to be ensure that I placed time and value upon the reflective process.

3.12 Stages of thinking for the analysis

Although I was confident I wanted to use a narrative approach for my interviews with the YP, at the analysis stage I was not so certain about using narrative analysis as a method of analysis by itself. Narrative is a rich research approach but unlike many qualitative frameworks, narrative research and narrative analysis has no single approach or clear account of how to analyse data (Squire, 2013). There are lots of different methods of analysis which can be used with the

transcribed data from interviews and stories. McCormack (2000) and Chase (2007) refer to this range of possibilities as multiple lenses through which a story can unfold, indicating whichever method of analysis is adopted something new or different will be found. With this in mind I explored narrative analysis before deciding that I would make use of the clear structure that thematic analysis provides.

I initially considered using the guidance from Emerson and Frosh (2009) in their book Critical Narrative Analysis in Psychology. Their focus for analysis fitted with my practice as a TEP in that I valued the underlying elements of conversations, such as how something was said and the manner in which it was shared. Similar to thematic analysis their process includes: transcription, rereading of the transcription, identifying themes or episodes, colour coding through categorising and commenting on narrative segments as chunks of data. However, I found the concepts they shared as examples of narrative analysis to be removed from my own aims for analysis and answering my research questions. For example, 'how the text was said' (Emerson and Frosh, 2009, p.59) by the YP would help privilege their own meaning making but I felt it would not help to answer my research questions as directly. Nor did I feel that textual analysis (Gee, 1991) paying attention to aspects such as 'pitch glide' and to the way the text was actually said would help to answer my research questions.

I further explored the guidance Andrews et al (2013) shared in their book 'Doing Narrative Research'. I was drawn to the concepts of big stories and small stories (Georgakopoulou, 2006). Big story analysis focuses upon the biographical story to analyse identity. Small stories focus upon how narrative is performed. I felt my analysis of the interviews should not pre-empt or assume a focus upon and towards the identity of the YP through analysis so I dismissed the concept of exploring big stories. I also did not feel the focus on small stories through attuning to narrative performance would help me to be explicit in addressing my research questions.

Although I valued the assertions made by narrative analysis and I have made use of its theoretical underpinnings to create I Poems to help access meaning the YP shared in relation to self and help to give a holistic account of their stories, I

nonetheless felt that thematic analysis would be more appropriate when interpreting the full interviews. I felt in order to answer my two main research questions, I would need to focus more on the content and themes that arose from the stories of the individual YP. This process would also help me to re-story the YP's stories. By taking a thematic analysis approach to the YP's stories I felt I could focus on the creation of meaning for the YP. As thematic analysis is broadly data led, I felt it would be helpful in identifying key themes from the interviews to allow interpretive meaning. Thematic analysis is flexible in that it allows data to be analysed under different qualitative frameworks, including narrative. Several researchers have used thematic analysis to interpret narrative interviews (Patterson et al, 2012; Ellis et al, 2015; Tassinari and Nencini, 2015) viewing this mixed methodology approach as a creative way of understanding the uniqueness of individual stories.

3.13 Thematic Analysis

Thematic analysis goes beyond just identifying observable material, but identifies more implicit themes and thematic structures (Merton, 1975). I preferred thematic analysis to other qualitative analysis methods because of its theoretical flexibility as well as the systematic structure for data analysis. Thematic analysis allows for the identifying, analysing and reporting of patterns and themes found in data (Braun and Clarke, 2006). Chase (2007) suggests, there are multiple ways to see a story. I decided to follow the guidance for thematic analysis provided by Braun and Clarke (2006) as it has a loose structure capturing themes. A theme is described as:

> *"capturing something important about the data in relation to the research question and represents some type of patterned response or meaning within the data set"*

> (Braun and Clarke, 2006, p. 82).

By using a thematic analysis approach, I chose to place emphasis on what is said (content of the transcript text) rather than how it is said (structural or discourse analysis). For the process of arriving at themes, by using Braun and Clarke (2006)

I was able to be systematic in the process of generating codes as well as in seeking main themes and sub themes from my data. The second step of the process which requires the generating of codes, helped me to bring concepts into focus which 'otherwise may remain diffuse in the narrative structure of the data' (Patterson et al, 2012, p.136). Through the process, I became aware that my own interpretation of the YPs experiences was by considering if they were positive or negative. My approach appears to link the meaning that the experiences would have on their emotional wellbeing. I assume my own experiences and work as a TEP had influenced me to form this type of interpretation. When I arrived at the stage of trying to represent the themes in a detailed illustrative map I reconsidered my understanding of thematic analysis by looking at the work of Attride-Stirling (2001). She suggests that analysis can be illustrated through 'thematic networks'.

"Applying thematic networks is simply a way of organizing a thematic analysis of qualitative data. Thematic analyses seek to unearth the themes salient in a text at different levels, and thematic networks aim to facilitate the structuring and depiction of these themes".

(Attride-Stirling, 2001, p.387)

Attride-Stirling (2001) goes beyond the use of main themes and subthemes that Braun and Clarke (2006) suggest. She draws upon the idea of thematic maps and suggests 'thematic network maps' as a tool for qualitative analysis which allows thematic analysis to be usefully illustrated through web like illustrations (networks).

"Applying thematic networks is simply a way of organizing a thematic analysis of qualitative data. Thematic analyses seek to unearth the themes salient in a text at different levels, and thematic networks aim to facilitate the structuring and depiction of these themes".

Attride-Stirling (2001, p.387)

The networks identified in the thematic network map portray 'global themes', 'organising themes' and 'basic themes'.

- Global themes are super-ordinate themes that group organising themes together. They are macro themes which help to make sense of the lower-order themes extracted from the data.

- Organising themes are middle-order and help to organise the basic themes. They are the principles upon which the super-ordinate claims are based. They summarise a group of basic themes enabling them to be more abstract and revealing in relation to the data text. A group of organising themes constitute a global theme.

- Basic themes are lower-order themes from the data and indicate the significance of the super-ordinate themes. Together the basic themes represent an organising theme.

Although the models of Braun and Clarke (2006) and Attride-Stirling (2001) are very similar, I felt I wanted a model which provided more clarity for how I engaged with the themes. As such I felt the Attride-Stirling (2001) model of thematic analysis was more helpful for me to use. By using this approach to illustrate my own thematic network maps (Appendix 10 for Owen and Appendix 16 for Kain) I was able to organise the varying levels of themes generated. The process also helped me to remain clear and explicit as a researcher about my procedure of going from data to interpretation.

Table 2: the processes of thematic analysis described by Braun & Clarke (2006) and how I engaged with these processes:

The process of thematic analysis	The description of the linked processes which I followed through analysis for both Owen and Kain
1. Familiarising yourself with the data	Transcribing interviews, reading the transcripts, re-reading the transcripts, noting down my initial ideas. I then read through the I poems I had generated from Interview One, to get a feel for possible codes and themes. I had a tutorial discussing some of the codes and what functions they may serve. I read a little more on thematic analysis and listened to the interviews again.
2. Generating initial codes	I approached the data inductively to ensure my analysis would be data driven. I highlighted interesting chunks of sentences that I felt served as a function of explaining something meaningful about the YPs story for them and myself. From the highlighted data, I systematically coded both sets of interviews.
3. Searching for themes	I typed the codes into a table colour coded for each interview and (Appendix 8 and 14) stating the code, the extract from the data and the line number from the original transcription. I wrote the codes into potential themes on a large piece of paper, gathering all relevant data to each potential theme. I sorted the themes that were similar into groups, for example family was a theme. I made a simple thematic map (Appendix 9 and 15) to help organise my thoughts about the themes and the codes that I used to create them.
4. Reviewing themes	From these themes, I found main themes such as relationships to include sub themes such as family and friends. I checked if the themes worked in relation to the coded extracts and the entire data set. I annotated the thematic map to show these themes.
5. Defining and naming themes	I returned to my research questions and considered the annotated thematic map. I refined the specifics of each theme, seeking clear names for them whilst considering what they captured. Through this process, I referred to the work of Attride-Stirling (2001) and generated network thematic maps (Appendix 10 and 16) which also helped organise my analysis. I annotated my hand drawn network maps with transcript line numbers to help me to confirm the identified themes linked to the transcripts, the episodes, the I Poems and the codes. Appendix 11 and 17 show examples of how I arrived at the varying levels of themes, having annotated the network maps.
6. Producing the report	In 4.6 of this section I share the findings of my final stage of analysis organised by the structure of the network maps. I provide examples of interesting extracts linking them back to my analysis as well as to my research questions and literature review.

I had originally intended to share my identified themes from Interview One with the YP at the beginning of Interview Two Interview and also use them as a basis for the I Poems. However, I had not realised the amount of time this takes to do nor was I fully aware of the vast amount of information this would provide. In considering the themes and how I would share them with my first interviewee, I was concerned at unnecessarily burdening Owen with a detailed level of analysis that could be difficult for him to interpret and also could be perceived by him as

oppressive and overwhelming. Although I originally wanted to negotiate these themes and their names with the YP, because of my concerns, I made the decision during the research process not too.

After transcribing the interviews, to gain a simple overview of the stories shared without having to read through all the transcript each time, I applied the approach of Jovchelovitch et al (2000) who refer to the chronological dimension of storytelling narratives as a sequence of 'episodes'. Labov and Waletsky (1997) would highlight these aspects as 'events' rather than episode. Squire (2013) considers it more useful to understand narratives as sets of 'experiences', to avoid the risk of not valuing or recognising all aspects within the storytelling encounter. I chose to use the term episodes as I felt that when they are listed, they can allow for the interpretation of how the interview time was used by the YP as the storytellers. I have shared the episodes in the YP's stories to help provide an overview of their narrative and preserve the integrity of their narrative accounts.

I decided for the second interviews to not only shared the I Poem but also have the transcripts, episodes, my coding work, thematic map and notes to hand in case the conversation veered towards the YP wanting clarification as to how I arrived at the final I Poem. I felt that having a copy of the I Poems for the YP to keep for themselves would be a positive way to end the research relationship between myself and the YP. It would also be an accessible way for the YP to hold onto the experience of sharing their stories rather than having to read their story through a lengthy thesis or transcription.

3.14 Chapter summary

To summarise, I adopted a social constructionist approach to my research asserting a feminist viewpoint to seek a better understanding of the experiences of YP who I interviewed. A qualitative research method of narrative inquiry was used to facilitate an authentic account being gained through storytelling. I planned for story mountains to be produced with the YP to scaffold and structure their storytelling sessions. A simple narrative interviewing prompt sheet was made to guide me to use questions typically used in narrative therapy, during the

storytelling process. I Poems were created from the first interview and used in the second interview to clarify and expand upon aspects that were originally shared. The decision to use thematic analysis was explained. The process of how I engaged with this method of analysis was shared along with my reflections of this experience as a researcher. At all times, I adhered to the University of Sheffield and BPS ethical guidance. Throughout the research process I strived to be sensitive to the YP's stories and as a researcher to be credible and trustworthy.

Chapter Four: Interpretation and Discussion

Research Question 1: How do YP who have experienced reintegration, position themselves in their narrative accounts?

Research Question 2: How do the YP make sense of the 'success' of reintegration?

4.1 Overview

In this chapter, I will explore my interpretation of the YP's interviews within the context of answering the research questions I originally posed in Chapter Two. As a reflexive researcher, I will not be simply reporting facts or any 'truths' from the interviews. I will be actively constructing my interpretations and considering how I arrived at them through the interviews, thematic analysis and the literature review. (Hertz, 1996).

I feel it will be useful to provide an introduction to each YP's story by sharing some background detail for their story of reintegration through linking it to the episodic analysis I drew from their transcripts. By preceding the thematic analysis with this, I believe the reader will be able to connect with the YP's experience of reintegration in a more meaningful way. The episodic analysis helps to preserve the shape and integrity of the YP's narrative accounts and I have shared them in the tables below. As I am interested in the unique stories of each YP, I have analysed their stories separately. I will share Owen's story, episodic analysis, I Poem and then the thematic analysis before proceeding to do the same for Kain. The thematic analysis section for both YP will share relevant interview extracts to help maintain the focus on their stories.

4.2 Owen's Story

Owen is a secondary school white British male who was in Year 8 at the time of interviewing. He had moved house and as a result was in a secondary school in a new area with not many friends. He recalled feeling that he had been bullied throughout his time at primary school. Owen has an older brother who he appears to view as successful and he shared that he wanted to be like him. Owen talked

about being funny like his brother and using his humour in school with friends but he also talked about being angry. He recalls getting in detentions, messing around, fighting and not paying attention in class. He was excluded for dangerous behaviour. The excluding incident related to being with a group of friends and someone throwing a piece of concrete from a bridge onto passing traffic on the road below. Owen shared that he was not there at the time of the incident but was blamed and excluded because of it. His mother was supportive of him and blamed his friends. Owen attended the Inclusion Centre for 8 weeks. While he was there he became friends with another YP who he felt helped him to stop being angry. Owen visited a new school and chose to join it. He has successfully remained in this new school for over a year.

Owen was approached by his pastoral tutor to take part in the interview. I met with Owen and his mother to talk through the information sheet and gain their consent. The first interview lasted 33 minutes and the second interview lasted 37 minutes. Tables 3 and 4, show the overall structure of the narrative episodes within Owen's story.

4.3 Episodes in Owen's story

By identifying and organising episodes in the interviews, this initial level of analysis of the content of the two sessions helped me to engage with an overview of the whole story of reintegration for Owen (and likewise for Kain).

Table 3: first interview

Episode	Line numbers
1. Getting started	1-13
2. Drawing story mountain	14-31
3. Annotating story mountain	32-66
4. Storytelling: the old school	67-106
5. The problem	107-126
6. New school	127-138
7. The future	139-144
8. Clarification	145-182
9. Bringing the session to a close	183-203
10. Ending session	204-228

Table 4: second interview

Episode	Line numbers
1. Introduction	1-14
2. Clarification	15-22
3. The friends	23-30
4. Mother's reaction	31-57
5. Detentions	58-60
6. Older brother	61-80
7. Anger	81-88
8. Changes	89-110
9. Inclusion Centre	111-117
10. Bullying	118-124
11. Blame	125-138
12. Reintegrating	139-148
13. New school	149-176
14. I Poems	177-181

4.4 Owen's I Poem

This is the final I Poem version which Owen was happy for me to share in my thesis. It is a form of representation of his story which he shared with me through the interviews. It helps to illuminate his experience in a way that reading a full transcript could not offer. It succinctly represents Owen's understanding of his experience of himself over a period of time. At the end of Interview One I asked further questions to clarify some of the things Owen had shared. As such, Owen's poem has sections titled 'clarification' and these parts have been inserted to the relevant sections of the poem to enable the parts of the story to flow more consistently. I explained this at the time to Owen hence the use of the word clarification in the I Poem. After reading the I Poem with me, Owen negotiated some changes which he constructed himself based upon his interview content. In doing so I imagine Owen wanted to edit his story to shift my understanding as well as his own, to represent more accurately for him a version which he wanted to share. These changes were crucial to Owen and the identity that he wanted to share. It mattered to him that he was innocent of the accusations which led to his exclusion, even though at times in his story he contradicts himself. Such changes to the original story, Cooper (2014) refers to as counterstory.

"Counterstories rise out of the gaps and inconsistencies of the problem story involving a plot in juxtaposition to the master narrative…a counterstory able to hold its own and adequately counter the problem story, must be more than the linking together of counterpoints and exceptions to the problem".

(Cooper, 2014, p.24)

As I was not seeking facts or truths, it was important for me to not question the counterstory, but to respect this and ensure I justly recorded a version Owen was content with. This aspect of our conversation provided me with a glimpse of insight into the positive conclusions that Owen had drawn for himself from his lived experiences. Cooper suggests that even if the counterstory was freshly formed rather than an error or omission, it would allow Owen to be open to seeing a wider horizon of possibilities for understanding his story and to 'rehabilitate a compromised identity'.

Owen's I Poem

Old School
I first went there on transition
I instantly met some a group of people
I thought were okay
I didn't really get mixed up
I did get involved in some of the stuff
I weren't really paying attention in my classes

I look up to my older brother
I went to that school
I really wanted to pay attention
I just got involved in with the wrong people
I look up to my brothers
I have two brothers
I do like school I enjoy it
I just can't be bothered to sometimes go
I weren't trying to get involved
I walked past they just decided to start on me
I just decided to get involved and calling 'em names

I ended up having a fight
I just kept fighting him and getting excluded
I used to be angry all the time
I just can't remember why
I moved house
I didn't really have any friends
 I left all my friends behind

I made new friends
I got new friends there
I err went out more round my new neighbourhood and made friends

Clarification linked to the old school
I always enjoyed learning but
I were at my old school like I said
I weren't really focussing
I just messed around
I were angry and moving

The Problem
I was with them
I got the blame for it

I was the only one that got permanently expelled
I didn't do anything
I wasn't there for the incident that I got excluded for
I was the only one that got the blame
I realised that they weren't the best of friends

New School
I decided to go and I started on the Monday
I made I instantly made a load of friends
I've made better friends that look out for me
I know now who's the right people and not the right people to hang around with
I wouldn't mess around with the naughty kids
I'd just get on with my learning instead of interacting myself with 'em
I don't know what it is he does he just makes it easier
I do something wrong they don't get angry they just try and help

Clarification linked to the new school
I came into this school it were different
I instantly made friends
I first came to this school because I've not been focussing for a long time
I did try to mess around for first couple of week
I started focussing on my learning again
I didn't even know that this school existed
I still wanted to go to school
I decided to come to this school
I made a good choice in my friends
I don't get in any bother or owt

Future
I want to be like my youngest older brother
I've always enjoyed technology like woodwork in school
I think and that just something I'd like to do

Added poem following request in second interview:

Family
My family has always been there for me
I look up to my older brother and he had the best grades
I want to be like my youngest older brother
He goes and builds like buildings and stuff

4.5 Themes and research findings for Owen

The themes shared in this section illustrate my understanding and interpretation of how Owen positions himself in his story and his understanding of his success through reintegration. Each basic theme is discussed in light of the interview data and literature review through my own reflections and interpretation. It is important to note that how I have analysed and interpreted the stories (for both Owen and Kain) is just one of many possibilities. Other readers may consider different parts within the transcripts and themes to be significant (Squire, 2013) and each interpretation is equally valid for each individual. I was initially concerned about my ethical responsibility of using a narrative research method to best effect with my chosen approach to data collection and decision to use thematic analysis. I wanted to represent the YP's experiences and stories as powerfully as possible and to help achieve this I have provided direct quotes within the themes discussed below. After engaging in the process, and Owen's positive response to his I Poem as a version of the story he shared with me, I feel that I have gained a coherent version of a story (Reissmann,2008) that narrates his experience. In providing Owen with an opportunity to share his story, I believe that through engaging with the storytelling process, he experienced being in a position of power to be able to represent himself in a way that he wanted to be viewed at the time.

> "*Stories operate within 'interpretive communities' of speakers and hearers that are political as well as cultural actors. They build collective identities that can lead, albeit slowly and discontinuously, to cultural shifts and political change. Personal stories thus often operate as bids for representation and power from the disenfranchised".*

(Squire, 2013, p.14)

The full transcriptions for Interview One (Appendix 6) and Interview Two (Appendix 7) for Owen can be found in the Appendices and include line numbers. The initial coding for the transcripts can be found in Appendix 8. For the interpretation and discussion, I will be referring to specific episodes of the original transcription giving reference to the interviews (Interview One is I1 and Interview Two is I2) and line number. The thematic maps (Appendix 9) and network maps (Appendix 10) illustrate and clarify my analysis. I will sequence this next section

based upon the Attride-Stirling (2001) organising network themes from which the global themes, the organising themes and the basic themes will be referred.

Overview of global themes:

I found three global themes: relationships, identity and setting:
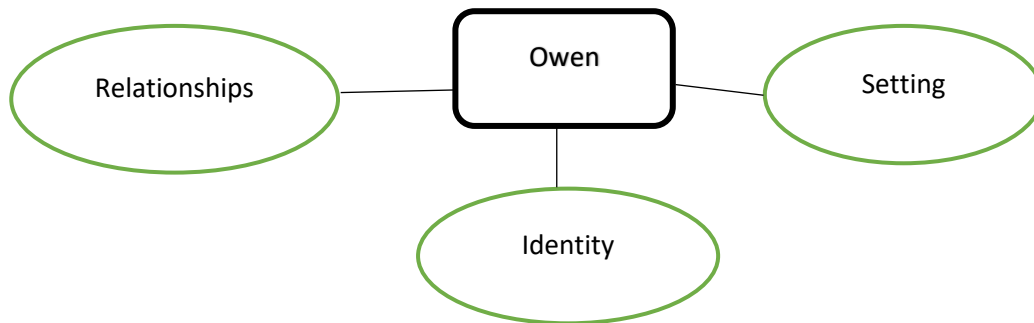
Table 5: Owen's global themes:

Global theme 1: Relationships
Within the global theme of relationships, the organising themes and their basic themes were: • **Family**: role models; support; circumstances • **Friends**: old friends: nice friend; new friends
Global theme 2: Identity
Within the global theme of identity, the organising themes and their basic themes were: • **Behaviour**: humour; anger; choices • **Attitude to learning**: academic aspiration; focus
Global theme 3: Setting
Within the global theme of setting, the organising themes were: • **Old school**: lack of support; indifference • **Inclusion Centre**: guiding friend; moving on • **New school**: support; focus

Global Theme 1: Relationships

I edited Owen's final I Poem at his request, to include aspects about his family. Their shared perspectives on the excluding school and joint experiences are important to Owen and seem to reflect his desire to be 'backed up' and supported regardless of any 'facts'. I found the thematic analysis for Owen carried a focus upon relationships (Hart, 2013) rather than on actual incidents or events (Squire, 2013) in his life to help explain his experience and understanding of his reintegration. He talked about his own family and the friends he encountered at the three settings he had attended. I have explored the aspects pertinent to relationships in this section, though aspects around friendships also arise in the global theme of settings.

Family

Role models: "I wouldn't mind if I grew up to be like him" (I2, line 64)

Owen expressed a bond with his family and gave details about his relationship with his brothers. He talked positively about their use of humour, achievements linked to academic success and being able to gain employment.

"I look up to my older brother and he had the best grades in school" (I1, line 78).

I felt that knowing about his brother's career success has helped Owen to hold his own aspirations for success similar to those achieved by his brothers.

"Well I want to be like my youngest older brother…he's like a constructer he goes and builds like buildings and stuff" (I1, line 140).

Daniels (2003), Daniels and Cole (2010) Michaels and Frederickson (2013) identified the strength of having a family support network for YP.

Support: "I understood she wanted me to do well" (I2, line 40)

Owen spoke positively about the support his mother gave to him during his reintegration journey. He appeared to express comfort in knowing she 'had his

back' and that they held a shared understanding within their joint narrative about the school, the staff and the YP.

"Well my family has always been there for me like when I do something wrong they don't get angry they just try and help…" (I1, line 184).

Her anger during his exclusion seemed to be projected onto the other YP involved. The joint narrative of Owen and his mother could be considered as representative of a polarised and distinct view (Carlile, 2012) which helped to illustrate to Owen that his family was supportive of him and believed in him. I felt that Owen positioned himself as being part of a supportive family.

"They weren't exactly angry because they the school wasn't that good anyways my sisters are still there and they aren't really getting the help that they need in learning and stuff…" (I1, line 186).

Whether Owen felt he had to portray an idealistic account of a supportive family is unknown, though my reflections were that perhaps he would not have provided so easily the details of his home circumstances, if they were more challenging. It appears from Owen's story that his mother saw the other YP in the old school as hindering Owen in focussing upon his learning. His family support and brother's success cannot be considered in isolation of the other variable factors that may have also affected Owen.

Circumstances: "We had to move house" (I2, line 92)

YP with unstable home settings are often indicated as being vulnerable and being at risk of social exclusion (Daniels and Cole, 2010, MacRae et al, 2003). Although Owen gave an overall positive account for his family he did disclose changes in his circumstances that influenced him. He explained the difficulty around moving house in relation to going to a secondary school and as a consequence his vulnerability in losing his primary school friends.

"…I kept getting into fights at my old school because I were angry and moving when I moved schools I didn't have any friends…" (I1, line 164).

Owen briefly mentioned his parents separating though focussed upon the positive outcomes of this for his mother, that all the children lived with her in the end.

"No cos the first couple of weeks they split up I lived when I for the first couple of months I lives with my dad…my mum was on her own so I decided to move back there…now everyone lives with her" (I2, line 98).

I reflected that Owen appeared to not place any blame for his circumstances upon his parents, positioning himself as belonging to a supportive family even though his actual home circumstances were varied. It appears to me, that at the time of this instability with his family circumstances, Owen invested more in his friends. This focus on friends and family shifts in strength over time in his story, depending upon the tensions of the circumstances at home and school. This may link to Owen's desire to be within a secure relationship where the other party is available to show they 'have his back'.

Friends

Old friends: "the wrong group" (I1, line 33)

Owen shared his thoughts on the need to have friends who are supportive, identifying being part of a supportive peer system as a relationship which made him feel secure. He phrased this mutual respect as 'having your back':

"My best friend he's always had my back…" (I1, line 134).

I felt that this type of relationship was one he sought and reflected back on his experience as something he has never had.

"…I've never really had friends that look out for me…" (I1, line 120).

I wondered whether Owen was constructing himself as having no agency by suggesting he was helpless or a victim. He expressed this may be why he got in trouble as no one 'had his back'. Owen reflected his understanding that this 'wrong group' involved him in behaviours that led to consequences, leaving him with the realisation that they weren't actually the best sort of friends:

"That's when I realised that they weren't the best of friends" (I1, line 110).

Although Munn and Lloyd (2005) and Carlie (2009) explored the concept of agency as a power which the school staff held, Owen appeared to me to be positioning his friends as holding the power to make him feel as though he had no agency for the circumstances at his old school.

Nice friend: "we always looked out for each other" (I1, line 118)

Owen found a supportive friendship at the Inclusion Centre. His willingness to listen, accept and act upon the advice of this guiding friend is something which Owen suggested was based upon trust and mutual respect.

"…I started talking to him about why he was in the Inclusion Centre and all that and then I realised I had a lot of things in common with him…I realised he got it weren't his fault either that he was in here so he were a bit like me…" (I2, line 112).

They had a shared experience of being excluded for things they said they did not do. This guiding friend offered support by looking out for Owen not only through mutual respect but by supporting his learning too.

New school friends: "I know now whose the right people" (I1, line 312)

Owen said that he has a best friend at the new school and reflected to me that 'he always had my back' (I1, line 134). This positive relationship (Michaels and Frederickson, 2013) appears to have been supportive in raising Owen's self-esteem (Harris et al, 2006) at the new school. Owen identified a renewed focus for learning and a positive attitude to learning which he and his new friends all shared.

"…Most of the friends I have are very polite and always looking out for each other like help us with learning help us with homework and we just always help look out for each other" (I1, line 124).

Owen seemed to suggest his successful reintegration related to the 'right people' to be with and suggested that they are focussed with their learning and are supportive of each other. He described these friends as nice and polite but also

focussed upon their supportive nature. Related to this aspect, is the behaviour and outlook of Owen himself within this friendship group. This will be discussed next.

Global theme 2: Identity

Owen appears to convey his attempts to make sense of his experience of reintegration by placing a strong focus him upon his own behaviours and attitude to learning throughout his story. He appears to reflect upon his own experiences and his understanding of what had happened, as well as his analysis for the people he encountered, what they said and what they did.

Behaviour

Humour: "Cos what I normally do is be funny to make friends" (I2, line 156)

Owen explained how he aspired to be funny like his older and knew it had worked for him in the past to develop positive relationships (Michaels and Frederickson, 2013) with his friends.

"…and here no one laughed they just thought I were silly so I started to get my head down and start doing my work and then I made better friends" (I2, line 154).

He reflected that this known approach and past identity did not work in the new school given the poor feedback he received so he appears to have adapted himself and his thoughts to focus upon his school work and discovered he had to 'be himself' instead.

I feel that perhaps Owen understood his own ability to adapt and change had an influence upon his ability to successfully reintegrate. He did not share being humorous as a part of his identity but I felt that perhaps he discussed it as a strategy to gain and keep friends, as well as a step towards being like his brothers. His language changed from 'being funny' in the old settings to 'having fun' with friends in the new school, perhaps showing his appreciation that having fun does not need to entail being funny or the class clown.

Anger: "I used to be angry all the time" (I1, line 100)

Owen shared accounts for when he was angry and reflected on how he changed, attributing this shift to his guiding friend at the Inclusion Centre. Owen was able to identify anger as the consistent emotion (Pillay, 2013) he felt in relation to various situations and people in his life. He shared that he felt angry at attending a secondary school where most of his primary school friends did not attend. Perhaps his lack of voice in being able to go to the school he had chosen made him stay within his mode of anger rather than adapt or change to his new school environment and peers.

"I just started shouting and I flipped really easily like if someone were walking and nudged into me I'd get angry and start pushing them..." (I2, line 84).

Owen felt angry at moving home. He felt anger at being blamed for something he did not do. He felt anger towards his old friends after his realisation that they weren't real friends and had used him to take the blame. He suggested that some of his anger was a result of hanging around with the wrong people. Owen also expressed his feelings of anger at losing his guiding friend at the Inclusion Centre. It appears Owen felt anger for a range of contexts which he had very little control and influence over. Even when he expressed his voice this was not enough to enable change to happen for his circumstances and in turn he felt unable to change too. Owen's anger did not disappear as soon he began the new school and he explained that he was still feeling angry as he had no friends and had recently lost his guiding friend. He identified his anger as being related to changes in his environment, including his home and of his new school.

"The environment, like I moved house…but I didn't really have any friends so I left all my friends behind which might have been a reason…" (I1, line 102).

Choices: "not a naughty kid…just a good kid" (I1, line 200)

Owen shared contexts which suggested to me that occasionally he may have made choices to behave and engage in a certain way, including at times, apathy (Bhabha, 2012).

"I just knew there were no point like arguing about it so I just went with it"

(I2, line 138).

He presented to me as having a strong desire to belong and be part of a group of friends who had his back. He explained how he showed his loyalty by taking on the 'little brother' role stating that his friends at the old school could rely on him:

"…I wasn't there but I'm like the one they can always rely on to take the blame for them" (I2, line 130).

Owen gave examples of choosing to focus on academic work, avoiding naughty children and choosing the right sort of friends.

"…I've had no fights not had no detentions and not been excluded I've just got on with work" (I1, line 138).

This in turn seemed to have provided positive feedback from staff and possibly a feeling for him of belonging to a group that was supportive.

"…they just say overall that I'm just a good kid and I don't get in any bother or owt" (I1, line 200).

Owen was able to reflect on his lack of choice in moving house and the repercussions for him in losing friends. I felt he positioned himself as having the choice to reintegrate to a new school, yet was aware that this in itself would not effect change in his anger by explaining that he was not ready to make friends and change.

"…when I moved schools I didn't have any friends so I just decided that I weren't really ready to like make new friends so I were just angry and started messing around" (I1, line 164).

It appears that the language used by the staff member who asked him about moving on and arranging a tour of the school perhaps enabled Owen to feel like

he had a voice that could be heard and a real choice at the time. As MacLeod (2001) and Billington (2012) suggest, the type of language used can be critical for the success of a placement for a YP.

Attitude to learning

Academic aspiration: "My grades are coming up" (I1, line 188)

Owen identified aspects about the environment and his own attitude to learning as influential to his change and successful reintegration.

"Ever since my grades have gone up and I've made new and better friends"

(I1, line 51).

He shared a desire to be in school, to learn and to succeed with his learning. He expressed that he felt proud of himself and the change he had made towards doing well at school and avoiding trouble.

"Yeah cos it makes me feel proud of myself that I'm not getting in any trouble and that I'm doing good in school" (I1, line 202).

Owen and his new friends seemed to hold joint aspirations to do well at school and appeared to support each other with homework and learning. Owen linked his grades coming up to his new friends and their support, possibly seeing his old friends as a distraction from work.

"That's when I realised that they weren't the best of friends…" (I2, line 110).

Owen shared that during his journey he wanted to go back to mainstream school and reflected that although he had fun at the Inclusion Centre he felt that he was not learning anything new. He explained that doing good at school for him meant getting on with his learning, and not getting into trouble with teachers or friends.

"Basically getting on with your learning getting good grades not getting in trouble with your teachers or getting in trouble with your friends or other students" (I2, line 172).

Owen appears to suggest that he wanted to succeed in his reintegration after realising his usual approach of being funny was not enough in the new school.

Similarly, Daniels et al (2003) found reintegration was successful for various factors including YP themselves wanting to make a success of their re-integration.

Focus: *"I started to get my head down and start doing my work"* (I2, line 154)

Owen discussed that at his old school he wanted to change and pay attention but struggled because of his friends and his own lack of attention. After arriving at his new school Owen reflected that he was not ready to change or have new friends so continued to mess around (I1, line 164) or as Pillay et al (2013) would suggest he was experiencing post-reintegration regression. He compared times when he was not focussed and messing around in his previous settings, to having a renewed focus in his new school. He showed some awareness of the consequences that he experienced when his focus was not on academic work but on messing around with his friends.

"…So I'm actually focussing on my learning instead of messing around" (I1, line 130).

This focus upon doing well in school and behaving was linked by him to the friendships he had in the new school. I felt that he perceived the predominant positively valued identity in his new peer group was that of a learner.

"…and err ever since my grades have gone up and I've made better friends that look out for me" (I1, line 128).

Belonged to a group which was achieving academically and supportive of each other may have attributed to Owen's successful reintegration.

Global theme 3: Setting

As the structure for the storytelling was linked to the settings, Owen's thematic analysis shows a pattern of representation linked to these places. Aspects within this theme also interrelate with the theme of friends. I have explored the discussion of relationships and adult support in school within this current theme of setting rather than within relationships, as it appears Owen attributed the

relationships with the adults to the type of educational support that they offered. His understanding of his reintegration and his success appears to be linked to the adults and their support for him and his needs.

Old school

Lack of support: "I'll be with you in a minute" (I2, line 150)

Owen shared a detailed account of how he felt he was blamed for something which was not verified by the school registers or paperwork yet this misrepresentation (Carlile, 2012) enabled the school to exclude him.

"The school they still didn't believe me they didn't even look at the register to see if I was at school that day…" (I2, line 132).

By placing some blame for his circumstances on the school, I felt Owen was able to maintain a positive outlook for his future. This 'buoyancy' as Lumby (2012) suggests, perhaps provided Owen with the ability to manage his adverse circumstances and cope with the school's expectations. Owen talked about the staff being unsupportive in his old school and provided an example of him asking for help and the teacher not providing this.

"There was no point cos the school the people that worked there don't really look into owt they just automatically assume like…" (I2, line 136).

His opinion appeared to view the staff as unsupportive and automatically assuming the worst of him positioning himself as being in an unsupportive context with little influence to have his voice truly heard. With Owen focussing on the school as the source of his lack of voice in these circumstances, he may have felt ambivalence towards any change required in himself to adapt.

Indifference: "I didn't like the school anyway" (I2, line 30)

Although Owen shared his acknowledgment that he messed around and was unfocussed at his old school, he appeared to me to be trying to defend himself

from feelings of loss or rejection by detaching his feelings for the experience by suggesting that he did not like the school and it made no difference to him.

"At the time I were at the school I weren't really bothered cos I didn't like the school…" (I2, line 30).

The importance of staff showing their support to YP was highlighted by Lawrence (2011) and Owen shared that he did not feel he was experiencing this support. By expressing this, Owen appears to be reciprocating their lack of support and indifference to him (Bhabha, 2012). It may be that a lack of trust, respect and genuine care (Vincent et al, 2007) experienced by Owen in turn did not enable him to form positive relationships with staff.

Inclusion Centre

Guiding friend: "he just told me not to be angry" (I1, line 174)

Unlike the old and new schools, Owen did not attribute any significant reflections of his experience to the staff at the Inclusion Centre. He shared with me that he believed he was not learning anything new and perhaps saw this as a sign to move on. Most of Owen's talk about the Inclusion Centre revolved around the positive qualities of the guiding friend that he had met.

"…I realised I had a lot of things in common with him as well we like the same things and all that…" (I2, line 112).

He reflected upon his feelings when he moved on to his new school and the anger he felt because of the loss of this friend. He voiced a desire to meet his friend again and know if he had moved on to a school. Owen seemed to have attributed some of his change in thinking to the advice given by his friend rather than himself or the experiences he had with the staff or setting. Hart (2013) would suggest this positive friendship was a protective factor for Owen which helped him to overcome the adverse circumstances in which he was placed.

Moving on: "I were happy to go look round" (I2, line 128)

Owen reflected that he wasn't learning anything new at the centre and felt he wanted to be in a mainstream school. He represented himself to me as being in a position of having a choice in moving on and in choosing a school. Owen shared that he did consider the other school where his primary school friends went to and which his cousins also attended but then he felt the YP there may get him into trouble (I1, line 196) once his exclusion circumstances are known.

"But then I realised if I know people there then there are gonna ask why I've been ex err why I got excluded or why I moved to that school and then they'll try and get me into trouble so I decided to come to this school and its actually worked out good" (I1, line 196).

I don't know if this was a real choice of school or a thought process Owen engaged with at the time, however his explanation possibly enabled him to consider the influence that his peers may have had. The Inclusion Centre appears to have been a transitional time and space for change to perhaps occur in Owen (MacLeod, 2001) and he was affected by the people he met and the experiences he had. The way Owen related to these experiences at the Inclusion Centre may have influenced his identity in a manner unique to him. Other YP in the same transitional experience may relate to the same experiences in a different way.

New school

Support: "they'll come to you straight away" (I2, line 150)

Owen appears to position himself as a learner ready to be supported in school. Having a key worker who was looking out for him and sensitive to his situation helped Owen to feel genuine care from the professionals in his new school (Billington, 2004). He appears aware of his voice being heard in the new school and his concerns being acknowledged and addressed (Johnson,2017).

"Well my head of year he's always looked out for me like he keeps asking me if I'm doing okay in school and if anything's happened. (I1, line 138).

The support he received with his learning needs (Harris et al, 2006) also enabled Owen to feel socially included and positive about his capacity to change as well as his own efforts to engage in learning (Gazeley, 2010).

"…but at this school here like if you ever need any help you get it straight away…" (I2, line 186).

Focus: "I'm actually focussed on my learning instead" (I1, line 130)

Owen identified his new friendships to be with YP who were focussed upon their learning and saw himself as belonging to this group. Owen discussed the learning and focus that he and his friends had demonstrated to achieve good grades and progress at the school, attributing some of this to the help he received from staff. Owen appeared to associate this with the fact he had not had any serious detentions or exclusion from the school (I1, line 138).

"Yeah cos I'm getting on with my learning but I'm not messing around too much I'm just having little conversations and little jokes" (I2, line 176).

4.6 Kain's Story

Kain is a secondary school white British male who was in Year 9 at the time of the interviews. He described himself at his old school as naughty, citing examples of low level disruptive behaviour such as having a laugh, not listening and fighting over stupid things. He felt staff did not respect him and often told him what to do rather than ask him which left him feeling like he had no choice at school. Kain was excluded from school for a physical assault on an adult. He described the incident as revolving around a teacher trying to take his school jumper. The school involved the police. His friends wrote supporting statements suggesting that he did not hurt the teacher in the manner in which the school had suggested. Kain felt the school did not acknowledge this information as they wanted him to leave regardless. He felt his mother believed the school and the policeman.

Kain was at home for a few weeks before attending the Inclusion Centre for 13 weeks. Kain felt respected by the teachers there. He found the space to be calm but did not identify as being the same as the other YP there. He felt they weren't normal. He was able to identify with one other YP who like him did not relate to the behaviour of the other YP. Kain felt he proved to the Inclusion Centre staff that he could be good and as a result he was able to move on to a new mainstream school. At his new school, Kain shared that he felt the teachers were fair and made him feel like he had a choice. He felt they supported him with his learning. He has successfully remained in his new school for almost a year.

Kain was approached by his pastoral tutor about taking part in the research. I spoke with Kain's mother over the telephone to gain her verbal consent. I then met with Kain in school to share the information sheet and gain his consent. Kain subsequently returned the consent sheet with his mother's signature. The first interview lasted 39 minutes and the second interview lasted 23 minutes. Table 6 and Table 7, show the overall structure of the narrative episodes within Kain's story.

4.7 Episodes in Kain's story

The episodes identified in Kain's story help to provide an overview of the initial analysis of the two interview sessions with me. However, the episodes that were expanded upon for clarification in the second session were all identified by myself. Kain did not question me about any of the episodes I wanted clarification on. Kain was given the opportunity to expand, edit and change his I Poem but he appeared happy with the version presented to him. As Kain spoke less freely and less extensively than Owen, I felt more aware of my subjectivity and power to frame the path of our conversation. I spend time reassuring Kain about the process and procedure for my research and the influence he could have on any part of his story that he shares.

Table 6: first interview

Episode	Line numbers
1. Conversation whilst drawing story mountain	1-66
2. Storytelling – the old school	67-136
3. The problem	137-173
4. The resolution/Inclusion Centre	174-306
5. Future	307-317
6. Ending session	318-322

Table 7: second interview

Episode	Line numbers
1. Introduction	1-12
2. Kicked out	13-16
3. Fight over stupid things	17-24
4. Describing self as naughty	25-40
5. The problem in maths	41-42
6. Reflecting on the Inclusion Centre	43-70
7. New school	71-98
8. The future	99-120
9. Ending session	121-127

4.8 Kain's I Poem

I shared Kain's I Poem with him during the second interview. This session was shorter than I hoped as Kain was concerned about getting to his next lesson. I sensed the time pressure for both of us but went through the I Poem carefully to ensure he was happy with the final version. On hearing the first section, he appeared a little uneasy. I checked if he was okay with what he heard before I continued. The first part does look at his old school and the negative wording may have been unsettling for him to hear. As I was reading back the first person statements selected from a fuller transcript, I was reflecting to Kain concentrated aspects of his identity that I had generated. Perhaps his unease may have been in having to confirm his acceptance of this concentrated information. I reminded Kain that he could add or remove or change any aspects of the I Poem but initially he did not want to amend any aspect when I offered this option to him.

As we proceeded he appeared more relaxed and smiled at each section of the I Poem as I read back to him. I sensed at the time his increasing ease was because he realised I would not cross examine or question him but rather I sought clarification over isolated words and sentences for my own understanding.

Kain's I Poem

Old School

I got annoyed with teachers and stuff but
I were in the same corridor
I met him in Year 7
I don't know
I don't think so

The Problem

I was in my Maths class
I got sent out
I were talking too much
I left it on the table

I catched it (my jumper)
I let go
I pushed him
I was pushing his chest
I was still pulling thing (my jumper)
And my arm slid up
I went out of class

I tell them story and policeman kept butting in
I weren't
I didn't kick or punch him

I didn't want to go back
But sometimes I did

Resolution

I were at home for a month or two
I got a meeting at the Inclusion Centre
I started off
I knew a few kids there
I wouldn't be on my own all time
I didn't do nowt wrong
I just did everything for 'em

New School

I liked Westbridge
I think I felt a little bit mixed cos
I don't know someone from this school

I got moved seats
I were messing about
I were sitting
I got up
I haven't done nowt
I had an argument

I got sent to Fairfields for five days
I didn't like it
It were boring
I thought I were gonna get done
I had to do a half day
I had some fights over stupid things (old school)
I were getting kicked out (old school)

I were doing good and she said that
She were happy
I haven't been done in school
I think she was a bit surprised (mum)
I'm learning good and that

I am a good friend

I argued with a lot of teachers
I don't even argue with teachers in this school
I'm smart
I don't mess about like when I'm doing my learning
I got it all done anyway
Sometimes I am last to finish but I do it

Future

I don't know
I write slow
I don't know how to spell some words

4.9 Themes and research findings for Kain

The themes shared in this section help to illustrate my own understanding and interpretation of how Kain positions himself in his story and his understanding of success through his reintegration. Each basic theme is discussed through my own reflections and interpretations of the interview data and literature review. The full transcriptions for Interview One (Appendix 12) and Interview Two (Appendix 13) for Kain can be found in the Appendices and include line numbers. The initial coding for the transcripts can be found in Appendix 15. For the interpretation and discussion, I will be referring to specific episodes of the original transcription giving reference to the interviews (Interview One is I1 and Interview Two is I2) and line number. The thematic maps (Appendix 15) and network maps (Appendix 16) are used to illustrate and clarify my analysis.

Similar to the presentation of research findings for Owen, I will sequence this next section based upon the Attride-Stirling (2001) organising network themes from which the global themes, the organising themes and the basic themes will be referred.

Overview of global themes:

I found three global themes: Relationships, Identity and Learning:
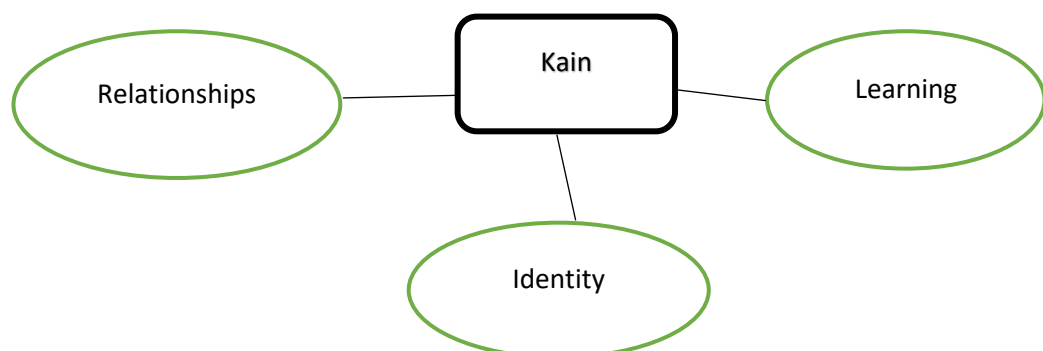
Table 8: Kain's global themes:

Global theme 1: Relationships
Within the global theme of relationships, the organising themes and their basic themes were: • **Family**: brother; mother   • **Friends**: supportive friends; difference   • **Teachers**: fairness; choice   • **Policeman**: influence
Global theme 2: Identity
Within the global theme of identity, the organising themes and their basic themes were: • **Voice**: lack of voice; wrongly blamed   • **Behaviour**: being naughty; being good   • **Image:** view of self, viewed by others
Global theme 3: Learning
Within the global theme of learning, the organising themes were: • **Environment:** noise; access to school   • **Aspirations**: weren't bothered; want to learn   • **Support:** need for help; support given

Global Theme 1: Relationships

Kain discussed the significance of various people that he encountered during his reintegration journey. I reflected on how Kain's story gave much reference to his perceived lack of voice and the structured power that the adults such as the policeman and teachers, had demonstrated (Pomerantz et al, 2007). Like Owen, he appeared to hold anger and resentment to those in authority for not believing his story or allowing his voice and that of others supporting his account, to be valued or heard. I am unsure whether he exercised this anger as resistance to change (Tuck and Yang, 2011) or as a reaction to his circumstances alone. Kain shared information relating to his experience of different types of teachers, friends, his mother and brother. Some aspects of these relationships appear to

influence how he develops his understanding of himself over time and will be discussed separately below under the theme of identity.

Family

Brother: "they said we don't want him back he can stay there" (I1, line 278)

Kain's brother appears to have experienced exclusion through a process designed to reintegrate him.

"Yeah my brother's been kicked out but he was on a step out for six weeks and he came to this school…" (I1, line 278).

The LA had trialled a procedural policy to see if a YP was ready to go back to their excluding school by placing them at another school for six weeks. The time served at this temporary school would be an indicator that the YP is ready to reintegrate back to their original school. Kain highlights the significance in this situation for his brother and indeed possibly for other YP, is the loss of friends. When asked why his brother would want to go back after being out of school for six weeks and another six weeks, Kain responded:

"That's where all his friends and stuff so" (I1, line 284).

In sharing this information about his brother Kain seemed to be focussing upon those in authority being able to decide what they want (Carlile, 2009) and not what their reintegration procedures suggest they should do. He also appears to evaluate his brother's behaviour as the 'class clown' as not being severe enough to warrant such a reaction from his school.

Mother: "I think she was a bit surprised I'm learning good and that" (I1, line 228)

Kain shared with me his understanding of what he perhaps perceived to be his mother's evolving view of him. He shared that he was angry that she believed the teachers and the policeman rather than his account and her crying appeared to show to him her lack of belief in him.

"She didn't like it either she started crying" (I1, line 214).

As Billington (2012) explained, the manner in which Kain will have been talked about will have affected his outcomes and relationships both at school and home. By punishing Kain through confiscating his phone may have confirmed his own belief that his mother felt he had misbehaved.

"I weren't allowed out…she took my phone off me and stuff" (I1, line 250).

Although Kain reflected he was naughty at the old school he also shared that he had a desire to be supported and believed by his mother and his friends, regardless of the accusations (Daniels et al, 2003). Kain's story reveals his mother attempting to support him by attending meetings at school for him and trying to share the supporting written statements his friends had provided. Carlile (2012) explains the language and power used by the school will probably not have enabled her to succeed in her efforts to support Kain in this way. He perhaps sensed his own uncertainty in her belief and lack of support for him. As his mother's support and belief in him changes during the reintegration journey, Kain suggests that she appears surprised at the positive information that the new school shares.

"Erm other day they rang my mum and said that I were doing good and she said that she were happy and that" (I1, line 222).

Towards the end of his story, Kain says he believes that his mother believes in him, she is happy to hear positive information and she is aware of his academic aspirations. This belief and supportive understanding of Kain perhaps indicated to him that she is on his side. He suggests his change in behaviour and his mother's renewed belief in him are associated.

"Cos I've been good for a while and school have rung up saying I've been doing good and stuff" (I1, line 268).

Friends

Supportive friends: "like when people are calling me a liar…they could tell them that couldn't they they'd say I'm not" (I1, line 244)

Kain's friends appeared to be generally supportive of him at his old and new schools. He seems to position himself in his story as being a popular YP in school with supportive friends. He was not surprised that they had written supportive statements for him about the incident which he was excluded for but was disappointed at the school for not acknowledging this written information. His conflicts with peers were never with his own friends but other YP in school. Kain represented himself as making friends at each setting he was in and made a connection with them through humour and being supportive (Daniels et al, 2003; Harris et al, 2006; Michaels and Fredrickson, 2003). Kain expressed comfort and confidence in having supportive friends and said that he remained in touch with friends from his old school. Although Kain seems confident about his ability to have friends, he had voiced some anxiety for starting a school with no known friends.

"I felt a bit mixed cos I don't know no one from this school" (I1, line 194).

Yet he attributed some of his success at the new school in not having friends when he started. For Kain having supportive friends appears to be important and beginning a new school without any known friends will have possibly caused him some anxiety.

Difference: "all of them weren't normal and that" (I2, line 64)

At the Inclusion Centre Kain arrived feeling that he already knew some YP from when he was at primary school with them so did not share anxiety about friendships for this transition. However, once there, Kain felt he did not associate with the behaviour of the YP at the Inclusion Centre describing them as 'naughty' and 'not normal'. He identified with another YP who did not behave the same way as the other YP and Kain describes them both as not being like the other naughty YP.

"I met this other lad who didn't do the same stuff" (Interview 2, line 66).

Kain did describe his own behaviour at the old school as naughty but did not see himself as being the same kind of naughty as the YP at Inclusion Centre, positioning himself as a different type of excluded YP. Vincent et al (2007) found YP did not attribute such change in behaviour to themselves and at this point Kain seems to be unaware of his choice to disassociate with behaviour that is described as naughty. The time at the Inclusion Centre appears to have given Kain time to reflect on the idea of what naughty behaviour is for him, as well as the opportunity to observe the consequences of such behaviour that staff would consider as unacceptable. I wondered whether the use of the word 'naughty' by Kain to describe other YP and particularly when describing himself at the old school, stemmed from an internalisation of a socially constructed label. This narrative of 'naughty' is one often constructed and retold by teachers and parents which can be heard so often by YP that they can internalise such discourse.

Teachers

Fairness: "it's just they tell you what to do…they don't ask you nicely" (I1, line 126)

Kain felt strongly about the way staff spoke to him and the tone of their requests. He felt more in control and having a choice about a request, if it was asked of him rather than him being told in an abrupt manner. He noted that staff did not speak in this negative manner to the clever YP:

"Mostly but some kids no like clever people" (I1, line 276).

He questioned why staff behaved this way and shared that he had challenged staff (Phoenix, 2009) when he felt they were wrongly blaming him. In contrast to his description of the old school staff, Kain shared a feeling of being respected by the new school staff who spoke nicely to him offering choices and even attributed his success to their support.

"Better isn't it, like feel like I'm not being told what to do" (I1, line 134).

He felt they were fair, helpful and did not shout. Staff gave him points for positive behaviour and the school shared positive information about him with his mother. At the Inclusion Centre Kain felt the staff spoke to him and did not ever shout.

"It were alright teachers respected you and stuff" (I1, line 180).

Kain did not identify all the adults at his old school as being the same. Kain described the Science teacher as being funny and not so strict and also shared that another teacher was supportive of him during the incident for which he was excluded. Positive and supportive responses from staff at the new school appear to have helped Kain to reintegrate more effectively (Vincent et al, 2007; Lawrence, 2011).

Choice: *"makes you feel like you can't do nowt and you have to do what they say" (I1, line 130)*

Kain seems to feel that a part of staff being fair would also include staff enabling him to feel like he has a choice. Kain seemed to have associated his old school teachers with being strict and not allowing him to feel like he had a choice. I felt Kain emphasised his position of lacking control as being linked to the lack of respect he felt he had received from the teachers. This removal of his right to choose and being treating unfairly as well as unequally, seems to have heightened Kain's awareness of the behaviour of teachers and the negative consequences that they can have on his life. Kain shared that he did not want to feel like he was being told what to do.

"It's just they tell you what to do…they don't ask you nicely just say move over there and stuff" (I1, line 126).

He possibly perceived that the teachers at his new school showed him the courtesy and respect (Harris et al, 2006) he expected from teachers and this enabled him to relate to them in a different way.

"Erm, teachers are different in this school with different rule (I1, line 88).

Policeman

Influence: "he weren't nice…policeman kept butting in" (I1, line 156)

Kain felt he did not have an opportunity to be properly heard when he was being excluded by the staff at the school (Munn and Lloyd, 2005). He shared how he thought they did not want to hear any supporting information in his favour either which appears to suggest to me, their aim of pathologizing Kain as Billington (2012) would suggest by labelling him with negative statements to fit with their own agenda.

"They were speaking to her and saying I'm horrible and stuff like that but they did not even know me?" I1, line 216).

Kain described the policeman in this situation as not nice and butting in when he was trying to give his side of the story. It seemed to have helped Kain to know that his friends did try to speak up for him by providing written statements supporting his version of events. When describing how his mother believed the people in the room over him, Kain explains the policeman's role.

"…and then policeman came in and he were trying to sort all out" (I1, line 260).

I felt Kain did not express anger at the policeman's authoritative role, however I did think that he viewed the policeman as colluding with the staff in limiting his voice and that of his peers. As Munn and Lloyd (2005) would suggest, collectively the policeman and the staff hold the authoritative agency to exclude Kain and only suggest his agency to highlight his transgressions.

Global Theme 2: Identity

Much of the thematic analysis focussed upon aspects of Kain's understanding of himself. I felt Kain valued being given a voice as well as being given choices. He described the manner in which he was spoken to by staff and how he associated this with being respected. Kain was tentative in what he fully shared in his story and needed a lot of prompting through my questioning, to help him to develop an understanding of his own influence upon his positive change. I reflected that Kain attributed much of his success to adults and friends around him rather than

anything he did himself. Over the two interviews Kain did identify themes relating back to himself and how his view of himself changed and developed from his experiences. Through narrating his story Kain was constructing and reconstructing himself. Bruner, 2004 refers to this as interpreting and reinterpreting. This included his understanding of himself as a learner. It seemed to me that Kain was denying having any agency to affect change in himself and in doing so was assigning blame to the school and the adults around him. Perhaps this was because in accepting and owning any agency, Kain would also have to accept his own faults and weaknesses too.

Voice

Lack of voice: "they didn't give me a chance to say what happened" (I1, line 156)

Kain explained in more detail than any of his other responses to my questions, about what I interpreted through the thematic analysis as being, his lack of voice. He talked about the policeman butting in when he was given the chance to speak and also the teacher not listening to what he said but assuming his guilt in her questions, asking him in a manner which appeared to be tokenistically (Lown, 2005) 'why have you done it'. For Kain, I felt that his lack of voice was in the adult's inability to hear his voice and to engage with the content of what he said. Kain perhaps perceived that their biases and power enabled them to not actively engage with the facts he presented or the written supportive statements his friends provided.

"…she gave it to people who were in room and she wanted them to read that and they didn't read it they just flicked through it" (I1, line 168).

When talking about his identity as someone who the school suggests lies and fights, Kain explained in those contexts he would argue back with the teachers to try and prove his point. In doing so he was possibly trying to exert his own agency and resisting change that was being imposed upon him (Tuck and Yang, 2011).

"not all the time but sometimes like when they were arguing with me I'd say I'd try and prove my point so" (I1, line 166).

This suggested to me that Kain has experienced adults not believing him for other situations and not just the excluding incident as an isolated incident, building up a correlation for him perhaps between his lack of voice and the types of teachers around him.

Wrongly blamed: "yeah he tried erm blaming me" (I1, line 72)

Kain seemed distressed that incorrect facts were written about him and that people thought he was lying.

"…they didn't believe me that he pulled me into door…they thought I were lying and that and they thought I just did it for no reason just to get my jumper" (I1, line 154).

Kain described two incidents linked to his exclusion. He described the first incident of being blamed for hitting a girl as he was in the same corridor as her and the second incident of an altercation with a teacher (involving Kain's jumper). The teacher accused Kain of strangling him, punching and kicking him. Kain said 'I weren't'. Kain shared that this was written down about him and given to the Head teacher, describing the whole situation as them not giving him a chance. It might be said that by writing their version down, the school captured and fixed an irrefutable identity of Kain (Foucault, 1977; Carlile, 2009) perhaps serving their interests, which he could do little to refute. I felt that Kain and his mother were positioned in the story as lacking the power to effect positive change by challenging what he perceived to be written lies. He believed the staff and the policeman did not allow his voice to be understood, leaving Kain perhaps feeling that he was not actively listened to, and in turn not believed.

" them like when people are calling me a liar and people saying that I've done something and that and they could tell them that couldn't they they'd say I'm not" (I1, line 244).

Like Owen, these experiences appear to have left Kain feeling the need to have friends to 'back him up', when people are calling him a liar so that they could defend him and say otherwise - even when in the past, this did not help him to avoid permanent exclusion.

Behaviour

Being naughty: "cos I was I did a lot of messing about and stuff" (I2, line 32)

Although Kain did not agree with the excluding incident and the related accusations the teachers made as being true, he did not suggest to me that he was a well behaved YP in the old school. I felt Kain thought it would be easier to explain a complex period of his life to me by describing his behaviour at the old school as 'naughty' (I2, line 26). With further prompting he talked about himself in what appeared to be a position of himself as not being interested in behaving well or learning at the old school. At the time I did not sense this was in resistance to anything at school but merely his approach to life at the time. However, given his comments about struggling with learning I wonder if this disinterest was a strategy of helping him to cope with the academic challenges of school. Kain had suggested the learning was hard and the support for him was limited (see the learning theme below). Kain explained that he talked too much, had a laugh, did not listen and argued with staff. He had fights with his peers over 'stupid things'. He said some staff would say he lies and fights but not all of them. When reflecting about having his phone taken off him by his mother as a consequence of his exclusion, Kain explained how he felt:

"alright really cos I'd done something bad but I knew I did something bad but I wanted my phone and that" (I1, line 252).

This identity of 'being naughty' perhaps compensates and draws the adult's attention away from Kain's real struggles of poor self-esteem in relation to literacy and learning in school (Daniels et al, 2003).

Being good: "after you've been so good they get you back in a mainstream school" (I1, line 190)

Kain seemed to feel that he could return to mainstream schooling by demonstrating that he was 'so good' at the Inclusion Centre. He felt he was able to portray this to the staff by trying to do what was asked of him. Like the YP Burton (2006) identified as setting targets to improve their own behaviour, it

appears Kain had set this target for himself and worked towards this with a view of being rewarded with re-entry to mainstream schooling.

"Yeah I wanted to show them that I could get out" (I2, line 70).

Kain explained that the staff were respectful to him by not ever shouting at him because of his efforts to do nothing wrong and everything that they asked of him. At the new school Kain shared he was 'learning good' and had been good for a while, which made his mother happy. He appears to attribute his success at the school with his ability to engage in learning. He shared his own shift in focus was to get grades and stay in the school. He did not see this as an easy shift and shared his struggles in literacy and learning but rather than use this as a reason to disengage, he appears to have persevered and experience help readily being given by his new school teachers. This response to his needs (Johnson, 2017) helped Kain to feel acknowledged, seen and heard as a member of the school. In response he was able to change and try to engage with learning knowing that he will be supported. He possibly saw this as genuine care from the new school staff (Tootill and Spalding, 2000) and their focus on his learning needs (Gazeley, 2010) helped Kain to feel able to succeed in his new school.

Image

View of self: "weren't bothered about getting in trouble or learning" (I2, line 40)

I felt Kain's journey sees him moving in his position from a YP not interested in behaving or learning at his old school; to realising at the Inclusion Centre he needs to behave and engage with learning to be able to start at a new mainstream school; to being at a new school where he identifies as a learner. In the interviews Kain often talked about his behaviour. He explained his behaviour as being attributable to himself as well as to the teachers around him.

"Cos I was I did a lot of messing about and stuff" (I2, line 32).

He described himself as 'naughty' at his old school and at the new school described himself as a learner. At the Inclusion Centre, he saw himself as different

from the other YP, viewing them as a type of 'naughty' that he did not identify with. Towards the end of Interview Two, Kain shared his aspirations for academic success and an interest in pursuing a college apprenticeship. Kain possibly saw his time at the Inclusion Centre as giving him time to change and perhaps adapt his outlook in relation to learning and his behaviour. When specifically asked about 'needing to change' (I2, line 81) Kain reflected on the other YP around him at the Inclusion Centre and how they did not represent him. He appears to sense that they did not want to change and that he did.

"Yeah hearing their stories why they got kicked out they were acting like they weren't bothered and they'd do it again" (I2, line 82).

Although Kain shared his anger at not being believed and being blamed for the things he had not done, I did not sense this was burdensome on his understanding of being able to own some agency to affect change. Instead it appeared to be a facilitator for change, encouraging Kain to set goals around his learning and capacity to remain in school. As Lawrence (2011) suggests his raised self-esteem through supportive teachers providing opportunities for him to have his voice heard, may have enabled him to make more of an effort to make positive changes in himself.

Viewed by others: "sometimes they'd say I'm smart but I don't mess about like when I'm doing my learning and stuff" (I1, line 305)

Kain shared that he felt the staff at his old school saw him as exhibiting a range of negative behaviours related to not engaging with learning or following school rules. He felt his friends would suggest he messes at his new school but was keen to point out that it would not affect his learning and that his focus was upon completing the work expected of him. Kain compared how the staff behaved towards him and his behaviour at the old and new schools. He explained that he argued a lot with teachers at the old school but not at the new school, relating this to their use of rules and fairness.

"Erm teachers are different in this school with different rules" (I1, line 88).

By displaying the right type of behaviour at the Inclusion Centre, Kain was possibly able to project an identity of a YP amenable to learning, able to follow rules and make changes in himself. I sense Kain was able to change given the respect he felt that they had shown him. This opened up his capacity and willingness to change.

"They didn't ever shout at you they could shout at you but if you did something wrong they would shout at you but I did nowt wrong I just did everything for em and then they asked me to leave" (I1, line 184).

YP attending an Inclusion Centre are often viewed as being vulnerable. From the professional's point of view, this vulnerability is towards being unable to be ready to move on to mainstream schooling and vulnerable to being excluded again. Daniels et al (2003) however would suggest that the engagement that Kain had shown was indicative of Kain being active in progressing with his life, rather than being and remaining vulnerable. This change in Kain, perhaps enabled the staff at the Inclusion Centre to see that he was ready to join a mainstream school. Kain also shared his thoughts about how his mother viewed him and this was discussed above in the theme of relationships.

Global Theme 3: Learning

I felt that Kain showed a good understanding of his learning needs and what helped and hindered him to focus at the three different settings. He represented a link between his behaviour and his ability to re-enter mainstream schooling and how the support provided by teachers directly linked to his ability to learn and engage with the curriculum. Perhaps by being in a supportive environment where he felt his voice was heard, Kain was able to reflect upon his own changing focus and aspirations towards learning, so that he could get the good grades he sought and continue with learning in the future at a college.

Environment

Noise: *"it's not as loud and not a lot of people in there" (I2, line 46)*

I found it interesting that Kain remembered that there was less noise at the Inclusion Centre and fewer YP which he felt enabled him to learn more easily. As I read my notes back during the thematic analysis process, I wondered if Kain's behaviour was affected by him being overwhelmed or sensitive to the noisy environment around him. His perception of what was being said to him influenced his reactions and perhaps became more compounded by the noisy environment.

"It were just I liked it there it were all calm and that there weren't a lot of kids in class something like three four kids in class or something and just easier to learn" (I2, line 44).

He seemed to position himself as being vulnerable to the setting that he was placed in with relation to noise and group size. He was aware of staff shouting at other YP but not him at the Inclusion Centre and shared that he was happy while he was there. He liked the calm environment which having only a handful of YP in his classroom allowed.

Access to school: "after you've been so good they get you back in a mainstream school and Westbridge had spaces and I liked Westbridge" (I1, line 190)

It appeared that Kain realised he no longer had a right to mainstream education and his chances of returning to such a setting rested with the adults who would make a judgment based on his appropriate behaviour and engagement with learning and at the Inclusion Centre. I felt that the notion of his right to education as a consumer (Blyth and Milner, 1994) had been removed from Kain and he had to consider how he could access this privileged right again. Kain perhaps needed the time and space to develop his own agency to reflect, understand and reclaim his story in real time. By considering his behaviour and how he would and could change, Kain began to explain an alternative identity which fitted with that of the teacher's expectations of someone who could successfully move on and join in with mainstream schooling.

"Yeah I wanted to show them that I could get out" (I2, line 70).

Kain seems to have viewed his time at the Inclusion Centre as a resolution to his exclusion when describing his story on the story mountain.

Aspirations

Weren't bothered: "weren't bothered about getting in trouble or learning" (I2, line 40)

Kain's aspirations changed through his experience of reintegration. He shared an ambivalent view (Bhabha, 2012) that his time at the old school was a period when he positioned himself as not being bothered about learning or behaving appropriately at school.

"Just shouting out and speaking and that" (I1, line 82).

Kain related his disinterest to the way he engaged at school. He described himself as having a laugh, shouting out, not listening and arguing with teachers. I understood this to indicate that his behaviour often negatively linked to his level of engagement with learning. Kain felt that the 'clever' YP never got into trouble, only YP like him and his brother. I am uncertain if he felt that he was in trouble because of his struggles with learning or if he was in trouble because he chose to not engage in learning.

Wanted to learn: "I didn't like it it were boring" (I1, line 200)

Kain perhaps chose to engage in learning as a means of escaping the Inclusion Centre and gaining entry to mainstream school. He shared with me a sense that he felt his learning was not being challenged to be at an appropriate level for him to achieve. He felt he wanted to show an aspect of his identity to the staff at the Inclusion Centre that he could change, was capable of more and could get out of there (Daniels et al, 2003).

After overcoming his internal exclusion following his 'post reintegration regression' (Pillay et al, 2013) at his new school, Kain appears to position himself as being more focussed upon staying in school. When asked specifically about what was important for him, he shared:

"Getting grades and staying here" (I1, line 303).

He expressed a fear of being sent back to the Inclusion Centre. This real possibility of losing his right to mainstream education may have helped him to remain focussed on learning and behaving to stay in school.

"Mmm I thought I were gonna get done when I came back…" (I1, line 202).

The way the new school staff treated Kain affected the way he felt he could engage. He shared that they were fair in the use of school rules and this encouraged him to change and be successfully focus on his learning and work towards getting the grades that he desired. Given his experience of exclusion from school and the loss of his right to education in a mainstream school, Kain may have come to associate learning with being able to stay in school.

Support

Need for help: "if work were hard they'd help you but not enough help" (I1, line 94)

Kain identified to me his struggles to achieve and learn at his old school. I felt he perceived the clever YP in his school as not getting in trouble. He seemed to feel that the strictness of the teachers influenced how he could engage with hard work and even if he asked for help, he perhaps felt what staff provided was limited in what he actually needed to help him move on.

"If work were hard they'd help you but not enough help" (I1, line 94).

Kain appeared to have positioned himself as a struggling learner, sharing how he had difficulty with writing and writing at speed. He also struggled with spellings as well as the process of looking up and down from the board to write.

"…It's hard to copy things down cos looking up and looking down when I don't know how to spell words" (I1, line 315).

Harris et al (2006) found YP valued pastoral support and individually tailored educational experiences that enabled them to engage with the curriculum. It seemed that Kain's perception was that he received neither of these at his old school.

Support given: "if you ask teacher they either write it on board or read it to you" (I1, line 317)

Kain described what he perceived to be limited support that he received at the old school which appeared to be in contrast to the description he gave of specific support he received at the new school (Wakefield, 2004). I do not think Kain's success at the new school can solely be attributed to the support he was offered by the teachers. Kain did emphasise the way they spoke to him and the respect that they show in their tone, flexibility and support. From his interviews, I perceived that Kain's own efforts had been acknowledged through the school reward systems. The support that Kain describes the school as providing also indicates his lack of resistance to change (Tuck and Yang, 2011) and his apparent awareness that the school has acknowledged and responded to his literacy needs.

"You get the good points for like doing your work…I might have got some" (I1, lines 299 and 301).

This support included phone calls home where staff shared positive information with his mother, helping to build a positive story around Kain as a learner. Kain continued to experience Literacy difficulties at his new school but he appears to be happy with the support that he is being given there. I felt for Kain, understanding that he is being supported had helped him to develop a more positive outlook for his capacity to learn and hold positive aspirations for himself to continue learning beyond school and at college. In being appropriately supported at school, I sense Kain feels his needs are being heard and in turn he is able to change his behaviour towards that of a willing learner.

4.10 Chapter summary

For each YP their story, episodic analysis and I Poems were presented before I proceeded to explore the themes identified from my thematic analysis. Themes which were identified as relevant through the network maps were discussed further and framed within both direct quotations of the YP and the literature that had been presented earlier in the literature review.

For Owen, I felt that he shared a strong focus for relationships and the need of knowing that someone 'had his back'. Owen was able to reflect about his reintegration relating much of his experience back to himself, particularly his behaviour and attitude to learning. He noted the change in his learning environment and how he perceived teachers to be influential on his capacity to engage with learning.

Similar to the themes identified by Michaels and Fredrickson (2013) disruptive behaviour, unfair treatment and failure to individualise the learning environment seem to have been identified by Kain. I felt he placed focus upon relationships with teachers and being enabled to have his voice heard as well as believed and being given a choice with teachers, highlighting how he perhaps valued being asked rather than told to do something. Kain shared how he felt his mother's belief in him changed over time. Kain had confidence in his friends support for him. He seemed to have a heightened awareness of his own learning capacity and need for support, relating positive behaviour with mainstream schooling and support.

Chapter Five: Further Discussions and Conclusions

5.1 Overview

In this chapter, I will return to the research questions and aims of my research, evaluating what I have achieved through the research towards addressing the points I initially raised. I will provide further discussions relating to my thematic analysis to inform the implications I suggest for practice. The limitations of my research will be shared before I conclude the chapter with recommendations for future research.

5.2 Aims of the research

By using a narrative approach to my research, I was able to listen to privileged information which was rich in detail about the unique experiences of YP and their reintegration stories. I maintained a stance of genuine curiosity and tried to ensure I did not seek to corroborate or check details within the YPs stories with other adults to enable the YP to feel confident in re-storying their experiences. The narrative approach I had taken to this research aimed to provide such an opportunity, to amplify the voices of the YP to enable validation of their unique perspectives on reintegration. By telling their stories the YP were also enabled to reflect back and make sense of their experience.

By using thematic analysis, I was able to analyse themes which arose from the stories and consider from this information how the YP made sense of their own experiences. I was also able to consider what the success of remaining reintegrated in a new mainstream school looked like for them. I felt the narrative approach to my research enabled me to answer my research questions in a more detailed manner than perhaps structured interviewing would have allowed. The narrative approach has also enabled the voices of two YP to be illuminated for the reader to understand, appreciate and empathise with and go beyond the statistical representation of their lives that is often only heard for YP who have experienced exclusion.

5.3 Further discussion

The stories shared by Owen and Kain highlighted the complexity of their experiences and how a range of factors impacted upon their journey towards successful reintegration. Hearing about the way in which they both manage their contexts and the people they encounter with their differing opinions and approaches to them, helps to highlight their unique experiences. To help consider the research questions I initially posed, a little more, this further discussion will expand upon the complex interrelationship of the themes reflected upon in the interpretation chapter.

Friendships

As Lown (2005) suggested from her research, YP reintegrating to a new school following an exclusion need to find and fit in with new social networks. How this happens can have an impact on whether the YP successfully reintegrates into a school. This can often be assumed by staff in schools and not strategically supported to happen. Lown acknowledges that this can be a complex and difficult task and often no one is identified as having the responsibility to help YP to forge new relationships.

Both Owen and Kain appear to position themselves in their narrative accounts as being directly influenced by the friends around them. Their friendships were significant to them and the detail in their stories. Owen voiced his hurt at leaving behind and losing this friend when it was time for him to reintegrate to his new school. His attachment to this friend was perhaps enhanced by his reflection that the old school friends weren't real friends. Folktales often have a guiding hero and it appears that Owen found his at the Inclusion Centre. In folktales, the main protagonist often meets up with a person who gives advice and this person serves a function in raising conscious awareness. By understanding Owen's story in this way suggests the turning point for him towards success was through the YP that he had encountered on his journey.

I felt both Owen and Kain feared that their old friends may have led them back to their old ways, positioning themselves as vulnerable to the influence of their

peers. Perhaps they had a feeling that they would have to live up to the expectation of being like their old selves. They associated their old friends with their own unacceptable behaviour. Interestingly, both Owen and Kain found a 'guiding friend' at the Inclusion Centre who they could associate with and begin talking about their circumstances. For Owen, this friend helped him to think about stopping being angry. For Kain, it was a person similar to him that he could associate with, as he saw himself and his friend as being different to the other YP at the Inclusion Centre.

Having supportive friends appears to be a strong consideration for Owen and seems to have influenced his success at school. I feel he positions himself and his vulnerability in his story with a need for supportive friends. For Kain, it appears some of his success lay in the support of teachers for both him as a YP and his learning needs was more pertinent than the relationship with his peers. Both the YP's stories reveal a complex relationship between friendships with peers and relationships with teachers. YP need supportive relationships built on mutual trust and respect (Hart, 2013) to help them through adverse situations and motivate them to succeed (Skevington, 2008).

Sense of belonging

As discussed in the social inclusion section of the literature review, social inclusion has a significant impact upon the outcomes and sense of wellbeing for YP. Both Owen and Kain appear to make sense of their successful reintegration by framing their experiences within a sense of belonging at their schools. The staff in their schools held the power (MacRae et al, 2003) to implement practices of inclusion. Both YP shared thoughts relating to the importance around developing their skills in the curriculum and experiencing success with their learning. I felt that this perhaps linked to their feeling of belonging to the school and not 'being shut out' (Walker and Walker, 1997). By supporting them in their learning at school (Gazeley, 2010), the staff were also enabling their agency (Carlile, 2009) to effect change in their own lives. I felt that the way in which the school staff spoke to Kain was significant for him and how he positioned himself as a learner. He shared

examples of what the old school and new school staff said which indicated to him that he was or was not being supported (Harris et al, 2006).

Owen's transition was a complex period of time for him. I felt Owen needed some time to adapt to his circumstances in the new school, its staff and its YP. By joining a different school from his excluding school, Owen was perhaps able to have a 'fresh start' (Tootill and Spalding, 2000) where no one knew of his past experiences or questioned his innocence. In doing so, maybe he felt he could accept his victim status of not being believed and move on to new friendships which were grounded in learning rather than misbehaving.

The chance for a 'clean slate' with staff and his peers perhaps helped to provide Owen with some agency. This opened the possibility for Owen to renarrativise his story (Carlile, 2009, 2015). The clean slate concept is dominant in school culture and often expressed by professionals in conversations where children are permanently excluded. The YP is afforded the opportunity of a new start and in turn the YP accepts this familiar concept as part of their story. Owen's narrative draws upon a culturally available narrative. However, beneath this clean slate narrative is a more complex lived experience which includes sensitive relational support.

The way both Owen and Kain were treated during their exclusion affected their sense of belonging and how the school valued having them in their community. For Owen, belonging to a group of supportive friends at school appeared to be significant to his successful reintegration and he emphasised this in his story. For Kain, belonging to a supportive school community which valued him was indicated by the staff treating him with respect. This respect was shown to him through the way they spoke to him and the support they provided for his learning needs. YP need to know that the school cares about their individual learning needs and will support them to overcome challenges to succeed (Wakefield, 2004; Lawrence, 2011; Pirrie et al, 2011).

Family

How Owen and Kain position themselves in relation to their own families and the support they received from them during their exclusion perhaps influenced their understanding of and for having a sense of belonging. For Owen, it was influenced by the unquestioning loyalty of his mother and for Kain, it was influenced by his mother's lack of belief in his version of events. It appeared that Owen's mother had externalised his problems as being related to the school and his friends. Kain's mother seemed to place the problem as being related more so to Kain. The support that YP feel through supportive family relationships can have a significant impact for YP in being able to progress with their lives (Daniels et al, 2003). This can possibly help counter the negative impact that may be occurring in school.

Both YP were vulnerable to a fixed negative identity in school (Foucault, 1977). I felt both YP had to defend themselves against a cultural narrative (Carlile, 2012) for how they were perceived and treated during their exclusion. I feel this defence was important for the YP as it allowed them both to move forward to reinvent themselves at their different settings. Perhaps their successful reintegration is partly related to the YP also being enabled to feel buoyant and agentive for their own life circumstances (Lumby, 2012). Had they accepted the negative assumptions of their behaviour as representative of themselves I think they would have found it difficult to move forward to a more successful time in school. YP need to feel that they are supported both at home and school (Daniels et al, 2003; Daniels and Cole 2010) and not feel disempowered from the way that the school talks about them (Billington, 2012).

Readiness to change

Both Owen and Kain experienced 'post reintegration regression' (Pillay et al, 2013) in their new schools. For Owen, it seemed to be linked to the unsuccessful use of the same valued identity of being funny and using humour as a means of relating to his friends. He needed time to adjust from this and begin adapting himself to be seen as a more well behaved YP (linked to achieving rather than humour) in order to develop the friendships that he sought. For Kain, it was another incident linked to the authoritative role of a teacher which resulted in an

internal exclusion. Although the Inclusion Centre was seen as a transitional space by both YP, it appears that in each new setting they needed to be given space for some before any successful change could occur. This regression suggests the need for the new school to allow space, time and support for the YP reintegrating (Carlile, 2009).

Following episodes of regression, both YP were in a position to understand and acknowledge that they were being supported (Daniels et al, 2003). In knowing that their voices were heard (Burton, 2006) and that their stories were understood, they appear to be more readily able to change (Miller and Rollnick, 1991). Having a voice in itself is not always enough. In being ready to change both YP also appeared to have an adult (pastoral support) who was advocating on their behalf as part of their change process. In being supported and feeling that their voices were heard, perhaps both YP were less inclined to resist change (Tuck and Yang, 2011).

For Owen this change related to being focussed. He distinguishes what being focussed and unfocussed for a school student looks like when he talked about success in school. Being an unfocussed student, includes messing around, getting in trouble, being with other unfocussed students, not receiving help and not being positive about individual circumstances. A focussed student is described by Owen as the opposite of his description for an unfocussed student. In constructing a more positive identity Owen appears to have made a shift in actively choosing to engage in the positive descriptive behaviours he linked to being focussed and the environment around him (Michaels and Frederickson, 2013).

Voice, Agency and Power

Both Owen and Kain experienced what I perceived to be a lack of power and control over the circumstances which led to their exclusions. Although both identified isolating incidents it appears both were living in a period of time at their old schools where they possibly felt disempowered and lacking in voice. The way their excluding incidents were dealt may have been interpreted by them as a lack of agency (Carlile, 2009). Both shared a sense of injustice (Tuck and Yang, 2011)

as they felt they had supporting evidence which contradicted the school's accusations, yet they were powerless to influence those in authority (Munn and Lloyd, 2005).

I felt when Kain was talking about himself he did so with passivity as if he wanted me to know that he had little agency and that the adults around him held the power (Munn and Lloyd, 2005). In doing so I felt that he positioned himself as powerless in his own life story with very little resilience (Hart, 2013). I felt Kain positioned himself as struggling with the structural power of the school staff and system whereas for Owen, the emphasis of his struggle was with friendships. Owen seemed to position himself as having to take the blame for his friends to perhaps prove to them that he belonged in their circle of friends. In each setting, Owen was concerned about friendships and the loyalty he gave and received as shown by having someone's back. YP need to feel that they have some agency and control in their lives. In supporting YP to develop their own agency staff need to be genuine (Lown, 2005). As Kain suggested, this could be shown in the way that staff ask a YP to do something rather than telling them. Professionals need to hear YP's voices (Pomerantz et al, 2007) if they are to help facilitate positive change and consider what they themselves need to do (Blyth and Milner, 1994).

5.4 Implications for practice

Research Question 3: What implications for practice are identified from the key themes explored in the literature review and the YP's interviews?

After reflecting upon the literature review, the research questions, the stories shared by the YP and the interpretations I made from engaging in the thematic analysis process, there are several implications that I feel would be significant for practitioners working amongst YP who experience exclusion and reintegration.

EP Consultations

The process of how I engaged with the data that I received from the YP reminded me of the privileged position that I hold as a professional and the ethical

responsibility of ensuring that YP's voices are illuminated and shared in a manner in which they are aware and have agreed to. EPs are well placed to support YP by focussing upon eliciting and translating their views to help negotiate sensitively with professionals (Gersch et al, 2017). This can be to help construct meaning and understanding of what was and what could be, for everyone involved in the discussion. EPs can help to create the space and opportunity for YP's stories to be heard (Johnson, 2017).

EPs can help build positive relationships between YP and professionals whilst aiming to ensure that the YP and their stories are understood with a view to future growth and positive development in their settings. I feel a narrative approach to such conversations would be meaningful. EPs are well positioned to carry out in depth work with YP advocating on their behalf (Hardy and Hobbs, 2017) to facilitate an understanding of their lives and enable empowering narratives to be shared.

Applying a positive approach to conversations where the focus is on listening and responding to the YP's needs, strengths and wishes would help to facilitate a productive reintegration plan. Creative methods for eliciting YP's stories would be appropriate for professionals to use. I hope I have been able to convey the usefulness of story mountains and tools of interpretation such as I Poems, in facilitating a process of truly listening to YP's stories. A useful outcome after having used these tools to gain a YP's authentic story, would be to support the sharing of information at a Person Centred Planning (PCP) meeting. PCP focusses upon including YP (and their families) in planning for their future. It is based on positive psychology, helping to identify the strengths of the YP's current reality and the support that may be necessary to help them realise their desired future (Sanderson et al, 2006). The approach can be powerful in helping to give a YP hope during a difficult time in their life as well as being a starting point for change.

Reintegration Panels

By facilitating the collection of a YP's view through creative tools and sharing them at a PCP meeting, EPs (or other professionals who engaged in this process) would allow for pertinent information to be prepared in advance of a YP's case being presented to a Reintegration Panel. Often only the professionals present at a panel will provide the 'story' of a YP and a decision is made as to the reintegration plan for the YP. In gaining the YP's story before such a meeting, an opportunity is opened up for the YP to be directly involved in the planning of their own reintegration plan. In having their voice heard, YP would perhaps be more likely to successfully reintegrate.

This process would also further the insight of the professionals who attend the reintegration panels, into the complex lives of YP and hear the stories of those that have been through the process of exclusion. These YP are often presented with 'evidence' to a panel, as to why they should not be in a particular school and be excluded, rather than first hand evidence around their voice, hopes, wishes, aspirations, reflections or understanding of their complex situation.

In developing their understanding of YP in such circumstances I hope that professionals can then develop have a heightened understanding for the concepts of agency and power, and in doing so they begin spending time on reflecting on the complexities associated with their decisions.

Personalised reintegration plans

Enabling YP to contribute to their own reintegration plan with measures being personalised to their individual circumstances, story and needs, will all go towards helping YP feel that their voice is being listened to and responded to. A part of this personalisation would be to understand the specific needs of the YP. This can be around well-being needs and also learning needs. As Kain shared in his story, he was in a new environment where he felt supported and his learning needs were being acknowledged and addressed. It would be useful to identify what a YP can do and plan for facilitating what they need to do and learn next. In identifying this, the YP's individual needs are brought to the forefront of the reintegration plan.

The plan is then based on the YP's needs but also would identify what professionals would need to do to support the YP.

Helping YP to access social groups to help support a successful transition needs to be carefully planned to allow the YP a sense of choice and also to allow genuine reciprocal relationships to be formed. Simply assigning a peer buddy would not be enough. Owen and Kain's stories shared themes around having friends, as well as a key friend or a buddy as a role model and this idea may be useful to incorporate at the Inclusion Centre as well as the new school, to support YP to adapt to their circumstances and settings. Role models can help YP to make the link to their own future possibilities and values. This concept of the future being brought to the present can be used to help motivate YP's current behaviour (Bandura, 2008) towards 'possible selves' (Markus and Nurius, 1987). It is important to note that what worked for the YP in my research was a genuine connection, rather than one created or told by adults deciding what they think would be helpful (Miles and Huberman 1994).

Authentic relationships and agency

It is important for schools to support YP to understand and experience agency. YP need to know that they are being viewed positively so that they do not need to maintain a defensiveness to protect themselves. How YP are mentored and spoken about within the new school setting is an important aspect to consider. It can help to make a difference for YP when it is seen by them to be based upon genuine care and interest (Johnson, 2017).

The reintegration plan for a YP should identify not only who the pastoral support is but also how and when the assigned professional will engage. Simply assigning a named person is not enough for YP to feel that genuine interest is being shown to their individual needs. Owen chatted to me in between interviews as to how his assigned pastoral support checks in with him all the time to see if he can help him in anyway. 'Is everyone treating you okay?' is what he usually asked Owen. I sensed that 'everyone' included teachers and YP, with the focus on Owen's right to enjoy school and not feel isolated. Through establishing authentic relationships with staff and their peers, YP can find themselves having the capacity to sense

and exert their own agency. The defensiveness that Kain held and his view of lacking agency, appeared to absolve his responsibility to change his circumstances. It is important for professionals to understand that it can be difficult for YP to own agency particularly where it relies on them to own and accept their own faults too. How Kain was treated is powerfully evident in his expression of feeling both an injustice and a lack of power. The school held the power to corrupt his relationship with his mother.

Sharp (2014) examined what enables YP to perceive themselves as having agency in their lives. He found YP spoke mainly about positive relationships where positivity denoted reciprocal and equal relationships. YP valued feeling that they had the social confidence to develop and maintain these relationships. They also highlighted their perceptions of teachers support and encouragement as being important. Sharp suggests that YP need to perceive themselves as individual agents and have a 'support network whereby their agency can be enacted through intermediaries' (Sharp, 2014, p.359). this could be facilitated through their peers or through their pastoral support. Newman and Blackburn, (2002) suggest a richer understanding of agency by explaining that the factors for increasing a sense of agency in YP are similar to those for increasing resilience and considers them both as being linked to the ability of YP to adapt to challenges.

Acknowledge regression

Both YP experienced 'post-reintegration regression' (Pillay et al, 2013) at their new school but were supported by the school and their friends through this period. Research indicates that such regression is often the case for YP reintegrating following exclusions, though many YP become permanently excluded again in this time period. As part of the reintegration plan and meetings, it would be useful for receiving schools to be made aware of this known pattern and to provide flexibility, support and space for YP to adapt to their new setting and circumstances so that they can break away from any previous repetition of any negativity and allow success to occur. YP can be enabled to reinvent themselves by knowing that their past has been forgotten. Both YP understood the Inclusion Centre to be a transitional space. Professionals need to be aware that a

transitional space or a new setting alone is not enough for YP to move on successfully from the circumstances of their old school. YP need to be given space and time to manage their thoughts and behaviour. The context needs to change for the YP to feel enabled. The systems themselves need to adapt and change to meet the needs of YP who are reintegrating into a school. The use of resilience based programmes that Pillay et al (2013) suggest could be explored as part of the YP's individualised reintegration plans (focussing upon developing emotional competence, promoting relationships and promotive reintegration practices). If considered appropriate, Motivational Interviewing could also be a part of this process with the focus on supporting YP to consider making changes (Miller and Rollnick, 1991).

Whole school approach

It is important to not just look at YP as agents of change and assume they have the capacity and power to exert their own agency. Nor is it enough to encourage pastoral staff and key role models to adopt effective practices. It is important for schools to adopt a whole school approach in supporting YP to succeed - whether they are excluded or not. Wearne (2015) identifies effective approaches and advice to schools to promote social and emotional well-being and suggests this would also help to be a response to increasing mental health needs in schools. Wearne explains how the terms 'character' and 'resilience' are often used within this focus on social and emotional learning. She suggests that schools should have a positive and universal focus on well-being which would support them to feel they are part of a supportive system. They should develop a supportive school and classroom climate and ethos where early identification and intervention occurs. Wearne also highlights the focus on promoting staff well-being and tackling their stress, as well as management understanding the causes of behaviour. It would be interesting to understand the teachers view in Kain's altercation over his jumper and the context for the teacher needing to have control and physical possession of the jumper. Wearne also highlights the need to engage the whole school community and the use of targeted programmes of intervention for social and emotional learning.

Narrative

Through this research, I have had the opportunity to develop and reflect upon, using a narrative approach to research and its potential to inform EP practice. A narrative approach can be used as a useful way of listening and helping YP to share their experiences as well as a general approach to EP practice. It has enabled me to become more aware of the perspectives of YP who I often read about as a collective group in the data for exclusions. I have gained a heightened awareness of my own position and power to share the stories of the YP and in turn how as professionals we hold a similar power to limit or enable possibilities for YP. I am more aware as a practitioner as a result of this research experience, to seek out alternative narratives in YP's stories to gain a rich picture that gives justice to their experiences and in turn not accept limited problem saturated stories that adults around them may present. I hope this narrative approach to my research has offered an alternative and empowering understanding about YP who have experienced reintegration, as well as going some way towards a clearer understanding of how YP could be supported through narrative conversations.

5.5 Limitations

In completing this research, I faced a range of limitations. Some of these limitations related to my use of narrative interviewing and the subjective nature of qualitative research. I will now expand upon some of these limitations.

Participants - whilst selecting the participants, I was unable to gain the number of YP that were known to be representative in the data. I was made aware of the current data that the Reintegration Officers had available. This data indicated that around 30 YP were referenced as being successfully reintegrated into a new school following a permanent exclusion. I only accessed two YP. I relied upon other professionals including the Reintegration Officers and school pastoral staff to allow and enable me to make contact with the YP. Given the tight timeline for my research I was unable to await responses for those YP when the pastoral staff chose not to approach them at the time, as they were preparing to sit exams. This overprotective nature of the staff as gatekeepers denied the YP with an opportunity to exercise a choice in the research (Miller and Bell, 2002). I feel my

aim to provide a voice for the YP who had experienced successful reintegration has been restricted by the logistics and practical implications of carrying out research as well as through professionals being the gatekeepers for the YP. Some of the very people I set out to enable their story to be shared, continue to remain unheard.

Researcher role - when placed in the role of a researcher, I experienced a conflict between trying to remain within the remit of being a researcher and not being drawn to using my skills as a practitioner or a therapist. I had to stay within the story that was being shared with me and not seek to piece together information to scaffold my own understanding and make suggestions. Given my limited time with the YP, I was also acutely aware that I would not be in a position to follow up or further explore aspects from our conversations. It was important for me to frame my questions within the interviews from the perspective of a researcher who valued hearing the YP's stories rather than attempting to provide a solution focused approach to any concerns that they raised or I perhaps felt. In doing so, I hoped to give a voice to the marginalised YP, raising consciousness around their experience (Parker, 1998). As Lown (2005) suggested from her research experience, it is important to illuminate the experiences of YP and I feel as a researcher I have enabled this to happen. Nonetheless, I am aware that despite my attempts to create a relaxed and informal context for the YP, having their interviews recorded and being asked questions within the context of my research will have impacted upon them.

Terminology - the terminology that White and Epston (1990) use for narrative therapy can be criticised for being unnecessarily daunting. Terms such as 'thickening stories' and 'landscapes of action' can be overwhelming and detract from the essence of narrative therapy. When preparing my research and interview sessions I was initially focussing more upon this terminology than the possible flow of the conversation as I felt in awe of the expectation for the narrative approach to 'fit' the storytelling that may be shared. Nonetheless, I would suggest that anyone considering using a narrative approach to research should not be deterred by the initial complexity of the terminology. I have found the approach in

itself to be something which I connected with and it has positively influenced my work as a TEP.

Power imbalance - the narrative approach I used was heavily dependent upon the YP being able to express themselves. I found that I had to talk a lot and build trust and clarity for the YP to enable them to open up and share their stories with me. Kain was more reserved and quiet than Owen and at the time it worried me as a researcher that I would not gain enough rich information reflective of his experience. I felt acutely aware of the power imbalance in my relationship with the YP and felt that perhaps they may have modified or selected their recollection of experiences as a result of being asked by me as a professional and also in the approach I used. Although used for its creativity and approach to engaging the YP to facilitate their storytelling, the use of the story mountain may have limited the possible detail or versions of the stories that the YP may otherwise have shared (Squire, 2013). The control I had over the direction of their stories will have influenced and possibly limited what the YP could have shared. The narrative approach I adopted was wholly dependent upon my subjectivity as a researcher. I tried to counter this subjectivity by following the lead of the YP and the information they provided, aiming to be transparent in my intentions for the research. I tried to ensure the YP understood that they held the final choice for their I Poems and indeed whether they wanted to continue being a part of the research and have their final story shared. Glesne and Peshkin (1992) suggest that a non-hierarchical relationship in an interview context is perhaps impossible to ever achieve.

Subjectivity - although my work is highly subjective, the reader has been provided with information relating to my positionality, the research process and the steps of my analysis. Additionally, the Appendix contains the transcripts, the coding, the themes, the network maps, etc. to help the reader understand the decisions and processes which I followed. I have tried to be reflexive in my thinking by considering my influence as a researcher through the whole research process. I have shared my research experience throughout this thesis so that the reader can view me as transparent and trustworthy as a researcher. Nonetheless, my influence over what is considered a theme worth sharing and exploring further is highly subjective. By sharing my thought processes for each step of my research

journey, I may leave the reader with more understanding of my research story than that of the YP's stories (Reismann, 2008).

Data analysis subjectivity - the narratives which I have heard and found meaningful have been influenced by my own experiences and understanding. How I interpreted the data could be different on another day and likewise someone else reading the transcripts may read and see something else. I have not drawn my attention to what was not said by the YP but focussed instead upon what I have gained and heard towards attempting to further my understanding to help answer my research questions. I have nonetheless tried to ground my interpretations with the actual spoken words of the YP, citing illuminating phrases from their transcripts. Within this approach of respecting the version of the stories that were shared by the YP, is the risk of confirmatory bias in the interpretation process when the accounts are unquestioned and shared. The readers of this research will in turn be free to make their own interpretations of the stories and analysis.

Authenticity - the stories offer an insight into the experiences of Owen and Kain, though it is important to note that they were situated at one point in time with me as the researcher. The narrative accounts the YP have shared do not represent any 'truths' about any experiences or the YP as narrators themselves.

> *"The interviewee can choose whatever means is available to him or her to construct his or her story"*
>
> Nunkoosing (2005, p.701)

Nunkoosing (2005) distinguishes between truth and authenticity. He explains that interviewees draw on cultural narratives to make sense of their experience. What is not said, assumed, or privately thought may contradict the versions that I have been told and attempted to share with the reader of this research. As the researcher I cannot assume what is said is what actually happened, but it is what the YP wanted me to know and I have to accept that this is the nature of retelling personal stories. I did not question the responses of the YP as I valued their voice as being representative of an authentic account. I feel I have gained authentic

accounts for both YP's stories and after receiving positive responses from the YP about their I Poems, I sensed that perhaps they felt I was writing an authentic and familiar account of their stories.

5.6 Recommendations for further research

As suggested in the literature review, there is a range of data and information about YP being excluded. However there remains limited research around asking YP about their experience as experts of their own lives, especially around successful reintegration.

Identity - further research could explore more explicitly the links between exclusion, behaviour and a YPs identity. This would be useful as YPs perception of themselves and their behaviour will inevitably influence their perceptions and interactions with others. Identity from a narrative understanding is viewed as being shaped in social and relational contexts (White, 1995). The narratives shared by YP not only indicate what they think about themselves but also about their own actions. No single account can reflect the YP's lived experiences but a narrative approach would appreciate this and acknowledge that life is multi-storied. I would recommend continuing with a narrative approach to exploring YP's experiences of exclusion to enable an increasing understanding of their individual perspectives within a safe and respectful context which values their voice and opinion. Extending the exploration of identity, I would be interested in exploring the identities of male YP with a view to considering how societal pressure for masculinity influence their identity.

Environment - Michaels and Frederickson (2013) identified the environment as one of the 'enablers' for positive outcomes for YP. It would be interesting to further explore the significance of different environments that excluded YP encounter during their schooling experience including both onsite and off- site exclusion provisions, with a view to considering how the YP may adapt or change according to their settings. Comments that Kain made referring to noise, temperature and number of people in a room, all made me recall my experiences of teaching and how the environment can have a significant impact on a YP particularly if they have sensory sensitivities. The associations a YP may make for the different

settings they encounter would be worth exploring to help understand the impact of environmental change (Pillay et al, 2013). Further to this, future research could be more direct and explicit in the language used in the interviews by focussing upon asking YP what they think has helped or not, their view of success and what they felt motivated them to change.

Regression - further exploration around the concept of post-reintegration regression would be worthwhile as it may reveal some understanding as to why many YP become repeatedly excluded during their education. Government exclusion data for secondary schools in 2014/15 indicated that 38% of all fixed term exclusions were repeat exclusions. This data also shared that 3.1% of YP at secondary school who received a fixed term exclusion went on to then be permanently excluded by their school; this percentage relates to the lives of 3,910 YP. Further exploration around Pillay et al's (2013) thoughts for schools providing support through resiliency programmes and how this may reduce the impact of any regression, would be meaningful to explore.

Outsider witnesses - although I had not asked the YP to agree to this within my research, it would be interesting to consider input from professionals (with the YP's consent) after sharing elements of the YPs stories, transcripts and I Poems with a view to building upon their stories. This would draw upon the therapeutic aspect of narrative therapy referred to as 'outsider witness practice'. This is where others are invited to acknowledge and build upon the preferred stories shared by the storyteller (White and Epston, 1990). In seeking out teacher's views for YP the focus would be on their commitment to contributing to the enrichment of the YP's preferred identity (Walther and Fox, 2012). Teachers have power and influence in a YP's life so any contribution they make would be highly significant. With Kain, the school held the power to influence the relationship between him and his mother, with supportive information being shared by the school helping to improve her view and understanding of him over time in a positive way. Alternate to this would be seeking opinions of the professionals at the old school, Inclusion Centre and new school with a view to considering lessons that could be learnt, given that they hold considerable power and influence to make a difference for the YP.

5.7 Chapter summary

I began this concluding chapter by returning to my initial research aims of using a narrative approach to my research questions. I further discussed the points I raised in my discussion and interpretation of themes. I drew upon these points as I considered the implications of my research for practitioners, discussing the benefits of a narrative approach for conversations as well as the importance of relationships, understanding agency, whole school approaches and fresh starts. I shared my thoughts around the limitations of my research, identifying difficulties in gaining research participants, my attempt to use a narrative approach and the impact of my subjectivity as a researcher. I then concluded the chapter with suggestions for future research around more specific themes of identity, environment, regression and outsider witnessing.

References

Andrews, M., Squire, C., & Tamboukou, M. (Eds.). (2013). *Doing narrative research*. Sage.

Attride-Stirling, J. (2001). Thematic networks: An analytic tool for qualitative research. *Qualitative Research, 1*(3), 385-405.

Bagnoli, A. (2009). Beyond the standard interview: The use of graphic elicitation and arts-based methods. *Qualitative research*, *9*(5), 547-570.

Balan, B. Nicole. "Multiple Voices and Methods: Listening to Women Who Are in Workplace Transition." *International Journal of Qualitative Methods* 4, no. 4 (2005): 63-86.

Bandura, A. (2008). Toward an agentic theory of the self. *Advances in self research*, *3*, 15-49.

Bell, J. (2010). Doing your research project: A guide for first-time researchers in education, health and social science (5th ed., Open up study skills). Maidenhead: McGraw-Hill Open University Press.

Bhabha, H. K. (2012). *The location of culture*. Taylor and Francis.

Bhaskar, R. (1989). *Reclaiming reality: A critical introduction to contemporary philosophy*. London: Verso.

Billington, T. (2006). *Working with children: Assessment, representation and intervention*. London: Sage.

Billington, T. (2012). *Separating, losing and excluding children: Narratives of difference*. Routledge.

Billington, T., & Pomerantz, M. (2004). *Children at the Margins: Supporting children, supporting schools*. Stylus Publishing, LLC.

Blyth, E., & Milner, J. (1994). Exclusion from school and victim-blaming. *Oxford Review of Education*, *20*(3), 293-306.

Boxall, M. (1976). *The nurture group in the primary school*. Inner London Education Authority.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3, 77–101.

Brearley, L. (2002). Exploring the creative voice in academic context. The Qualitative Report, 5(3/4). Retrieved from http://www.nova .edu/sss/QR/QR5-3/brearly.html

British Psychological Society. (2009). *Code of ethics and conduct.* Leicester; BPS.

Bruner, J. (1986). Actual minds, possible worlds. Cambridge, Mass.; London: Harvard University Press.

Bruner, J. (2003). Making stories: Law, literature, life. Cambridge, Mass.: Harvard University Press.

Bryman, A. (2004). Interviewing in qualitative research. *Social research methods*, *2*, 318-344.

Burton, S. (2006). 'Over To You': Group work to help pupils avoid school exclusion. *Educational Psychology in Practice*, *22*(3), 215-236.

Carlile, A. (2009). "Finding Space for Agency in Permanent Exclusion from School." *Power and Education* 1, no. 3 (2009): 259-69.

Carlile, A. (2012). An ethnography of permanent exclusion from school: revealing and untangling the threads of institutionalised racism. *Race Ethnicity and Education*, *15*(2), 175-194.

Chamberlain, Kerry, Trudie Cain, Joanna Sheridan, and Ann Dupuis. "Pluralisms in Qualitative Research: From Multiple Methods to Integrated Methods." *Qualitative Research in Psychology* 8, no. 2 (2011): 151-69.

Chase, S. E. (2007). Multiple lenses, approaches, voices. *Collecting and interpreting qualitative materials*, *57*(3), 651-679.

Childrens' Commissioner report (2013): *They go the extra mile*: accessed on 20.3.17:

http://www.childrenscommissioner.gov.uk/sites/default/files/publications/They_Go_The_Extra_Mile-.pdf

Clarke, G., Boorman, G., & Nind, M. (2011). 'If they don't listen I shout, and when I shout they listen': hearing the voices of girls with behavioural, emotional and social difficulties. *British Educational Research Journal*, *37*(5), 765-780.

Cole, T., Daniels, H. and Visser, J. (2012) *The Routledge International Companion to Emotional and Behavioural Difficulties* London: Routledge.

Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. Educational researcher, 19(5), 2-14.

Cooper, S. (2014). Brief narrative practice at the walk-in clinic: The rise of the counterstory. *The International Journal of Narrative Therapy and Community Work,* (2), 23-29.

Corbett, P. (2007). Developing creative writing skills. London: Learning Works.

Corbett, P. (2008). Talk for writing. The National Strategies Primary. London, England: Department for Children, Schools and Families (DCSF).

Daniel, A. (2007). From folktales to algorithms: Developing the teacher's role as principal storyteller in the classroom. *Early Child Development and Care, 177*(6-7), 735-750.

Daniels, H., Cole, T., Sellman, E., Sutton, J., & Visser, J. with Bedward, J.(2003) Study of young people permanently excluded from school. *London: Department for Education and Skills.*

Department for Education (2014) SEND Code of Practice:
http://www.gov.uk.sheffield.idm.oclc.org/Government/publications/send-code-of-practice-0-to-25

Department for Education (2012a) *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A Guide for those with Legal Responsibilities in Relation to Exclusion,* London: DfE.

Department for Education (2013). *Permanent and Fixed Period Exclusions from Schools in England: 2011 to 2012 Academic Year*, London: DfE.

Department for Education: National Statistics: Permanent and Fixed Period Exclusions in England:
https://www.gov.uk/Government/statistics/permanent-and-fixed-period-exclusions-in-england-2014-to-2015

Department for Children, Schools and Families (2008) *The Education of Children and Young People with Behavioural, Emotional and Social Difficulties as a Special Educational Need.* London: DCSF.

Department for Children Schools and Families. (2008b). Improving behaviour and attendance: guidance on exclusions from schools and Pupil Referral Units. Nottingham: DCSF Publications.

Department for Children, Schools and Families (2007) *Guidance: Improving Behaviour and Attendance. Guidance on Exclusion from Schools and Pupil Referral Units 2007.* London DCSF.

Department for Children, Schools and Families (2009a) *Deprivation and Education. The evidence on Pupils in England, Foundation Stage to Key Stage 4.* London DCSF.

Department for Education and Skills (DfES). (2004). *The reintegration of children absent, excluded or missing from school*, Research Report RR598. London:GC Consulting Ltd.

Dickson-Swift, V., James, E., & Kippen, S. (2005). Do university ethics committees adequately protect public health researchers? Australian and New Zealand Journal of Public Health, 29, 576-582.

Diefenbach, T. (2009). Are case studies more than sophisticated storytelling?: Methodological problems of qualitative empirical research mainly based on semi-structured interviews. *Quality & Quantity*, *43*(6), 875-894.

Driessnack, Martha. "Draw-and-tell Conversations with Children about Fear." *Qualitative Health Research* 16, no. 10 (2006): 1414-435.

Edwards, R., & Weller, S. (2012). Shifting analytic ontology: Using I-poems in qualitative longitudinal research. *Qualitative research*, *12*(2), 202-217.

Ellis, J., Cobb, M., O'Connor, T., Dunn, L., Irving, G., & Lloyd-Williams, M. (2015). The meaning of suffering in patients with advanced progressive cancer. *Chronic Illness, 11*(3), 198-209.

Emerson, P., & Frosh, Stephen. (2009). *Critical narrative analysis in psychology: A guide to practice* (Rev. ed.). Basingstoke: Palgrave Macmillan.

Firestone, W. A. (1993). Alternative arguments for generalizing from data as applied to qualitative research. Educational researcher, 22(4), 16-23.

Flaskerud, J., & Winslow, B. J. (1998). Conceptualizing vulnerable populations: Health related research. Nursing Research, 47(2), 69-78.

Foucault, M. (1977). *Discipline and punish: The birth of the prison*. Vintage.

Gauntlett, D. (2007). *Creative explorations: New approaches to identities and audiences*. Routledge.

Gazeley, L. (2010). The role of school exclusion processes in the re-production of social and educational disadvantage. *British Journal of Educational Studies*, *58*(3), 293-309.

Gazeley, L., Marrable, T., Brown, C., and Boddy, J. (2013). *Reducing Inequalities in School Exclusion: Learning from Good Practice*, London: The Office of the Children's Commissioner.

Gazeley, L., Marrable, T., Brown, C., & Boddy, J. (2015). Contextualising Inequalities in Rates of School Exclusion in English Schools: Beneath the 'Tip of the Ice-Berg'. *British Journal of Educational Studies*, *63*(4), 487-504.

Gee, J.P. (1991). *A linguistic approach to narrative. Journal of Narrative and Life History, 1*, 1, 15-39.

Georgakopoulou, A. (2006). *Thinking big with small stories in narrative and identity analysis.* Narrative Inquiry 16. 129–137.

Gergen, K.J. (1985). The social constructionist movement in modern psychology. American Psychologist, 4, p266-275.

Gergen, K. J. (1999). *An invitation to social construction*. Sage.

Gerhart, D. (2013). Mastering Competencies in Family Therapy: A Practical Approach to Theory and Clinical Case Documentation. Nelson Education.

Gersch, I. S., Lipscomb, A., Potton, A. I., & Publication, A. (2017). The history of research by educational psychologists into ascertaining the voice of the child and young person. In J. Hardy & C. Hobbs (Eds.), *Using qualitative research to hear the voice of CYP: The work of British educational psychologists*. Leicester, England: BPS Publications.

Gilligan, C., Spencer, R., Weinberg, M.K. and Bertsch, T. 2003. "On the Listening Guide: A voice-centered relational method". In *Qualitative research in psychology: Expanding perspectives in methodology and design*, Edited by: Camic, P.M., Rhodes, J.E. and Yardley, L. 144–154. Washington, DC: American Psychological Association Press.

Gilligan, C., and Josselson, R. "The Listening Guide Method of Psychological Inquiry." *Qualitative Psychology* 2, no. 1 (2015): 69-77.

Gillison, F., Standage, M. & Skevington, S. (2008). Changes in quality of life and psychological need satisfaction following the transition to secondary school. *British Journal of Educational Psychology,* 78, 149–162.

Given, L. (2008). *SAGE Encyclopedia of Qualitative Research Methods [electronic resource].* Thousand Oaks: SAGE Publications.

Glaser, B., & Strauss, Anselm L. (1967). The discovery of grounded theory: Strategies for qualitative research. New York: Aldine de Gruyter.

Glesne, C., & Peshkin, A. (1992). Becoming qualitative researchers: An introduction. New York: Longmans.

Gordon, A. (2001). School exclusions in England: children's voices and adult solutions?. *Educational Studies*, *27*(1), 69-85.

Gray, J. (1998) Narrative Inquiry, unpublished paper, Edith Cowan University, Western Australia, in Bell, J. (2010). Doing your research project: A guide for first-time researchers in education, health and social science (5th ed., Open up study skills). Maidenhead: McGraw-Hill Open University Press.

Grotberg, E. (1997). A guide to promoting resilience in children: Strengthening the human spirit. Hague, Holland: Bernard van Leer Foundation.

Haraway, D. (1988). Situated knowledge: The science question in feminism and the privilege of partial perspective. Feminist Studies, 14 (3), 575-599.

Hardy, J. and Hobbs, C. (Eds.) (2017) *Using qualitative research to hear the voice of children and young people: The work of British educational psychologists*. Leicester, England: BPS Publications.

Harris, Belinda, Kerry Vincent, Pat Thomson, and Richard Toalster. "Does Every Child Know They Matter? Pupils' Views of One Alternative to Exclusion." *Pastoral Care in Education* 24, no. 2 (2006): 28-38.

Hart, N. (2013). What helps children in a pupil referral unit (PRU)? An exploration into the potential protective factors of a PRU as identified by children and staff. *Emotional and Behavioural Difficulties*, *18*(2), 196-212.

Hayden, C. (2003). Responding to exclusion from school in England. *Journal of Educational Administration*, *41*(6), 626-639.

Hertz, Rosanna. "Introduction: Ethics, Reflexivity and Voice." *Qualitative Sociology* 19, no. 1 (1996): 3-9.

Hobbs, Charmian, Rachel Durkin, Gillian Ellison, Jennifer Gilling, Tracey Heckels, Sarah Tighe, Barbara Waites, and Carol Watterson. "The professional practice of educational psychologists: Developing narrative approaches." *Educational and Child Psychology* 29, no. 2 (2012): 41.

Hoffman, L. (1992). A reflexive stance for family therapy. In S. McNamee & K. J. Gergen (Eds.), Therapy as social construction (pp. 7–24). London: Sage.

Holstein, J. A., & Gubrium, J. F. (1995). *The active interview* (Vol. 37). Sage.

Hughes, M. (2007) Every Child Matters; Setting the Context for the 'Hard to Reach' Introductory Chapter to Pomerantz, K., Hughes, M, Thompson, David, & Thompson, D. A. (Eds). *How to reach 'hard to reach' children: Improving access, participation and outcomes.* Chichester: John Wiley.

Hydén, M. (2008). Narrating sensitive topics. In Andrews, M., Squire, C., & Tamboukou, M. (Eds.). (2013). Doing narrative research. Sage.

Johnson, Vicky, Glenzer, Kent, Aragón, Alfredo Ortiz, Kassam, Karim-Aly Saleh, & Ku, Hok Bun. (2017). Moving beyond voice in children and young people's participation. *Action Research, 15*(1), 104-124.

Jovchelovitch, S. Martin W. B. and Gaskell, G. *Narrative Interviewing.* SAGE, 2000

Koelsch, Lori E., Josselson, Ruthellen, and Gilligan, Carol. "I Poems: Evoking Self." *Qualitative Psychology* 2, no. 1 (2015): 96-107.

Krizek, R. L. (2003). Ethnography as the excavation of personal narrative. In R. P. Clair (Ed.), Expressions of ethnography: Novel approaches to qualitative methods (pp. 141-151). New York: State University of New York.

Labov, W. & Waletzky, J. (1997) Narrative Analysis: Oral Version of Personal Experience, in: Journal of Narrative and Life History, 7 (1-4), (New Jersey: Lawrence Erlbaum Associates), 3-38.

Lacher, D., Nichols, Todd, & May, Joanne C. (2005). *Connecting with kids through stories [electronic resource] : Using narratives to facilitate attachment in adopted children.* London: Jessica Kingsley.

Lawrence, N. (2011). What makes for a successful re-integration from a pupil referral unit to mainstream education? An applied research project. *Educational Psychology in Practice*, *27*(3), 213-226.

Liamputtong, P. (2007). Researching the vulnerable: A guide to sensitive research methods. London: SAGE.

Leiper, R., & Kent, Rosemary. (2001). *Working through setbacks in psychotherapy [electronic resource]: Crisis, impasse and relapse.* London: SAGE.

Lown, J. (2005). *Returning Pupils to Mainstream Schools Successfully, following Permanent Exclusion: Participant Perceptions.*

Lumby, J. (2012). "Disengaged and Disaffected Young People: Surviving the System." *British Educational Research Journal*, 38 (2): 261–279.

McAdams, Dan P, and Kate C McLean. "Narrative Identity." *Current Directions in Psychological Science* 22, no. 3 (2013): 233-38.

McCormack, C. (2000). From Interview Transcript to Interpretive Story: Part 1- Viewing the Transcript through Multiple Lenses. *Field Methods, 12*(4), 282-297.

McSherry, J. 2004. Learning support units. Principles, practice and evaluation. Great Britain: David Fulton Publishers.

MacLeod, F. (2001). Towards inclusion—our shared responsibility for disaffected pupils. *British Journal of Special Education*, *28*(4), 191-194.

Macrae, S., Maguire, M. E. G., & Milbourne, L. (2003). Social exclusion: exclusion from school. *International Journal of Inclusive Education*, *7*(2), 89-101.

Markus, H., & Nurius, P. (1987). *Self and identity: Psychosocial perspectives.* Chichester: Wiley.

Merriam, S. (1995). What Can You Tell From An N of I ?: Issues of validity and reliability in qualitative research. PAACE Journal of Lifelong Learning, 4, 50-60.

Merton, R. (1975). Thematic Analysis in Science: Notes on Holton's Concept. *Science, 188*(4186), 335-338.

Michael, S., & Frederickson, N. (2013). Improving pupil referral unit outcomes: pupil perspectives. *Emotional and Behavioural Difficulties*, *18*(4), 407-422.

Miles, M., Huberman, A. M, & Huberman, Alan. (1994). Qualitative data analysis: An expanded sourcebook (2nd ed.). Thousand Oaks, Calif.; London: Sage.

Miller, T., & Bell, L. (2002). Consenting to what? Issues of access, gate-keeping and 'informed' consent. In M. Mauthner, M. Birch, J. Jessop, & T. Miller (Eds.), Ethics in qualitative research. London: Sage.

Miller, W., & Rollnick, Stephen. (1991). *Motivational interviewing: Preparing people to change addictive behavior*. New York; London: Guilford Press.

Monrouxe, Lynn V. "Solicited Audio Diaries in Longitudinal Narrative Research: A View from inside." *Qualitative Research* 9, no. 1 (2009): 81-103.

Morgan, A. (2000). *What is narrative therapy: An easy-to-read introduction*. Adelaide (S. Aust.): Dulwich.

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2008). Verification strategies for establishing reliability and validity in qualitative research. International journal of qualitative methods, 1(2), 13-22.

Munn, P., & Lloyd, G. (2005). Exclusion and excluded pupils. *British Educational Research Journal*, *31*(2), 205-221.

Newman T and Blackburn S (2002) *Transitions in the Lives of Children and Young People: Resilience Factors.* Edinburgh: The Scottish Executive Education Department, pp.1–12.

Nunkoosing, K. (2005). The Problems With Interviews. *Qualitative Health Research, 15*(5), 698-706.

Osler, A., Street, C., Vincent, K., & Lall, M. C. (2002). *Not a problem? Girls and school exclusion*. National Children's Bureau.

Parker, I. (2005). Qualitative Psychology: Introducing Radical Research. Maidenhead: Open University Press.

Parker, I. (2013). Discourse Analysis: Dimensions of Critique in Psychology. Qualitative Research in Psychology, 10(3), 223-239.

Parsons, C. (1999). *Education, exclusion and citizenship*. Psychology Press.

Parsons, C., Godfrey, R., Howlett, K., Hayden, C., & Martin, T. (2001). Excluding primary school children–the outcomes six years on. *Pastoral Care in Education*, *19*(4), 4-15.

Patterson, M., Markey, M., & Somers, J. (2012). Multiple Paths to Just Ends: Using Narrative Interviews and Timelines to Explore Health Equity and Homelessness. *International Journal of Qualitative Methods, 11*(2), 132-151.

Phoenix, A. (2009) De-colonising Practices: negotiating narratives from racialised and gendered experiences of education, Race Ethnicity and Education, 12(1), 101-114.

Pillay, J., Dunbar-Krige, H., & Mostert, J. (2013). Learners with behavioural, emotional and social difficulties' experiences of reintegration into mainstream education. *Emotional and behavioural difficulties*, *18*(3), 310-326.

Pirrie, A., Macleod, G., Cullen, M. A., & McCluskey, G. (2011). What happens to pupils permanently excluded from special schools and pupil referral units in England?. *British Educational Research Journal*, *37*(3), 519-538.

Pomerantz, K., Hughes, M., & Thompson, D. (2007). *How to Reach 'Hard to Reach' Children: Improving Access, Participation and Outcomes*. John Wiley & Sons.

Potter, J., & Wetherell, Margaret. (1987). *Discourse and social psychology: Beyond attitudes and behaviour*. London; Newbury Park, Calif.: Sage Publications.

Prochaska, J., DiClemente, C., & Garfield, Sol L. (1983). Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology, 51*(3), 390-395.

Ramazanoglu, C., & Holland, Janet. (2002). *Feminist Methodology [electronic resource]: Challenges and Choices*. London: SAGE Publications.

Richardson, L. 2002. Poetic representations of interviews. In Handbook of interview research, ed. J. Gubrium and J. Holstein, 877-92. London: Sage.

Riessman, C. K. (2008). *Narrative Methods for Human Sciences.* London: Sage.
Roberts, P., Priest, H., & Traynor, M. (2006). Reliability and validity in research. Nursing standard, 20(44), 41.

Runswick-Cole, K., & Hodge, N. (2009). Needs or rights? A challenge to the discourse of special education. *British Journal of Special Education*, *36*(4), 198-203.

Sanderson, H., Thompson, J., & Kilbane, J. (2006). The emergence of person-centred planning as evidence-based practice. *Journal of Integrated Care, 14*(2), 18-25. Retrieved from https://search-proquest-com.sheffield.idm.oclc.org/docview/212050697?accountid=13828

Schnelling, K., & Dew-Hughes, D. (2002). A solution to exclusion. *Emotional and Behavioural Difficulties, 7*(4), 229-240.

Shacklock, G., and L. Thorp. 2005. Life histories and narrative approaches. In Research methods in the social sciences, ed. B. Somekh and C. Lewin, 156–63. London: Sage.

Sharp, Russell. "Ready, Steady, Action: What Enables Young People to Perceive Themselves as Active Agents in Their Lives?" *Educational Psychology in Practice* 30, no. 4 (2014): 347-64.

Shohel, M. M. C. "Nostalgia, Transition and the School: An Innovative Approach of Using Photographic Images as a Visual Method in Educational Research." *International Journal of Research & Method in Education* 35, no. 3 (2012): 269-92.

Silverman, D. (2005, September). Instances or sequences? Improving the state of the art of qualitative research. In *Forum: Qualitative Sozialforschung /Forum: Qualitative Social Research* (Vol. 6, No. 3).

Smith, B., & Sparkes, A. (2006). Narrative inquiry in psychology: Exploring the tensions within. *Qualitative Research in Psychology, 3*(3), 169-192.

Smith, D. (1988). *The everyday world as problematic: A feminist sociology.* Milton Keynes: Open University Press.

Smith, D. (2000). Schooling for inequality. *Signs, 25*(4), 1147-1152.

Smith, L. (2005). On tricky ground: Researching the native in the age of uncertainty. In N. Denzin & Y. Lincoln (Eds.), The Sage handbook of qualitative research (3rd ed., pp. 85-108). Thousand Oaks, CA: SAGE.

Smith, J., Flowers, Paul, & Larkin, Michael Howard. (2009). Interpretative phenomenological analysis: Theory, method and research. Los Angeles: SAGE.

Snow, P, and Powell, M. "Developmental Language Disorders and Adolescent Risk: A Public-health Advocacy Role for Speech Pathologists?" *Advances in Speech Language Pathology* 6, no. 4 (2004): 221-29.

Social Exclusion Unit (2000) Preventing social exclusion (London, Cabinet Office).

Speedy, J. (2000). The 'storied' helper: Narrative ideas and practices in counselling and psychotherapy. *European Journal of Psychotherapy & Counselling, 3*(3), 361-374.

Squire, C. (2013). From experience-centred to socio-culturally-oriented approaches to narrative. Doing narrative research, 47-71. In Andrews, Molly and Squire, Corinne and Tamboukou, Maria (eds.) Doing Narrative Research. London: SAGE. SAGE, 2013.

Swain, J. & French S. (1998) A voice in what? Researching the lives and experiences of visually disabled people, in: P. Clough & L. Barton (Eds) *Articulating with difficulty: research voices in inclusive education* (London, Paul Chapman).

Tassinari Rogalin, M., & Nencini, A. (2015). Consequences of the "Attention-Deficit/Hyperactivity Disorder" (ADHD) Diagnosis. An Investigation with Education Professionals. *Psychological Studies, 60*(1), 41-49.

Thuen, E., & Bru, E. (2009). Are Changes in Students' Perceptions of the Learning Environment Related to Changes in Emotional and Behavioural Problems?. *School Psychology International*, *30*(2), 115-136.

Tootill, R., & Spalding, B. (2000). How effective can reintegration be for children with emotional and behavioural difficulties?. *Support for Learning*, *15*(3), 111-117.

Tracy, Sarah J. "Qualitative Quality: Eight "Big-Tent" Criteria for Excellent Qualitative Research." *Qualitative Inquiry* 16, no. 10 (2010): 837-51.

Tuck, E., & Yang, K. (2011). Youth resistance revisited: New theories of youth negotiations of educational injustices. *International Journal of Qualitative Studies in Education, 24*(5), 521-530.

United Nations Convention on the right of the child (1989).

Vice, S. (2003). Literature and the narrative self. Philosophy, 78, p93-108.

Vincent, K., Harris, B., Thomson, P., & Toalster, R. (2007). Managed moves: schools collaborating for collective gain. *Emotional and Behavioural Difficulties*, *12*(4), 283-298.

Wakefield, P. (2004). The educational inclusion of disaffected secondary school students. *Journal of Disability Policy Studies*, *15*(2), 70-85.

Walker, A. and Walker, C. (eds.) (1997), *Britain Divided: The Growth of Social Exclusion in the 1980s and 1990s*, London: Child Poverty Action Group

Walthers, S., & Fox, H. (2012). Narrative therapy and outsider-witness practice: Teachers as a community of acknowledgment. *Educational and Child Psychology 29 (2), 10-19*

Weare, K. (2015). What works in promoting social and emotional well-being and responding to mental health problems in schools?. *London: National Children's Bureau.*

Werner, Emmy E. "Resilience in Development." *Current Directions in Psychological Science* 4, no. 3 (1995): 81-85.

White, M. (1995). Re-authoring lives: Interviews and essays. Adelaide, South Australia: Dulwich Centre Publications.

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. WW Norton & Company.

Whittemore, R., Chase, S. K., & Mandle, C. L. (2001). Validity in qualitative research. Qualitative health research, 11(4), 522-537.

Willig, C. (2001). Qualitative research in psychology: A practical guide to theory and method. *Buckingham: OUP.*

Winslade, J., & Monk, G. D. (2006). *Narrative counselling in schools: Powerful & brief.* Corwin Press.

Youth Cohort Study (1995) *Truancy and Youth Transitions*. Report No. 34.
Zambo, Ronald, and Zambo, Debby. "Using I Poems to Hear the Voices and Understand the Actions of EdD Students Conducting Action Research." *The Qualitative Report* 18, no. 42 (2013): 1-17.

Appendix 1

Information Sheet

Research Project Title: Listening to the stories of young people who have experienced reintegration from a secondary inclusion centre back to a mainstream secondary school

Invitation: I am a Trainee Educational Psychologist working for an Educational Psychology Service. As part of my doctorate in Educational and Child Psychology at Sheffield University, I will be doing a research project about the experiences of Young People who have reintegrated to a school after having been to the Inclusion Centre. I am inviting you to share your story with me for my research.

Why have I been chosen?

You have been chosen as one of the Young People who have experienced reintegration to a mainstream school after having spent time in the Inclusion Centre.

What is the project's purpose?

The aim of this project is to find out more about the experiences of Young People who have reintegrated back to a mainstream school by exploring the themes that are shared in their stories.

Do I have to take part?

You do not have to take part and can change your mind about being in the research. You can withdraw from the research up to the date it is written up in May 2017.

What will happen if I take part?

I will randomly select four Young People to take part in the research. The first randomly selected person will help in a pilot study, where I will practice my research techniques. The next three randomly selected Young People will separately share their stories with me. If I have too many people agreeing to take part, you may not be asked to share your story. You can discuss this with me and your key person at school so that we can support you to understand what is happening and give you time to talk further with someone. If you do take part I will give you a copy of the consent form and this information sheet. I will meet with you at school and explain what will happen.

What do I have to do?

I will meet with you three times. I will ask you to think of a new name for yourself to help keep you anonymous whilst I record each of our meetings.

1. I will ask you to draw a timeline map of your experience at the different schools. This can have pictures and words on. It will be used to help you to think and plan your story.
2. I will meet with you again so you can share your story with me using the map. I will listen to the recordings of the two sessions of your timeline map and storytelling and write it down. I will look for themes in your story.
3. In the last meeting I will ask you to check if you agree with what I have found. From this I will ask you to write a poem or a letter using your story themes. I will help you with this. I will check with you that you are happy with the final story.

Will I be recorded, and how will the recorded media be used?

I will record each of your sessions with me to help me to remember what you have said. I will save the recording on a password encrypted memory stick. I will write down the recording by transcribing it then delete it at the end of my research. I will make sure any names of people and places are changed in my transcription so that everyone can remain anonymous. The timeline map will be anonymised and a photo of it will then be kept.

What are the possible risks and disadvantages of taking part?

There is the possibility that by talking about your experience you may have different feelings arise in you. I will be able to refer you to your key person in school should you need to discuss these feelings and anything else further. If you feel you do not want to talk about some things then that is okay.

What are the possible benefits of taking part?

By taking part you will be helping the professionals who worked with Young People to have a better understanding of why you have successfully returned to school from the Inclusion Centre. This will help the professionals to help other Young People in a similar situation that you have been in. By sharing your story you may have a better understanding of your own experience.

What happens if something goes wrong?

If anything changes in the research I will let you know. If there is something I need to share with your Head teacher or Parents about your safety or wellbeing then I will let you know first. The recordings of your conversations will not be shared with anyone. You can talk to me or my Supervisor about any concerns or complaints about the research by email or phone.

Will my taking part in this project be kept confidential?

All the information that I collect during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports of publications. Once the research is finished, it will be submitted to the University of Sheffield. There is a possibility that the research may be written up and

submitted for publication in a professional journal. The full names of individuals, local authorities and schools will be removed.

What will happen to the results of the project?

The results of the project will be written into a thesis which you may have a copy of. I will let you know what I will include in the thesis from your story and you can decide if you do or do not want the information to be included. The information will then be shared with different professionals who work with school children.

Who is organising and funding the research project?

I was asked by a Local Authority to look at this research project. I am on a placement with them through the University of Sheffield.

Who has ethically reviewed the project?

As part of the planning for this research project Sheffield University Ethics Committee have ethically reviewed the project to make sure my plans and ideas are suitable for research with Young People. They have approved this research.

Contact for further information or complaint:

If you wish to receive further information or make a complaint you can talk to me directly or contact my supervisor at Sheffield University. You can contact me on 07773607208 or email me at RBakhtiar1@sheffield.ac.uk. You can contact my Supervisor Penny Fogg at Sheffield University on 0114 2228102 or email her at P.Fogg@sheffield.ac.uk.

If you are still happy to take part I will ask you and your parent/carer to sign a Consent Form and you will have a copy of this Information Sheet and your signed consent form to keep.

Thank you very much.

Rihana Bakhtiar

Appendix 2

Rihana Bakhtiar Registration number: 140109366 School of Education Programme: EDUR136

Dear Rihana

PROJECT TITLE: EDUR136 Listening to the stories of young people who have experienced reintegration from a secondary inclusion centre back to a mainstream secondary school APPLICATION: Reference Number 007909

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 09/05/2016 the above-named project was approved on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

University research ethics application form 007909 (dated 11/04/2016). Participant information sheet 1016200 version 3 (11/04/2016). Participant consent form 1016196 version 3 (11/04/2016).

The following optional amendments were suggested:

Please address final comments of the reviewers.

If during the course of the project you need to deviate significantly from the above-approved documentation please inform me since written approval will be required.

Yours sincerely

David Hyatt Ethics Administrator School of Education

Appendix 3

<u>Participant Consent form</u>

Title of the research project: Listening to the stories of young people who have experienced reintegration from a secondary inclusion centre back to a mainstream secondary school.

Name of the researcher: Rihana Bakhtiar
  Please initial box

1. I confirm that I have read and understand the information sheet dated April 2016 for the above project and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. I understand that I am free to decline answering any questions if I do not want to answer them. Rihana Bakhtiar can be contacted on 0773607208.

3. I understand that each of my interviews/conversations and timeline maps with Rihana Bakhtiar will be digitally recorded and will be anonymised before analysis, being stored securely until they are destroyed when the research project is complete. I give permission for these interviews/conversations to be digitally recorded and saved till the end of the rand and the timeline maps to be photographed and placed in the Appendix of the thesis.

4. I understand that my responses will be anonymised before analysis. I give permission for my anonymised responses to be used in the research. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research.

5. I agree to take part in the above research project.

Name of Participant   Date   Signature

_____   _____

_____

Name of Parent/Carer   Date   Signature

_____   _____

_____

Researcher   Date   Signature
To be signed and dated in presence of the participant

_____   _____

_____

Copies: *Once this has been signed by all parties the participant will receive a copy of the signed and dated participant consent form, the information sheet and any other written information provided to the participants. A copy for the signed and dated consent form should be placed in the project's main record (e.g. a site file), which must be kept in a secure location.*

Appendix 4

Interview structure: schedule of prompts

- Intro
- Recap information sheet
- Consent
- Right to withdraw
- Your story
- Can say what you want and don't want
- Pseudonym
- Map
- Beginning middle end
- Title/name?
- Ice breaker – tell me about yourself

Narrative Therapy based prompts

(for use during the listening stage of hearing the YP's stories)

- Why , what, when, others – family friends partners
- What was that like for you?
- How did it make you feel?
- What effect did it have on your life and your relationships?
- How does that fit with what you want in life?
- Why is it important to you?
- How is this expressed?
- Who else knows this about you?
- Knows it's important for you?
- Appreciates this about you?
- Anything you want to say or wish I had asked?
- Preferred stories
- Thicken stories towards identity
- Landscape of identity and action, thickening the preferred story, towards identity
- Find exceptions and unique outcomes
- Find any values
- Past present future

TIPS:

Separate person from problem
Say the words back! Do not interpret
Remain observant, listening, be curious,
Finding exceptions and unique outcomes
Values & commitments of what has already happened – the meaning given
Hopes dreams – guidelines for living
Outsider witnesses
Preferred stories
Thickening preferred stories, towards identity
Landscape of action and identity

Appendix 5

Appendix 5a: Story Mountain Prompt
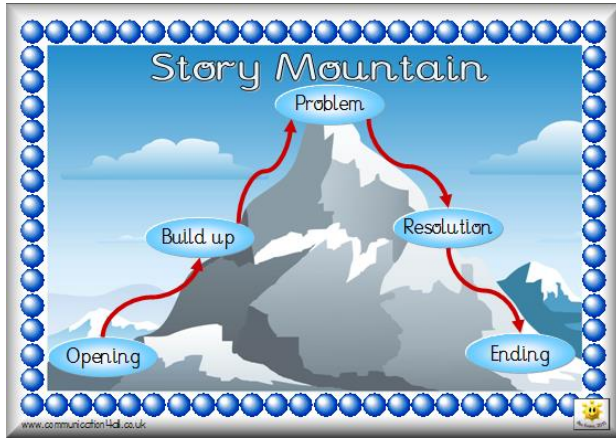
Appendix 5b: Owen's story mountain

Problem – it got me expelled and I was away from school for a while.

Build up – my friends got me in trouble, started messing around.

Resolution – I went to the inclusion centre, they found me a good school.

Opening: old school – mixed up in the wrong group of people.

Ending: new school – tour around, started the next Monday, ever since my grades have gone up and up and I've made new better friends.

Appendix 5c: Kain's story mountain

Kicked out

Inclusion centre

Old school: Friend teacher

New school
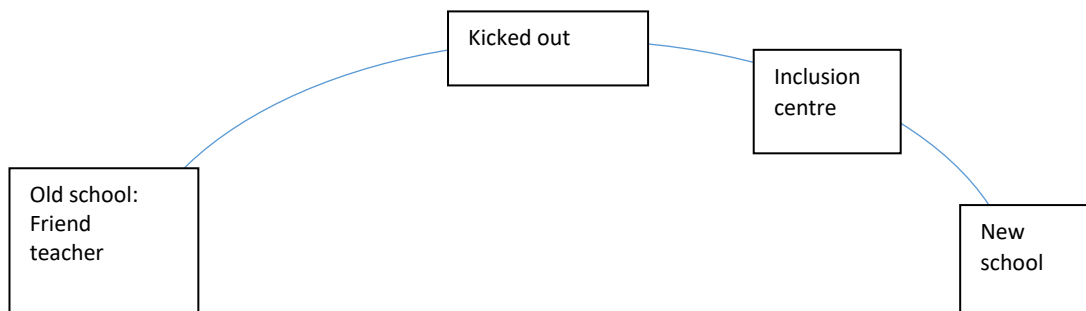
Appendix 6

Pilot Transcription

R: Researcher

O: Owen

Introduction to research and using recording device (59secs)

Recorded session (33m50s):

Introducing the story mountain task with a visual aid

1. R: So you get the idea of a story mountain?
2. O: Yeah
3. R: Yep
4. R: So what I was thinking was you could have a go at doing your own story mountain on here and then can think about your story of reintegrating joining another school
5. O: mmm
6. R: okay, so if you think about the mountain you've got the story beginning the middle the end but you need to think about what it is that you want where for what happened to you. So your ending
7. O: the problem…
8. R: your ending might be here and the problem you know what that was?
9. O: Yeah, the, err, why I had to move school
10. R: okay so what would you have at the beginning?
11. O: Err, what my other school were like and for build up I'd have like why I got in trouble and the problem is what happened what were what the consequence were the resolution would be moving to this new school and the ending would be that it's a better school
12. R: okay and then we can add more detail as we talk through your story but that's really good you understand that so you have a go at doing that and then that will be your story mountain to help you…Do you want to take your jacket off? are you okay?
13. O: Err, I'm alright

Owen draws his own story mountain

14. O: Erm
15. R: are you okay writing it yourself?
16. O: Err yeah
17. R: okay. So you can put the name of your old school that was one of the things we were talking about changing the names of the schools so if you want you can give it a different name
18. O: Mmm, err I don't mind
19. R: what do you want to call it?
20. O: Right I just don't mind calling it what it was actually called
21. R: well do you want to call it old school?
22. O: err, yeah
23. R: yeah, so we know that that's not the one that you're at right now so that's your old school. And did you need to go to the inclusion centre?
24. O: err, yeah
25. R: what do you want to call that?
26. O: the inclusion centre
27. R: that's fine then
28. O: ermmm
29. R: okay so you've got your at your old school
30. O: Mmm
31. R: is there anything in particular you want to mention about it to remind you is there any particular people or things or friends or events that happened there that you want to just remind you whose there

Annotating the story mountain

32. R: mixed up in the?
33. O: the wrong group
34. R: in the wrong group okay we'll come back to that then. So that's one thing that you want to talk about. Okay
35. O: mmm
36. R: build up?
37. O: errr
38. R: Ok so you've put started messing around
39. O: yeah, err
40. R: and your friends got you into trouble. So it got you expelled and…and you ended up away from the school. And then resolution how that got sorted

41. O: I went to the inclusion centre
42. R: so you went to the inclusion centre and then they found you a good school. So then for the ending
43. O: mmm
44. R: you can put new school?
45. O: mmm
46. R: and then we know that means this school here
47. O: yeah I had a look round I had like a tour
48. R: so you had a look round a tour first good
49. O: and I started the Monday after. So the first Monday the week
50. R: what have you written there?
51. O: ever since my grades have gone up and I've made new and better friends
52. R: Excellent that's good so that's a nice ending to your story map there. So I'm just gonna ask you a bit more detail about the story mountain that you've got
53. O: I've just written some stuff there that I thought would remind me
54. R: that's good the only other thing I was thinking if there's any key people at each place
55. O: If I write that if it'll help me
56. R: yeah maybe we can add that as we talk but one of the things I was thinking with people and names was you know like the schools we've not said what the real names were and we talked about that at the meeting we had last time. So one of the things I said to you also was about keeping things anonymous and not being able to identify you by using your name. Did you have a think about a name that you'd want to have instead for this research?
57. O: I'm not bothered
58. R: have you not thought of one?
59. O: erm, Owen
60. R: Owen?
61. O: yes
62. R: nice. Okay so I'll put Owen on your sheet there alright
63. O: mmm
64. R: thank you. Any particular reason for that name or just?
65. O: No, well when I was born my first name was actually supposed to be Owen but they changed it after a couple of days
66. R: so it's a good idea that one then okay.

Storytelling

Old School

67. R: So I'm going to just ask you a little bit and I'd like you to talk a bit more detail than we've just done now looking at that okay so remember if there's anything you think I don't really want to talk about that that's fine
68. O: mmm
69. R: but otherwise it would be nice to hear whatever you've got to say about the things so looking at your story mountain here you've got at the opening of your story you've got the old school. Can you tell me about your time while you were at the old school?
70. O: err, well when I first went there on transition, err, err, I instantly met some a group of people that at at first I thought were okay and which were my friends but after a couple of week and month they they started just messing around but were kept getting detentions and kept getting excluded
71. R: what was it about them that made you think they were okay?
72. O: they were just nice at the start they were very polite and then just messing around after a couple of days or week
73. R: and did you enjoy being part of their group?
74. O: well when they were nice yeah but I didn't really get mixed up when they were they were like doing naughty stuff when they did I did get involved in some of the stuff which led me to getting detentions and exclusions
75. R: and how did you feel about that?
76. O: err, a bit unhappy that I weren't really paying attention in my classes
77. R: And you said about not paying attention in class, is that important to you?
78. O: err, yeah, cos my I look up to my older brother and he had the best grades in that school there so when I went to that school I really wanted to pay attention but I just got involved in with the wrong people
79. R: So you mentioned your older brother
80. O: Yeah
81. R: and he's got good grades
82. O: mmm
83. R: is being like your brother something that's important to you?
84. O: well I look up to my brothers so I guess
85. R: you said brothers?

86. O: Yeah I have two brothers, but I the oldest one I look up to in grades but my my other older brother not my eldest one err I look up to him cos how he is normally he's funny like that

87. R: and do you think that's who you'd want to be like or do you think there's parts of him that you're like that as well?

88. O: there's parts of both of them that I like I do like school I enjoy it and there's other parts where I just like my other brother I just can't be bothered to sometimes go

89. R: yeah, So let's go back to this we were looking at your old school

90. O: Mmm

91. R: And you've told me about getting into trouble with the group of other children, erm, can you tell me about a particular incident that might have happened at the old school?

92. O: Well my friends were messing around calling these calling these other boys can't remember the name and they were just calling really offensive names being racist

93. R: mmm

94. O: and then I weren't I weren't trying to get involved and then as I walked past they just decided to start on me the the pupils that my friends were being nast.. err being offensive to

95. R: mmm

96. O: so me just being err I wasn't I probably were probably really angry at the time I can't remember why but so I just decided to get involved and calling 'em names which gave me a detention and then I ended up having a fight with one of 'em and got excluded for a couple of days

97. R: was that the only ever fight you've ever had or?

98. O: I the same person I've had multiple fights with because of how he always treats people but but he weren't a good kid himself but we weren't we were worse and then every time he just started acting clever he always used to try to pick a fight with me so I just kept fighting him and getting excluded and detentions for it

99. R: and you said that one of the fights was because you felt angry is that something you normally feel?

100. O: err, I used to be angry all the time but I just can't remember why

101. R: what do you thinks changed for you not to be angry all the time then?

102. O: the environment, like I moved house the I moved house before then but I didn't really have any friends so I left all my friends behind which might have been a reason and then I made new friends after a couple of week moving to the new school so I got new friends there and I err went out more round my new neighbourhood and made friends there

103. R: so they are all different friends now then?

104. O: yeah

    105. R: okay. Let's have a look at your mountain again. So you've talked a little bit   about how the problem started getting worse with those fights and getting into trouble

106. O: mmm

The Problem

    107. R: do you want to tell me what it was that happened to get you expelled from the school?

    108. O: well after school my friends always told me come and mess around cos they used to go there's a bridge near my school and they always used to throw stones over the top of the bridge or go under it for crossing road or sometimes throw 'em at cars and because I was with them when one of 'em dropped a brick off the bridge and it I think it's either cracked or smashed erm a moving trucks window and err I got the blame for it so I was the only one that got ex permanently expelled for it even though one of the this school my old school every tried the same but even though I didn't do anything I was there I was the only one that got the blame

109. R: how did that make you feel?

    110. O: that's when I realised that they weren't the best of friends if they like just always telling not off me and blaming me for what they've done

    111. R: so it was at that point when you'd got expelled and it helped you to realise at that point?

112. O: yeah

    113. R: okay. So when your at your old school and with your friends and these incidents are happening did you feel it's to do with them or what was it about these friends that you liked? And wanted to be part of?

    114. O: it weren't really the most of things one of 'em that when we first met we instantly just clicked and we had a lot in common err we always told jokes and we were funny but he was a bad influence and he kept messing around and because at the time I knew he were like my best friend there I just followed what he did

    115. R: okay. So moving on from where you were expelled there and you've got in resolution you went to the inclusion centre can you tell me a bit about that?

    116. O: well when I went there we didn't I didn't really know anyone or having any friends so at the time I weren't that happy about moving but I think about after the second lesson I had there I were in a class with this boy named erm I think can't remember

    117. R: That's fine

    118. O: And erm what He was just telling me why he got excluded errr that he likes this school but he prefers it back in a proper mainstream school

and he were even at the inclusion centre he were getting bullied <mark>I think that's why he did what he did</mark> to get excluded and erm so <mark>I just like we were pretty good friends</mark> when we were there and we always look out looked out for each other like if <mark>I ever got in trouble</mark>

119. R: is that something that's important for you?

120. O: err, yeah cos <mark>I never had I've never really had friends that look out for me</mark> and err which is probably one of the reasons err <mark>I kept getting in trouble in my old school</mark> but at beginning we was always helped each other out like in learning and stuff and he was just a really good friend

121. R: so having someone to look out for or you looking out for someone you feel that shows?

122. O: trust

123. R: trust and that you're a good friend and how does that fit in terms of like what you want to be or how you want to be in your life now?

124. O: well, how <mark>I am now in another school</mark> err most of the friends <mark>I have are very polite and always looking out for each other</mark> like help us with learning help us with homework and we just always help look out for each other

125. R: so that's important for you?

126. O: Mmm

New School

127. R: okay so then you've got for your ending how your story's developed and ended at the new school. So tell me a little bit about the new school and what it is about here?

128. O: well<mark>, I came here from the from well in the inclusion centre</mark> they there's this person from this school a teacher and she told me a little bit about the school and <mark>if I wanted to have a look round</mark> err she gave a pretty good example of what it looked like so I had a <mark>so I were happy to go look round</mark> and after <mark>I looked round it were an alright school</mark> so <mark>I decided to go and I started on the Monday</mark> after next Monday and <mark>erm I made I instantly made a load of friends</mark> on the first day err and ever since my grades and err ever since my grades have gone up and I've made better friends that look out for me

129. R: why do you think your grades have gone up?

130. O: because I'm not they are helping me with my learning and they're helping me with my homework instead of me instead of just messing around and stuff. So I'm actually focussing on my learning instead of messing around

131. R: and do you think you'd still be able to do that with or without them?

132. O: err if, I think I would because I know now whose the right people and not the right people to hang around with. I wouldn't mess around with the naughty kids I'd just get on with my learning instead of interacting myself with 'em

133. R: so who else knows this about you? About having good friends who back you up and support you and you trust them, who else would think that about you Owen?

134. O: my best friend he's always had my back like if anyone started trouble with me he'd just he wouldn't provoke it he'd just like er I don't know what it is he does he just makes it easier and like makes it like we just end up talking instead of fighting and work it all out

135. R: so does he know that you appreciate that in him?

136. O: err, yeah,

137. R: any adults in school, even your mum anyone else who what would they say about you? What would be important for Owen?

138. O: well my head of year he's always looked out for me like he keeps asking me if I'm doing okay in school and if anything's happened. But nowts really happened I've had no fights not had no detentions and not been exclude I've just got on with my work

Future

139. R: good. So you've talked about being a good friend, focussing getting on with your work, erm, what are your hopes and dreams for the future? For beyond the end of this story now when you leave this school?

140. O: well I want to be like my youngest older brother and like he's like he's like a constructer he goes and builds like buildings and stuff but its woodwork at the same time like a contractor that's something I'd like to do

141. R: excellent

142. O: I've always enjoyed technology like woodwork in school I'm good at it well I think and that just something I'd like to do

143. R: so you want to have a job a job that you enjoy in the future that's good

144. O: mmm

Clarification

145. R: so looking at your story that you've told me would you give it a name? what would you call this story of yours?

146. O: erm I don't know what the story could be called

147. R: we can come back to that after. I wanted to ask you about if you look from the beginning at the opening of your story and the ending what do you feel is different?

148. O: the environment

149. R: and what about in you yourself what's changed?

150. O: my attitude to learning

151. R: can you give me an example why or how?

152. O: ==I always enjoyed learning but== when ==I were at my old school like I said I was I weren't really focussing I just messed around== but when ==I came into this school it were different== because ==I instantly made friends== and we just err instead of talking focussed on our work

153. R: so you had friends at your old school, what's different about the friends at the old school from the new school?

154. O: they were just always messing around and trying to get into trouble but the ones at my new school are always focussed on learning and during learning we do occasionally talk about something random but we still manage to do well at work

155. R: and with your old friends at the old school.... what was it that you liked about them?

156. O: well like I said it were only the one person that I hanged around with most

157. R: so you hung around with them and there was one in particular that you hung around with most, what was it about him that you liked?

158. O: he was just we had a lot in common he was just really funny a lot in common

159. R: did he not like to focus with his work then?

160. O: no that's the only thing that we didn't have in common

161. R: so if your friends now here in your new school that you get on with and your friends with just like you were friends with him at the old school if your friends here now start to misbehave or do something a bit silly or naughty some of the things like the messing around you talked about in the old school if your new friends did that what would happen?

162. O: well when ==I first came to this school because I've not been focussing for a long time I did try to mess around for first couple of week== but when they were trying to help me they were like stop messing around and stuff and ==I started focussing on my learning again== so if they started messing around I'd do same thing they did to them and help them focus more

163. R: excellent. So that feeling initially you said that you wanted to mess around what was it about why did you feel that way? Any particular thing?

164

164. O: cos when I first well when I said that I kept getting into fights at my old school because <mark>I were angry and moving</mark> when I moved schools I didn't have any friends so I just decided that I weren't really ready to like make new friends so I were just I were just angry and started messing around

165. R: and where was that anger from?

166. O: moving because I didn't have no friends

167. R: so the move from your house or school?

168. O: from the school

169. R: okay

170. O: the only time I interacted with my actual friends were when I went home from school

171. R: so did you feel that anger because you didn't have friends and you did have friends at your old school were you feeling angry because of that that you'd not got friends or?

172. O: yeah I were feeling angry because of that and because the friends I had at my old school weren't actually friends they were just using me as a way to get out of trouble and to blame it all on me

173. R: so that made you feel angry as well and you still had that feeling at the inclusion centre?

174. O: err, my friend there, he just told me not to be angry because I instantly made he was he were my friend there as well so when I first went he was really nice to me so I didn't really so I had a friend and I think that's one of the reasons why I were angry when I moved to like the new mainstream school where I am now 'cause I lost my other friend there

175. R: so now do you ever feel that same feeling of anger ever for anything?

176. O: not anger just that I want to just have a little visit back at the inclusion centre see if my friends still there 'cause he said that he'd been there for a couple of month and no schools contacted him so I just want to go and see him again if he's there

177. R: have you kept in touch with him?

178. O: no

179. R: so that's something you could ask erm the teacher here. I'll make a little note of that and he could maybe find out for you if your friends still there and you could let him know what his name is and he could check for you yeah?

180. O: yeah

181. R: he sounds like a nice friend

182. O: mmm

Bringing the session to a close

183. R: so you've told me a lot of information there so thank you for that is there anything else that your thinking mmm she didn't ask me about that or I want to tell her this in my story is there anything you want to add?

184. O: mmm, well my family has always been there for me like when I do something wrong they don't get angry they just try and help

185. like why I'm so angry or why I've done what I've done and always try and resolve the problem or issue

186. R: so at this point here in your mountain where it says that you got expelled how was your family at that point how did they react?

187. O: they weren't exactly angry because they the school wasn't that good anyways my sisters are still there and they aren't really getting the help that they need in learning and stuff but at this school here like if you ever need any help you get it straight away or if your class is too hard you don't have to deal with it you can either choose to work hard or if it's still too hard you can ask to be moved down so to an easier class

188. R: so looking at your story now are you happy that you have ended up at this school?

189. O: well in the long run yeah because like I said my grades are coming up and making better friends and not getting involved and doing bad stuff

190. R: and you're in year 8 now?

191. O: yeah

192. R: so you mentioned about your family are there any other adults that at any point in your story that you fell have been really helpful you've mentioned your head of year here but is there?

193. O: the person that came to talk to me about the new school when I was in the inclusion centre about this school now she works here and she was a big help when I first moved as well

194. R: so was she working at the inclusion centre?

195. O: no she came to visit me and like tell me how her school were so I just decided to go because they were the first I didn't even know that this school existed it weren't my first choice but when she told me how it were it just sounded like a good school so my initial thoughts were that err I'll have a look but I still want to go to the school that I've chosen because my cousins are going there an' all and I know people there

196. R: yeah

197. O: but then I realised if I know people there then there are gonna ask why I've been ex err why I got excluded or why I moved to that school and then they'll try and get me into trouble so I decided to come to this school and it's actually worked out good

166

198. R: that's nice that's good to hear. So you talk about staying out of trouble doing the right thing having good friends all of those things seem important for you erm is that what other people would see in you as well? Like would the head of year say those things about you?

199. O: he'd say that ==I made a good choice in my friends== and in that err I don't know what he'd say

200. R: would he say anything different?

201. O: he wouldn't say that I'd been a naughty kid cos I've not and I've had other meetings in this school before and every time in meetings they are asking me how I am in school and they just say overall that I'm just a good kid that ==I don't get in any bother or owt==

202. R: and is that important to you to hear that?

203. O: yeah cos it makes me feel proud of myself that I'm not getting in any trouble and that I'm doing good in school

204. R: yeah and you should be proud that's excellent that's nice to hear

Ending

205. O: ahh

206. R: I know you're getting a bit tired is there anything else you want to add?

207. O: err no I think that's it

208. R: ok well thank you for your time and I'm just gonna mention some of the things that we talked about in the information meeting err with this story mountain that you 've done I know we've put your different name put Owen there to keep it anonymous I'm going to take a photo of that to keep okay and when I've finished my research I'll delete the picture but its' just to help to remind me what you wrote down and I might include it in my work as well

209. O: alright

210. R: okay and then the other thing is the recording that we've been doing hopefully it's been recording its recorded and what I'll do from the recording what you've said and what I've said I will type so I'll have a listen to it and type down what you've said what I've said and then I'll analyse it in a way to look at themes certain things you've said a lot of or any patterns in what you've said or what I've said towards your story and then when I meet you next time I'm going to show you that I'll bring your story mountain back I'll show you the things I've written down okay

211. O: mmm

212. R: and then I'll talk to you about the themes from what's been written down the things that I've picked up and then we can talk about that together and then you can let me know if well if you agree with things or

if you think well actually it might look like a theme but it's not important to me that's okay for you to share as well and there might be something between now and next time that you want to add to your story mountain or something else you want to say so if you think oh I forgot to tell her about that point that's important to me we can still add it okay

213. O: yeah
214. R: so even if I've written it down if there is something you feel you want to add more to then we'll do that as well okay because it's your story so I want to make sure whatever I write down and the themes we look at are what you agree with is that okay?
215. O: yeah
216. R: so we'll sort out another time with the school they'll email and they'll check your timetable it'll probably be after the holidays now you've got half term next week haven't you?
217. O: err yeah and I think its end of this week actually
218. R: so it'll be after the half term holidays but it'll be a time when you've not got tests or any important lessons for you and a time that you're happy to meet me
219. R: have you been okay with this?
220. O: err, yeah
221. R: yeah, not too terrible to sit through for you?
222. O: no
223. R: and how do you feel having shared your story now with me how's it left you feeling?
224. O: alright yeah the same really it don't really bother me
225. R: okay that's good. If there is anything remember you can talk to sir and I'll mention to sir as well about you wanting to get in touch with your friend from the Inclusion Centre to see how he's doing yeah
226. O: mmm
227. R: yeah
228. O: mmm
229. R: right thankyou let's press stop

Appendix 7
Second Interview Transcription

R: Researcher

O: Owen

Introduction

1. R: I'll leave that there to record and I've got some notes here they're mine. I've got what you said to me typed up
2. O: uhhuh
3. R: on here so we'll have a look at that. That's the story mountain we had and words to help you out so it says transcription so that's just me writing the words what I heard on the recorder
4. O: mmm
5. R: and that's your story mountain. So we'll get these out anyway you might not want to use them or look at them but we might so they are there ready for you. Lots of bits of paper.
6. O: mmm huh
7. R: so remember we changed your name onto here to Owen okay?
8. O: mmm
9. R: so that's why it says that and erm what I'm going to do today is ask you some more questions and go through what you said just to clarify a little bit more yeah
10. O: mmm
11. R: cos some things you told me but it was a little bit short and I thought I wonder why and I didn't realise at the time so I thought I'd ask you now as well alright. But like I said in the first session if there's anything your thinking I don't want to talk about that I don't want to share that or if we go through your story and you think I wanted to say such and such we can add that or if you see something and think I want to take that out we can do that as well. So I want to go away today with a version of your story and words that your happy with
12. O: yeah
13. R: so like I said if you want to change anything that's totally fine add stuff take away stuff that's totally fine is that alright?
14. O: yeah

Clarification

15. R: okay, so they are my little scribbled notes asking you stuff. What I wanted to do was go through stuff what you've written sorry what you've said just to double check some stuff and I've underlined a few things I thought to ask you a bit more about that and then after that I'm going to

go through the poems there which have been taken from the words that you've said alright

16. O: yeah
17. R: and double check with that again if your happy with that alright so I just put the picture of the mountain there in case anyone's thinking what she on about what mountain? Okay
18. O: mmm
19. R: so the first bits just me explaining and then you drew your story mountain and annotating you wrote on the mountain the things and a couple of things I asked you like just to double check what you were writing on your sheet and then storytelling so this is the main bit so you started off telling me about your old school and can you see I've underlined some stuff because I wanted to ask you a bit more. Is that alright?
20. O: yeah
21. R: so here we've got R is researcher or my name Rihana and then O is
22. O: Owen

The friends

23. R: okay so you've got err 'well when I first went there on transition I instantly met a group of people there at first that I thought were okay which were my friends but after a couple of week and month they started just messing around but we kept getting in detentions and kept getting excluded. So that was them or was that including you with the messing around?
24. O: that was them and sometimes me like they got mostly excluded. I got in detentions and then sometimes err I just got sometimes I just got messed up in it all and I got detentions I got more detentions than I got exclusions. I got excluded like about twice cos of it but
25. R: so when you got excluded from school was it like you weren't allowed in school or were you in isolation?
26. O: err when you are excluded you're out for like two days off or something
27. R: and how did that make you feel?
28. O: I dunno
29. R: if you look back and think when you were excluded did it bother you or at that time at that school were you not really bothered that you'd got excluded?

30. O: at the time I were at the school I weren't really bothered cos I didn't like the school and it were just and some of the people there that weren't my friends were just getting on my nerves so I just wanted to leave anyways

Mothers reaction

31. R: and how did you…is it mum and dad you live with?
32. O: err no it was just my mum at the time
33. R: so how's your mum…do you remember how she reacted? so you come home and you're not going back to school for two days how did she react to that?
34. O: mad, she were mad
35. R: was she mad at you or at the school or at what happened?
36. O: she were mad at the people I were hanging around with
37. R: what did she say to you?
38. O: she said something like I shouldn't hang around with er stupid little boys who get into trouble all the time and I should just focus on my learning
39. R: that's understandable and did you agree with her or did you not really feel that bothered at that time and feel it was more important to have them as your friends?
40. O: I understood she wanted me to get to do well in school and all that and I knew that I weren't hanging around with the best sort of people but I still started hanging around with them even though I tried not to
41. R: and what was it about them that you liked that you wanted to be part of by hanging with them?
42. O: it were just that one person that I were just funny all the time
43. R: tell me about this one person do you remember his name?
44. O: yeah
45. R: do you ever see him now?
46. O: yeah
47. R: so your still friends?
48. O: nah not really I just see him cos like I see cos his house is near the school
49. R: do you say hello when you see him or is it just cut off now?
50. O: er I say hello sometimes and sometimes I just walk past
51. R: so what was good about him that made you feel you wanted to be part of his friends and being with him?

52. O: he were just funny and made me laugh and then we just connected like we kept making each other laugh and we had loads of things in common

53. R: how did it make you feel when you were hanging about with him?

54. O: I don't know

55. R: I wondered you might feel happy or popular or included, not sure?

56. O: uh huh

57. R: that's fine it was a while ago wasn't it. so that's clarified a bit of that stuff about messing about. The next bit was erm a bit similar did you enjoy being part of their group? 'they were nice but they got into naughty stuff which led to me getting detentions and exclusions' so that's why I underlined it to ask you about the detentions and you've explained that about mum and about yourself. Have you had any detentions at this school?

Detentions

58. O: a couple but that's just for being like late or not having equipment. Not for like being in trouble

59. R: so you've not been in any serious trouble here that you could compare them?

60. O: no

Older brother

61. R: okay. Err then you mention your older brother and he had the best grades and you look up to him. So apart from his grades what is it about your older brother?

62. O: well he's just funny and he's got a good job and all that he's just someone to look up to because he's been to college he's got all his things from there and all that and his degrees or something I dunno and I just wouldn't mind growing up to be like him because he's so funny

63. R: sorry you want you to be like?

64. O: I wouldn't mind if I grew up to be like him

65. R: that's nice that's good that you've got someone in your own family that you look up to and want to be like. Do you think you could be able to be like him?

66. O: I'm not sure

67. R: what is it about him that you are able to and what is it that you are thinking I'm not sure?

172

68. O: well I don't know cos like I'm not as smart as he were and I didn't get as good grades as I thought as I didn't focus as much as he did like even primary school he had the record holder in for maths test or something

69. R: wow

70. O: like fastest he could do it and it didn't get broken till my year

71. R: wow

72. O: so he were already at the end of his secondary school year before it got broken

73. R: wow so he's smart like you said so you want to be smart like him?

74. O: he's funny as well and he's got a good job he's humorous

75. R: so you know you were mentioning he's funny and he's got a good job and things you mentioned your old friend was funny. So your brother and that old friend were the same kind of funny or?

76. O: no

77. R: how are they different?

78. O: er with my friend he tries to be funny with my brother he don't even need to he don't try he just says some stuff and it'll be funny

79. R: and which one do you think your more like?

80. O: my brother. I don't try to make people laugh I just end up making them laugh

Anger

81. R: that's good. So…go through…you mentioned your brother. So the next bit was here about some incidents you talked about with them friends messing and I was interested as you mentioned about being angry quite a few times so you've put 'I used to be angry erm I were probably angry at the time so there's a couple of times there that you mentioned about angry

82. O: mmm

83. R: so let's see what exactly you said erm so when you got involved with the group of friends name calling other kids and you said it might have been because you were angry and we talked about other things and you said 'I used to be angry all the time' so what did that anger look like? Do you remember?

84. O: I just started shouting and I flipped really easily like if like someone like were walking and nudged into me I'd get angry and start pushing them or start calling them names instead of like waiting for them to say sorry I instantly started to have a go at them

85. R: so you knew it was you who was being angry. Have you ever had that feeling at this school?

86. O: erm no
87. R: do you know why you don't have that feeling now?
88. O: no. I know I think I know why I were angry. I think I were angry because most of my friends from my old school like my primary moved to like a different schools and I weren't and my best friends from my old primary school well from my primary school didn't go to the same school as I did so I were angry with like that and so think I were also angry because it weren't too long ago that I moved house and then my and my mum and er all that

Changes

89. R: were you angry at your mum for moving house?
90. O: no I weren't angry with my mum
91. R: so whose decision was it to move house?
92. O: it were no one's decision we had to move house
93. R: any particular reason?
94. O: my mum and my dad split up
95. R: okay so did you blame your mum or your dad for any of that or
96. O: no
97. R: just accepted it. I wondered with that anger linked to your time of change changing school changing house whether you blamed it on what happened and your parents splitting up
98. O: no cos the first couple of weeks they split up I lived when I for the first couple of months I lived with my dad and then my mum got and then my sisters started to live with my dad as well so my mum was on her own so I decided to move back there cos she were upset she thought she were gonna lose her kids and now everyone lives with her
99. R: everyone lives with her now?
100. O: yeah everyone except for the two oldest
101. R: and do you still see your dad?
102. O: er yeah he's on holiday now but
103. R: your mum and dad get on now?
104. O: yeah
105. R: so all of that stuff you didn't put your anger to do with that it was more to do with losing your friends and friends going to another school and you are at a different school you feel it was that?
106. O: mmm
107. R: so let me ask you when you came to this school you'd not got friends?
108. O: mmm

109. R: so how come there was no anger there about coming to this school?
110. O: because and then because after I got sent to the inclusion centre I were angry there because I lost my friends but when I met the person that were there I realised that the people in my old school weren't actually friends they were just people they were just a distraction from work and people that just got me in trouble all time

Inclusion centre

111. R: I did wonder about that friend cos you mentioned him but at the time I didn't ask you a lot more. So that's really interesting that time at the inclusion centre it gave you time to reflect and it was helped by that kid talking to you and talking through what happened and your anger but just by him saying stop being angry did it switch off or was it more?
112. O: I weren't exactly angry there I were a bit upset that I lost my friends again and then when I started talking to him about why he was in the inclusion centre and all that and then I realised I had a lot of things in common with him as well we like the same things and all that and then instead of I thought that it was a bit like my old friend in the secondary school except for I thought that he were gonna be a bit naughty so I decided well I thought he's in here and he's a bit like him and so I thought he'd be the same and then I realised he got it weren't his fault either that he was in here so he were a bit like me as well so we just started talking and got to know each other better
113. R: so you could connect you could see yourself in him and how he's ended up there and you a similar story
114. O: yeah
115. R: that's really good that's interesting and while you were there at the inclusion centre did you have any incidents where you did get angry again at anyone?
116. O: there were a couple of people there that kept getting me angry like there were like more of the thing if I see people getting bullied I always have to step up and like help them against the bully and everyone there kept taking the mick and er and being nasty to my friend and I were just like because he were my friend and like even if he weren't my friend I just kept getting angry at them telling them to like shut up and leave him alone and stuff
117. R: and you feel that's important to show your friendship that way by sticking up for someone?

Bullying

118. O: it weren't even it's not even that it were my friend or owt even if he weren't I'd still feel the need to do that because I hate bullies and I just hate how they pick on the people they know they can beat

119. R: have you ever been bullied?

120. O: yeah all the way through my primary school

121. R: so that's why you feel it's important to address it?

122. O: mmm even when I weren't in primary school I were getting bullied I still felt the need to help people who were getting bullied cos it's horrible

123. R: has anything like that happened at the secondary schools you've been at?

124. O: no

Blame

125. R: let's move on a little bit. You talked about being the only one being blamed erm and I wondered about how that made you feel being blamed?

126. O: mmm

127. R: so you got taken out of school because of that incident with throwing the stones over the bridge?

128. O: mmm

129. R: and you got the blame for that. How did that make you feel being blamed, did it make you feel angry? Or was it a different kind of feeling about being blamed?

130. O: at first I started laughing cos I was confused like they said I threw the stone and that I owned up and that I did it and all that even though on the day that it happened I was actually at home cos I was ill so unless I've got some very good javelin skills I can throw it like two miles away erm I just don't know how I could have done it and so when they have realised that who did it and that they were the ones that blamed me and then I got angry at them but I weren't I weren't that angry at them because I had the feeling that when people when you're in trouble you always feel the need to blame someone like even if it's like pushed someone or like just spilled someone you always like blame it on your little brother and all that so I guess I were the little brother in that situation I wasn't there but I'm like the one they can always rely on to take the blame for them

131. R: so did you tell them it's not me it was them?

132. O: the school they still didn't believe me they didn't even look at the register to see if I was at school that day they just cos like the five people there who told me that who told them that it was me they just automatically assumed that they five people can't be wrong and the register could even though all the marks wrong

133. R: how did that make you feel that five people together decided lets blame it on Owen, how did that make you feel?

134. O: I weren't that bothered cos I realised if I did get kicked out and if I did move school I'd be better off cos I wouldn't be able to go back to that school and end up getting involved with them

135. R: you didn't feel you wanted them to know the truth or did you think there's no point?

136. O: there was no point cos the school the people that worked there don't really look into owt they just automatically assume like say they if one of the teachers heard a noise near me or someone else they'd automatically look the first person they saw near the area they'd assume it were them like it could have been someone at the front but they'd blame someone at the back cos the noise was behind them

137. R: so you

138. O: I just knew there were no point like arguing about it so I just went with it

Reintegrating

139. R: erm and you mentioned about your friend wanting at the inclusion centre wanting to go back to proper mainstream school what about you? how were you feeling at the inclusion centre were you thinking I could want to get back to a normal school?

140. O: I did want to go back to a mainstream school and then I realised because like it was fun there and like but they weren't learning me owt that I didn't already know and then when my friend said he wanted to move back to a mainstream school that got me thinking that I weren't even thinking about mainstream schools and what schools I actually wanted to be in

141. R: until he said it?

142. O: like he started saying it and what schools he wanted to go to and I'm not even thinking about the school I want to go to then I thought that I said to him I thought that they just put you in some random school and he said no sometimes you get the choice to choose what school so

143. R: did that make you feel?

144. O: that made me feel a little bit better because then instead of going to cos I didn't even want to go to the secondary school that I went to I

wanted to go to a different one and then I didn't cos you don't really get that much of a choice and then I started when I hadn't got a choice I realised I didn't tell em straight away the choice I started asking which schools do you want me to go to and my actual friends are going to my cousins are going to started thinking about all that and then I did get a couple of choices but this school got in touch first so I decided to go to this one cos I weren't just gonna stay there and wait for another school to get in touch to get to me I were just gonna try and get back I as quick as possible and I'm glad I did

145. R: I was gonna say you decided to come here?

146. O: yeah

147. R: what do you think would have happened if you didn't decide to go?

148. O: I wouldn't have met my friends that I have now I wouldn't have got I don't think I would have got as good a grades as I have so I think because of the people here my friends they aren't like me but they have like cos when people have so many things in common they like they think that they can do anything together think they can get in trouble and that and so when you've got that one thing in common there's a lot to talk about so you get distracted and stuff

New school

149. R: that's good and you've mentioned that they are helping you with your learning here so that's one of the other things I put separately about what it is what do you think it is about being here in this school where you've ended up and your still here so you've not done anything you've not had any times of being angry you've not had big incidents of being excluded or so what do you think has helped you to stay?

150. O: in my old school like the teachers like they didn't really do owt you'd say I need help and they'd say I'll be with you in a minute and then it'd become like the end of the lesson and they still wouldn't have helped you and then they'd have a go at you for not doing any work whatsoever but with this school they'll say 'oh I'll be there I'm just gonna help this person and then you'll see 'em go to that person help them and then they'll come to you straight away instead of going back to what they actually need to do

151. R: how's that make you feel?

152. O: a bit better because like I'm not used to that cos even in my primary school like they'd just forget thinking that I'd forget and get on with some other work that I needed to do but in this school it's a lot better

153. R: so that's about the teachers and stuff what else do you thinks helped you to stay here?

154. O: my friends because like I came here and started trying to get in trouble and cos when I was in my old school they all like well my so called friends they said that I were apparently I were making 'em laugh and all that so I kept doing it to make 'em laugh and here no one laughed they just thought I were silly so I started to get my head down and start doing my work and then I made better friends
155. R: do you think then if they did then laugh with you would you'd have got back into your old ways?
156. O: if they did laugh then yeah because I think it were funny and that I'd just keep doing it to make people to be funny and make friends cos normally what I do is be funny to make friends but it didn't work here I had to be something else I can't remember just be friends
157. R: just be yourself
158. O: yeah I just had to be me instead of being that there's no worse at that school
159. R: has it worked?
160. O: yes
161. R: so you mentioned teachers helping more, friends more anything else that's helped you?
162. O: it's weird to say that the people that the actual my friends at the my old school my old secondary school people that actually helped me cos if they didn't blame me I wouldn't have come to this school and wouldn't have been helped so
163. R: what do you think would have happened with your life where you are now if you were still at that old school so you got excluded but then you ended up going back to it what do you think would have happened?
164. O: I'd still be messing around with them same people but the person I were friends with then in that school the one that made me laugh all time he's now he's now been excluded for a really bad thing reason that I'm not gonna mention but he's been excluded really bad so
165. R: do you think that could've been you?
166. O: I would've done the same thing as him cos like I we like cos what we did there if like he did something I'd do it if I did something he'd do it so we just started doing the same thing so I'd have done the same thing and it would have been a lot worse than what it is now
167. R: good job you're not there. Let's see if there's anything else. Er yeah I asked about your brother and about being a good friend you mentioned about sticking up for people, I've asked about your friends, about your feeling of anger, your family, you mentioned at the end last time about your family so you mentioned in between about your mum being really mad at you getting detentions, erm do you think anything to do with your

mum your family has helped to make a difference of you being here or do you think that's less than the other things you've talked about ?

168. O: yeah that cos my mum and my dad both said the same thing that it were the people it weren't my fault it were the they weren't exactly mad at me they were mad at the things I apparently did cos of my friends

169. R: is it important for you to distinguish between that they understand this is you and separate is those things. Do you think the staff at this school think like that as well?

170. O: not too sure

171. R: and you've put at the end here that you're a good kid and that you're doing good at school. So what does that mean to you? What is doing good and being good what does that look like?

172. O: basically getting on with your learning getting good grade not getting in trouble with your teachers or getting in trouble with your friends or other students

173. R: and all them things you just said if I asked one of your friends would they say them things about you that?

174. O: I get on with my learning but I still sometimes not mess around but I like stop doing learning and I have like some fun because when you just do your learning all the way through your lesson it gets boring and you just don't want to do it no more so if you have a little bit of fun in the lesson you just want to go back to school to do the same thing like not doing messing around but see your friends and have a conversation cos if you like say you haven't got a friend at school and you like doing all your learning all the time instead of like talking to them or like or just sat down doing your learning all the way through like ignoring all the things just so you can get along with then it gets boring and your friends then decide not to be your friends cos you not talk to them that much so the other times id be able to talk to them is after school during break or dinner and then it just get boring so if you do have a bit of fun during your lesson then it is better for you and your friends

175. R: and you feel you've got a good balance there?

176. O: yeah cos I've not I'm getting on with my learning but I'm not messing around too much I'm just having little conversations and little jokes. Sometimes I do get warnings for talking and all that but I don't get in trouble for it like I did at that school at that school it wouldn't be a warning it'd be a straight detention

I Poems

177. R: mmm. So I've asked you some stuff from this so what I did with what's been typed there wherever you've talked about yourself and said

I, I've pulled that sentence out and made it into something called an I Poem but what I have done is the bits where you've talked about the old school and then here where it says clarification this is the stuff that I asked you at the end of our session to double check okay and so it's not totally in order that's why I put it separate so you can see why that bits extra from that bit. The problem stuff the new school and about the new school I asked you a bit more at the end and then about the future okay?

178. O: mmm huh
179. R: So what I might do with today's session as well is look at the stuff where you've talked about yourself and said I and pull some things together but I want you to have a look at the stuff from this and have a think so if you just look at the first bit it says and this is where you talk about your old school.
180. R: so how do you feel about those poems those snippets of your story do you feel it still covers your story?
181. O: yeah it's just a short version of my story but it covers everything.

Reading through the I Poems.

Owen agreed with most of the I Poem accounts that I had prepared. He did want to edit parts by removing certain details. I agreed and removed whichever sentences he asked me to put a line through. The final version is the one which he was happy to share through my research.

Owen also wanted something to be included about his family that he spoke of and for me to check back in the first session where he has referred to his family and add this as an extra bit to his collection of I Poems. We discussed that it would probably start with 'my' rather than 'I'.

Appendix 8

Generating Initial Codes: Owen

Int 1 in red
Int 2 in blue

Codes	Extract from data	Lines in transcription
Interview 1	**RED COLOUR**	
negative view of peers	the wrong group	33
own negative behaviour	started messing around (writing)	38-39
educational setting	I went to the Inclusion Centre	41
educational setting	I had a look around	47
new beginning	I started the Monday after	49
positive progress and educational achievement	ever since my grades have gone up	51
positive new friendships	I've made new and better friends	51
Meeting peers	I instantly met some a group of people	70
reflecting on old friendship friends okay	at first I thought were okay and which were my friends	70
negative behaviour of friends	they just started messing around	70
positive behaviour of friends	they were nice at start they were very polite	72
negative behaviour of friends	then just messing around	72
avoiding negative behaviour of peers	I didn't really get mixed up when they were like doing naughty stuff	74
own negative behaviour with peers	I did get involved in some of the stuff which led me to getting detentions and exclusions	74
own negative behaviour	a bit unhappy that I weren't paying attention in my classes	76

182

family role model academic success	I look up to my older brother and he had the best grades in that school	78
Own aspirations friends with negative behaviour	I really wanted to pay attention but I just got involved in with the wrong people	78
Family role model	I look up to my brothers	84
Family role model academic success aspiring to academic success	the oldest one I look up to in grades	86
Family role model humour aspiring to be humorous	I look up to him cos how he is normally he's funny like that	86
Family role model liking school not bothered	parts of both of them that I like I do like school I enjoy it like my other brother I just can't be bothered to sometimes	88
negative behaviour of friends	my friends were messing around calling really offensive names	92
avoiding negative behaviour of friends	I weren't trying to get involved	94
anger negative behaviour	I probably were probably really angry at the time…so I just decided to get involved…which gave me a detention and then I ended up having a fight and got excluded	96
negative behaviour	I've had multiple fights with because of how he always treats people	98
being angry	I used to be angry all the time	100
environment	the environment	102
new friends	so I got new friends there	102
negative behaviour	my friends always told me come and mess around	108
negative behaviour	they always used to throw stones	108
blame consequences	I got the blame for it so I was the only one that got ex permanently expelled	108

type of friends	I realised they weren't the best of friends	110
one key friend humour negative influence friendship	we instantly just clicked and we had a lot in common err we always told jokes and we were funny but he were a bad influence and he kept messing around he were like my best friend there I just followed what he did	114
lack of friends	I didn't really know anyone or having any friends so at the time I weren't that happy	116
key friend others story bullying supportive	he was just telling me why he got excluded he prefers it back in a proper mainstream school he were getting bullied he did what he did to get excluded we were pretty good friends we always looked out for each other	118
positive friendships behaviour	I've never really had friends that look out for me and err which is probably one of the reasons err I kept getting in trouble in my old school	120
positive friendship helping each other positive learning	at beginning we was always helped each other out like in learning and stuff he was just a really good friend	120
trust looking out for each other	trust	122
positive social attributes friends looking out for each other positive learning behaviours	most of the friends I have are very polite and always looking out for each other like help us with learning with homework and we just always help look out for each other	124
New setting tour	she told me a little bit about the school and if I wanted to look around	128
making choice to return to a school making new friends	I were happy to go look round so I decided to go and start on the Monday	128

positive academic progress positive friendships	I instantly made a load of friends on the first day err and ever since my grades and err ever since my grades have gone up and I've made better friends	
receiving support making positive choices in learning behaviour focussed	they are helping me with my learning and they're helping me with my homework instead of me just messing around so I'm actually focussed on my learning instead of messing around	130
making positive choices with friendships	I know now whose the right people and not the right people to hang around with I wouldn't mess around with the naughty kids I'd just get on with my learning	132
best friend looking out for each other positive behaviour choices	my best friend he's always had my back he just makes it easier we just end up talking instead of fighting and work it all out	134
adult support avoiding negative behaviours focussed positive academic behaviour	my head of year he's always looked out for me like he keeps asking me if I'm doing okay in school I've had no fights not had detentions and not been exclude I've just got on with my work	138
family role model future careers aspirations	I want to be like my youngest older brother and he's like a constructor and he builds…that's something I'd like to do	140
aspirations interests awareness of own skills confidence	I've always enjoyed technology like woodwork in school I'm good at it well I think and that's just something I'd like to do	142
educational setting	the environment	148
own attitude to learning	my attitude to learning	150
unfocussed negative behaviour new friends	I was I weren't really focussing I just messed around but when I came to this school it were different because I instantly made friends	152

focussed academic work	and we err just instead of talking focussed on our work	
old friends negative behaviour new friends positive learning behaviour	they were just always messing around and trying to get in trouble but the ones at my new school are always focussed on learning and during learning we do occasionally talk	154
humour same attributes	he was just really funny a lot in common	158
different attributes	that's the only thing we didn't have in common (focus)	160
unfocussed negative behaviour friends guidance focussed positive learning behaviour supporting friends positively by looking out for each other	I've not been focussing for a long time I did try to mess around they were trying to help me they were like stop messing around and stuff I started focussing on my learning again I'd do same thing they did to them and help them focus more	162
angry moving home no friends negative behaviour not ready to change	I kept getting into fights at my old school because I were angry and moving I didn't have any friends I just decided that I weren't really ready to like make new friends so I were just angry and started messing around	164
cause of anger as moving school no friends	moving because I didn't have no friends	166
anger from moving school	from the school	168
friends out of school	I interacted with my actual friends were when I went home from school	170
anger no friends not having real friends scapegoat not looking out for him	I were feeling angry because of that (no friends) and because the friends I had at my old school weren't actually friends they were just using me as a way to get out of trouble and to blame it all on me	172

being blamed		
guiding friend positive friendship qualities losing friend anger	he just told me not to be angry he were my friend he was really nice to me so I had a friend and I think one of the reasons why I were angry when I moved to like the new mainstream school where I am now 'cause I lost my other friend there (inclusion centre)	174
leaving anger valuing friendship wanting to see guiding friend	not anger I just want to go and see him again if he's there	175
family support looking out for him anger	well my family has always been there for me like why I'm so angry or why I've done what I've done and always try and resolve the problem or issue	184
support of family old school not good new school gave good support for learning	they weren't exactly angry because they the school wasn't that good anyways at this school here like if you ever need any help you get it straight away	186
academic success positive friendships avoiding bad choosing not to join in negative behaviour	my grades are coming up and making better friends and not getting involved and doing bad stuff	188
new school adult support	she works here and she was a big help when I moved as well	192
making choices good school desire to be amongst friends and known friends	I just decided to go it weren't my first choice it just sounded like a good school my initial thoughts were that err ill have a look but I still want to go to the school that I've chosen because my cousins are going there an all and I know people there	194
avoiding trouble and past behaviour fresh start	but then I realised if I know people there then there gonna ask why I've been ex err why I got excluded	196

choice good choice	and then they'll try and get me into trouble so I decided to come to this school and its actually worked out good	
seen to have positive friends	he'd say that I made a good choice in my friends	198
seen to be positive and not naughty good kid not in trouble	he wouldn't say that I'd been a naughty kid cos I've not and I've had other meetings and every time in meetings they are asking me how I am in school and they just say overall that I'm just a good kid that I don't get in any bother or owt	200
proud academic success behavioural success	it makes me feel proud of myself that I'm not getting in any trouble and that I'm doing good in school	202
Interview 2	**BLUE COLOUR**	
friends negative behaviour own negative behaviour consequences for self	that was them and sometimes me like they got mostly excluded I got in detentions I just got messed up in it all I got detentions I got more detentions than I got exclusions I got excluded like about twice	24
negative consequences	when you are excluded you're out for like two days	26
justifying reasons dislike of school dislike of peers provoked by peers wanting to leave as a choice	I weren't really bothered cos I didn't like the school some of the people that weren't my friends were just getting on my nerves so I just wanted to leave anyways	30
family mother alone mother's reaction	it was just my mum at the time	32
mothers anger to his friends blaming friends	mad, she were mad	34
mother anger at friends blaming friends	mad at the people I were hanging around with	36
blaming friends avoid trouble focus on learning	she said something like I shouldn't hang around with er stupid little boys who get into trouble all the	38

aspirations for academic success	time and I should just focus on my learning	
peers as not good choice of friends mothers aspirations for academic success desire for friends to belong with stronger than desire for academic choosing wrong over right success	I understood she wanted me to do well in school and all that and I knew I weren't hanging around with the best sort of people but I still started hanging around with them even though I tried not to	40
humour of friend own humour	it were just that one person that I were just funny all the time	42
end of friendship no influence of friend	I just see him cos like I see cos his house is near the school	48
moving on from relationship with old friend	I say hello sometimes and sometimes I just walk past	50
humour happiness connection like-minded supportive of each other being similar	he were just funny and made me laugh and then we just connected like we kept making each other laugh and we had loads of things in common	52
consequences changed to minor as opposed to serious	a couple (detentions) but that's just for being later or not having equipment. Not for like being in trouble	58
family brother role model aspirations job academic success humour	well he's just funny and he's got a good job and all that he's just someone to look up to because he's been to college he's got all his things from there and all that and his degrees I just wouldn't mind growing up to be like him because he's so funny	62
aspirations role model brother family	I wouldn't mind if I grew up to be like him	64

lack of academic success lack of focus brothers academic achievements	I'm not as smart as he were and I didn't get good grades as I thought as I didn't focus as much as he did like even primary school he had the record holder in for maths	68
humour of brother job of brother as success aspirations role model family	he's funny as well and he's got a good job he's humorous	74
friend funny brother naturally funny no effort to funny	er with my friend he tries to be funny with my brother he don't even need to he don't try he just says some stuff and it'll be funny	78
brother funny I am funny humour entertaining peers	my brother. I don't try to make people laugh I just end up making them laugh	80
anger shouting short temper pushing flip easily others peers calling names knowing right behaviour and choosing wrong behaviour/ responses	I just started shouting and I flipped really easily like if someone like were walking and nudged into me I'd get angry and start pushing them or start calling them names instead of like waiting for them to say sorry	84
ager from loss of primary friends and best friend anger from change of school and change of house	I think I were angry because most of my friends from my old school like my primary moved to like a different schools and I weren't and my best friends from my old primary didn't go to the same school as I did so I were angry with like that and so think I were also angry because it weren't too long ago that I moved house and then my mum and er all that	88
house move lack of choice	it were no one's decision we had to move house	92
parents split family	my mum and dad split up	94

|		
change		
family dad mum siblings home changing being together	the first couple of weeks they split up I lived when I for the first couple of months I lived with my dad as well so my mum was on her own so I decided to move back there cos she were upset she thought she were gonna lose her kids and now everyone lives with her	98
setting inclusion centre angry loss of friends reflection on old school new friend not real friends stopping from focussing on academic work not real friends getting him into trouble	because after I got sent to the inclusion centre I were angry there because I lost my friends but when I met the person that were there I realised that the people in my old school weren't actually friends they were just people they were just a distraction from work and people that just got me in trouble all time	110
emotions upset losing friends setting inclusion centre new friend gaining friends similar situation both in for other friends fault	I weren't exactly angry there I were a bit upset that I lost my friends again and then I realised I had a lot of things in common with him as well as we like the same things and all that I thought it was a bit like my old friend in the secondary school except for I thought he were gonna be a bit naughty so I decided well I thought he's in here and he's a bit like him and so I thought he'd be the same and then I realised he got it weren't his fault either that he was in here so he were a bit like me as well so we just started talking and got to know each other better	112
anger other peers and their bullying	There were a couple of people there that kept getting me angry	116

behaviour as a trigger	If I see people getting bullied I have to step up help them against the bully Everyone there kept taking the mick and being nasty to my friend Because he were my friend even if he weren't my friend I just kept getting angry at them Telling them to shut up and leave him alone	
anti bullying view	I'd still feel the need to do that because I hate bullies I just hate how they pick on people they know they can beat	118
victim of bullying	(bullied?) yeah all the way through my primary school	120
anti bullying view	Even when I weren't in primary school I were getting bullied I still felt the need to help people who were getting bullied cos its horrible	122
Exclusion Wrongly blamed Use of humour for explanation Reflecting on being blamed by friends Unloyal friends Reasoning why they blamed him Little brother role	I started laughing cos I was confused like they said I threw the stone and that I owned up and that I did it and all that even though on the day that it happened I was actually at home cos I was ill So unless I've got some very good javelin skills I can throw it like two miles away erm I just don't know how I could have done it So when they have realised who did it and they were the ones that blamed me and then I got angry at them but I weren't that angry at them because I had the feeling that when you're in trouble you always feel the need to blame someone like even if its like pushed someone or like just spilled someone you always blame it on your little brother and all that so I guess I were the little brother in that situation I'm the one they can always rely on to take the blame for them	130
School believing others	The school they still didn't believe me they didn't even look at the	132

|	register to see if I was at school that day	
Not believed as telling the truth Doubting him Low expectation by school	Like the five people there who told me that who told them that it was me they just automatically assumed that they five people can't be wrong and the register could even though all the marks were wrong	
	I weren't that bothered cos I realised if I got kicked out and if I did move school I'd be better off cos I wouldn't be able to go back to that school and end up getting involved with them	134
School staff low expectation of his behaviour disbelief	(truth?) There was no point cos the school the people that worked there don't really look into owt they just automatically assume like say they if one of the teachers heard a noise…	136
Apathy to situation Disbelief of staff	I just knew there were no point like arguing about it so I just went with it	138
Desire for schooling and learning Prompted by guiding friend Choice idea for going to school	I did want to go back to a mainstream school and then I realised because like it was fun there (Inclusion Centre) and like but they weren't learning me owt that I didn't already know and then when my friend said he wanted to move back to a mainstream that got me thinking that I weren't even thinking about mainstream schools and what schools I actually wanted to be in	140
Guiding friend Choice of school	He started saying it…then I thought that I said to him I thought they just put you in some random school and he said no sometimes you get the choice to choose what school so	142
Comfort in having some choice Awareness of Limited choice	That made me feel a bit better because…I wanted to go to a different one and then I didn't cos you don't really get that much of a choice	144

Wanting to go to school	I did get a couple of choices but this school got in touch first so I decided to go to this one cos I weren't just gonna stay there and wait for another school to get in touch to get me I were just gonna try and get back as quick as possible and I'm glad I did	
Friends Academic success Different to friends Friends as link to trouble	I wouldn't have met my friends I wouldn't have got as good grades My friends aren't like me but they have like so many things in common can do anything together they can get into trouble so when you've got that one thing in common there's a lot to talk about so you get distracted and stuff	148
Old Teachers unsupportive Seeking help Help not given In trouble for not doing difficult work	In my old school the teachers didn't really do owt You'd say I need help and they'd say I'll be with you in a minute and then it'd become like the end of the lesson They still wouldn't have helped you and then they'd have a go at you for not doing any work	150
New school supportive Seek help and Teachers help	This school…they'll come to you straight away	150
Own history of low expectation from school staff	I'm not used to that Cos even in my primary school they'd just forget…in this school it's a lot better	152
Use humour with friends got into trouble Humour not working Focus on study Better friends	(helped?) my friends I came and started trying to get in trouble cos my old school I were making 'em laugh and all that so I kept doing it…and here no one laughed they just thought I were silly So I started to get my head down and start doing my work and then I made better friends	154
Using humour to make friends	I just keep doing it to make people to be funny and make friends cos	156

Humour not working to make friends	what I normally do is be funny to make friends but it didn't work here I had to be something else I can't remember just be friends	
Being self	Just had to be me instead of being that there's no worse at school	158
Positive consequences of exclusion Receiving help	Friends at old school actually helped me cos if they didn't blame me I wouldn't have come to this school and wouldn't have been helped	162
Negative behaviour old friends old school	I'd still be messing around with them same people The one that made me laugh he's now been excluded	164
Reflecting on negative behaviour of friend influencing him	I would've done the same as him…if he did something I'd do it	166
Parents supportive Blame friends	Parents weren't exactly mad at me they were mad at the things I apparently did cos of my friends	168
Staying out of trouble Academic work Friendships Positive behaviour	Basically getting on with your learning getting good grade not getting into trouble with teachers or friends or other students	172
Academic focus Maintaining friendships boredom	I get on with my learning but I sometimes mess around I have some fun a little bit of fun lesson it gets boring see friends have a conversation otherwise gets boring Better for you and friends	174
Balance of learning and jokes being funny Negative consequences not as extreme Different schools different consequences	I'm getting on with my learning but I'm not messing around too much just little conversation and little jokes Sometimes I do get warnings for talking but I don't get into trouble for it like I did at that school it wouldn't be a warning it'd be a straight detention	176

Appendix 9: Owen's Thematic Map (Braun and Clarke, 2006)
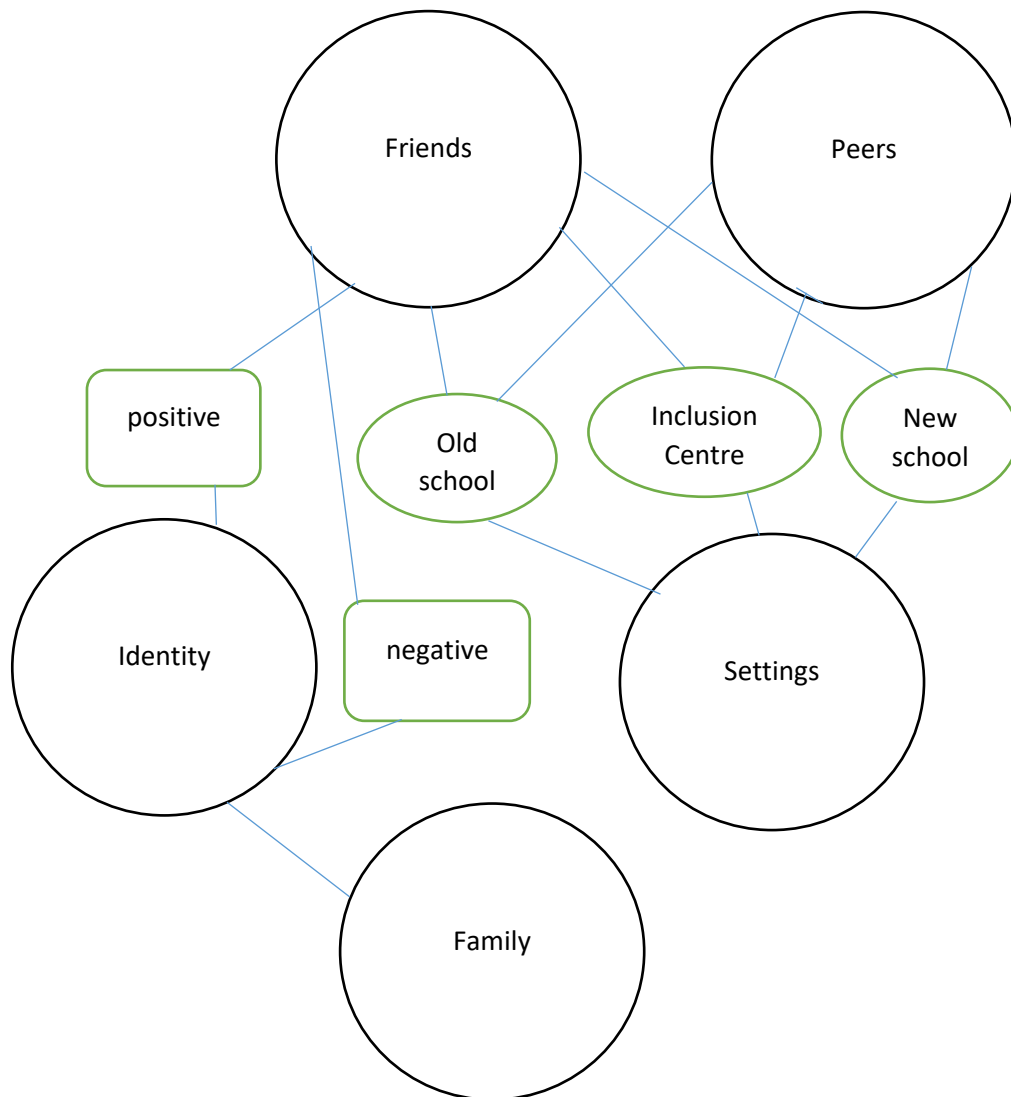
Appendix 10: Owen's Thematic Network Map: global, organising and basic themes (Attride-Stirling, 2001)
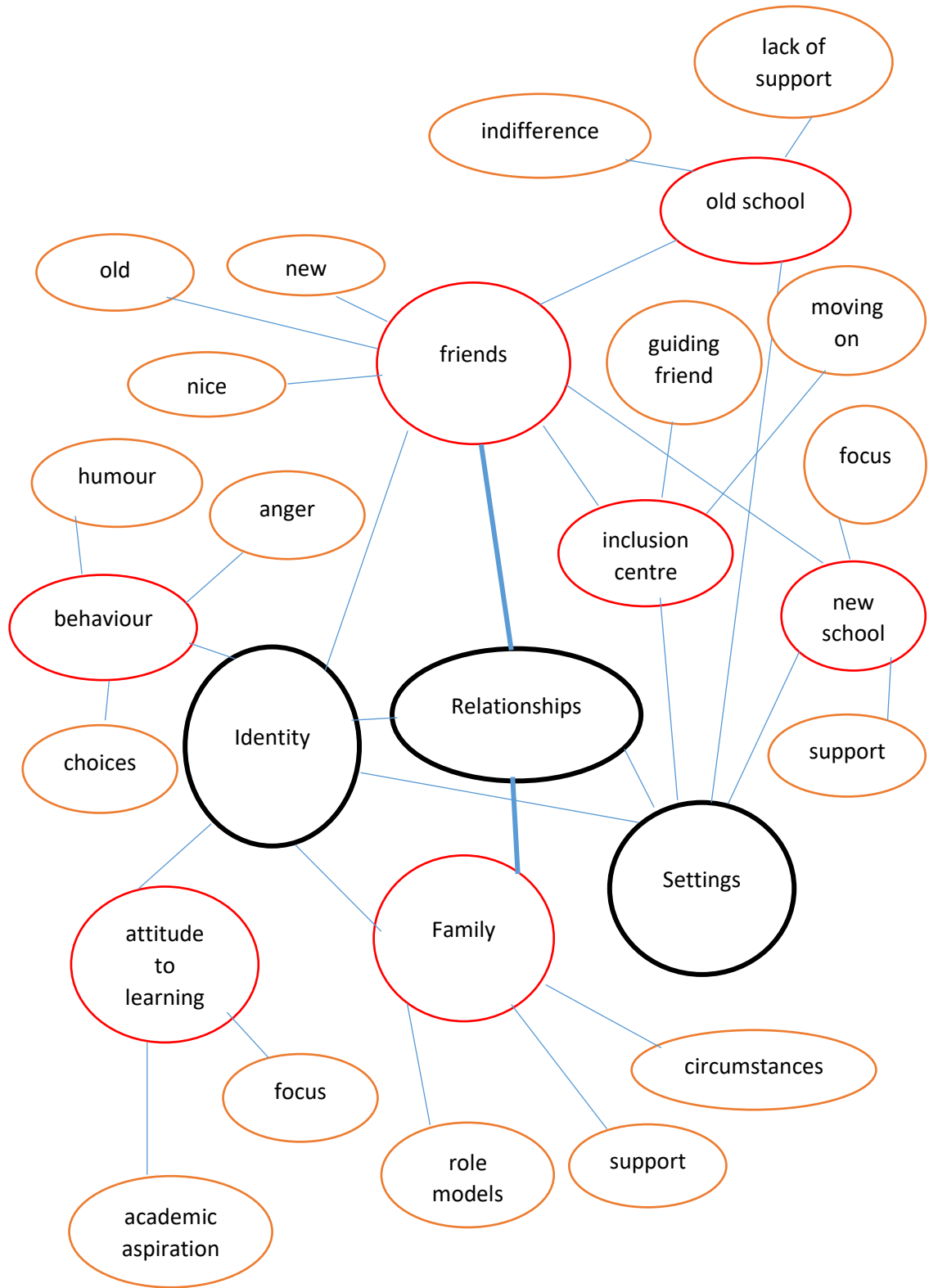
Appendix 11: Owen: Example of the annotated analysis on the hand drawn network map used to help organise the different levels of themes - with transcript extracts and their line numbers for ease of reference

Global Theme 1: Relationships

Organising theme	Basic theme/Extract	Interview/Line No. I1 – interview one I2 – Interview two
Family	*Role models:* *"I wouldn't mind if I grew up to be like him"*	I2, line 64
	"cos I look up to my older brother and he had the best grades"	I1, line 78
	"well I look to my brothers"	I1, line 84
	"Yeah I have two brothers, but the oldest one I look up to in grades but my other older brother…he's funny like that"	I1, line 86
	"Well I want to be like my youngest older brother…he's like a contractor…that's something I'd like to do"	I1, line 140
	"well he's just funny and he's got a good job and all that he's just someone to look up to because he's been to college he's got all the things from there…he's so funny"	I2, line 62
	"I'm not as smart as he were and I didn't get as good grades as I thought…he had the record holder in for maths"	I2, line 68
	"he's funny as well and he's got a good job he's humorous"	I2, line 74
	Support: *"I understood she wanted me to get do well in school and all that"*	I2, line 40
	"well my family has always been there for me like when I do something wrong they don't get angry they just try and help like why I'm so angry or why I've done what I've done and always try and resolve the problem or issue"	I1, line 184
	"they weren't exactly angry because they the school wasn't that good anyway…"	I1, line 186
	"she were mad at the people I were hanging around with"	I2, line 34

	"she said something like I shouldn't hang around with er stupid little boys who get into trouble all the time and I should just focus on my learning"	I2, line 38
	"yeah that cos my mum and dad both said the same thing that it were the people it weren't my fault it were the they weren't exactly mad at me they were mad at the things I apparently did cos of my friends"	I2, line 168
	Circumstances: **"We had to move house"**	
		I2, line 92
	"cos when I first well when I said that I kept getting into fights at my old school because I were angry and moving when I moved schools I didn't have any friends…"	I1, line 164
	"moving because I didn't have any friends"	I1, line 166
	"from the school"	
	"I think I were angry because most of my friends from my old school like my primary moved to like a different school and I weren't and my best friends from my old primary school well from my primary school didn't go to the same school as I did so I were angry with like that and so I think I were also angry because it weren't too long ago that I moved house and then my and my mum and er all that"	I1, line 168 I2, line 88
	"it were no one's decision we had to move house"	I2, line 92
	"My mum and dad spilt up"	I2, line 94
	"No cos the first couple of weeks they split up…"	I2, line 98

Appendix 12: Transcription of interview 1 for Kain

<u>Kain</u>

Recorded Session 1: 39minute 31 seconds

K: Kain

R: Researcher

<u>Introduction - conversation whilst drawing the story mountain</u>

1. R: So I'm here today with you so that you can share your story about your reintegration and how you've ended up at this new school for you okay. So I thought it would be helpful if you did a little story mountain of your story so at the beginning you might have your old school, the problem might be to do with the inclusion centre or something before that before you ended up at the inclusion centre and then the ending is where you are here now. Yep. So do you want to have a go at doing that?
2. K: the opening there?
3. R: yeah so you could just do cos all it is is to prompt you to think about your story. So which school were you at before?
4. K: Prince Academy
5. R: and where are you now?
6. K: Westbridge
7. R: okay so we can fill this in as we go along or you can or you can fill it in before if you want to. So looking at the story mountain would you see the problem being at the inclusion centre or did a problem happen before you got to the inclusion centre?
8. K: before
9. R: so what… do you want to share what your problem was?
10. K: was getting kicked out weren't it
11. R: so you can put kicked out and then when we talk about it you can explain a bit more then. So here it says resolution how it got sorted out. Was being at the inclusion centre what helped sort it out for you?
12. K: yeah
13. R: so you on here it says things like settings so that's where you put where places were and then it says main characters so main kind of people who are involved with you or who were important for you so you might want to note them down before you start telling me the story in detail about if there were any key people there. So when you were at Prince Academy were then any key staff that were important you had in your story for what happened to you?
14. K: yeah teacher and a boy

200

15. R: okay so you can put teacher and the boy you can put the names if you want cos remember when I type it up I'll delete all these names I'll choose different names for them. So you've got teacher and a friend there and then up here where the problem happened was there any other people around to do with it any friends or teachers or family?

16. K: erm same people were there

17. R: so they're linked to that okay and then at the inclusion centre were there any different children or people that were important to you or helped change things for you?

18. K: (shakes head to indicate no)

19. R: so nothing particular there and anyone in particular here that's helped to make sure your settled and stayed at school. So the main thing was the people there. Okay right so you've got that there to help you, you've got the prompt words in case on there to think about but to start off with just tell me a bit about yourself Kain, oh in fact what I was going to say to you like I said to the other kid you could choose a different name so when I write it up instead of writing K I'd write a different name. So what name would you prefer me to call you when I write it up?

20. K: I don't know

21. R: you got any idea you got any particular friends that you like or family person you like or pop star or somebody you think I don't mind her calling me that?

22. K: I don't know

23. R: I can't think now of any boy's names you not bothered which name cos what I'll do is then change it to something else so what if I change it to Kain with a kicking K? is that okay? Yeah?

24. K: yeah

25. R: what do you think nah I don't really or not bothered?

26. K: not bothered

27. R: okay so for here and now it's you but when it's typed up we'll call you Kain and when you look at it next year when it's written if you want to you can find out ooh that's me she's taking about. No one else would know because it's all anonymous. So tell me a bit about yourself Kain what year group are you in?

28. K: I've just moved into 10

29. R: wow so you move a year early sorry a few weeks earlier?

30. K: yeah

31. R: so you moved into year 10 erm so these are your GCSE years?

32. K: yeah

33. R: and how you finding it?

34. K: alright

35. R: have you got new teachers new lessons?
36. K: yeah
37. R: is there one you like more any lessons?
38. K: no all same
39. R: what do you want to do after you've left school?
40. K: I don't know
41. R: not sure? I think they have like erm careers advice and stuff in year 10 to think though what you can do. Have you got any brothers and sisters?
42. K: yeah
43. R: who have you got?
44. K: erm 3 brothers and 2 sisters
45. R: you all live together?
46. K: yeah
47. R: yeah. Are they all older than you or any?
48. K: one's older one big brother and rest are younger
49. R: any at this school?
50. K: my little brother in year 8
51. R: so is there six of you?
52. K: yeah
53. R: okay cos sometimes when people say they use themselves in that number as well. Okay so what does your older brother do?
54. K: he just left school
55. R: has he decided what he wants to do?
56. K: not yet
57. R: so what do you like doing when you're not at school?
58. K: going on bike
59. R: like a regular cycling bike or motor bike?
60. K: cycling bike
61. R: is that something you just like as a hobby it's not something you want to do like a professional bike rider?
62. K: just riding it
63. R: do you ride with your friends or?
64. K: yeah
65. R: and how are you in school in your lessons and things everything okay?
66. K: yeah

Storytelling

The old school

67. R: right so I'm trying to warm you up a bit to get you talking a bit more cos you're not telling me much. So to hear your story I need you to tell me a

lot cos I don't know anything about what happened so tell me about the beginning of your story Prince Academy what was that like there?

68. K: it were alright. Sometimes ==I got annoyed with teachers and stuff==
69. R: tell me can you remember a story of a time when you got annoyed with the teachers?
70. K: erm
71. R: can you tell me one?
72. K: yeah he tried erm blaming me
73. R: For what?
74. K: For hitting a girl it weren't me
75. R: so did he see it happen or just?
76. K: no he thought it were me cos ==I were he were on same corridor but==
77. R: why would you think he blamed you?
78. K: cos he after she did it he saw me walking out
79. R: have you got blamed for other stuff at Prince Academy?
80. K: no sometimes it's just trouble sent out and stuff
81. R: and how come you'd get sent out would it?
82. K: just shouting out and speaking and that
83. R: and is that something that people would think oh Kain's like that?
84. K: nods head to indicate agreement
85. R: And what about here now we'll jump forward at Westbridge are you like that here as well?
86. K: sometimes. It's better now
87. R: why do you think it's better now?
88. K: erm, teachers are different in this school with different rules
89. R: was it the rules at Prince Academy that you didn't like?
90. K: yeah
91. R: what kinds of rules were annoying?
92. K: like teachers were like strict so like hard to do things like
93. R: what kinds of things? The work or?
94. K: if work were hard they'd help you but not enough help
95. R: okay and you mentioned a friend at Prince Academy. Tell me about that friend
96. K: he was always there and that
97. R: best friend then?
98. K: yeah
99. R: in your year group or?
100. K: yeah in my year
101. R: did you go to primary with him?
102. K: no ==I met him in year 7==
103. R: and you got on. What was it about your friend that you liked?

104. K: Erm just had a laugh in all lessons and that

105. R: what was his name?

106. K: Bryan

107. R: we'll change his name and that don't worry about that. Do you keep in touch?

108. K: sometimes

109. R: and here at Westbridge do you think you've got a friend similar to Bryan now or?

110. K: sort of

111. R: you've got a best friend here as well?

112. K: yeah

113. R: That's good. So thinking back about Prince Academy you've told me about that teacher who blamed you and you've talked about having a good friend erm there as well erm can you tell me anything else about Prince Academy, how it was for you while you were there?

114. K: don't know

115. R: so you said the teachers were annoying?

116. K: yeah

117. R: how do you think they'd describe you while you were there?

118. K: I don't know

119. R: you think they'd say good things about you?

120. K: some

121. R: some teachers would? So tell me about a teacher that would got on with you at Prince Academy?

122. K: err, science teacher

123. R: what was special about your science teacher?

124. K: we always had a laugh and that he were one of teachers who weren't strict and that

125. R: so what is it about being strict?

126. K: It's just they tell you what to do but not like telling you what to do but telling you where to sit but like say you sat in wrong place they don't ask you nicely just say move over there and stuff

127. R: and the teachers aren't like that here?

128. K: no they say like they just say can you go and sit in your seating planner and like that

129. R: that's nice. That's nice you can see that difference. Erm so you mentioned that word strict I'm interested in that what is it that someone being strict and putting those rules on you how does that make you feel?

130. K: mm, makes you feel like you can't do nowt and you have to do what they say

131. R: and is it important for you to have a choice?

132. K: yeah
133. R: How does it make you feel knowing you've got a choice in things?
134. K: better isn't it, like feel like I'm not being told what to do
135. R: And that's important for you having a choice. Okay. Do you want to move on to tell me about the problem that happened or is there anything else there that you want to explain?
136. K: I don't think so

The Problem

137. R: so what happened for you to be kicked out?
138. K: err I was in my maths class. Erm I got sent out. Cos I were talking too much I got sent out and a boy in other class called Billy he had my jumper cos I left it on the table from table tennis at break and erm then I seen him and he showed me jumper to say that he got it and his teacher came out and said why you been sent out. I said I been talking too much and shouting out. And then I said could you get my jumper off Billy and he chucks jumper over and he's grabbing it but I've got it and teachers got it and he's pulling it and that and then it were like making a noise like it were gonna rip and that and he were proper pulling it and stuff
139. R: teacher?
140. K: yeah
141. R: so Billy threw it over?
142. K: yeah and I catched it
143. R: yeah
144. K: and teacher tried pulling it back off me. He didn't ask for it or owt he just grabbed it and started pulling it
145. R: and how did that make you feel? Do you remember?
146. K: like what you doing and that
147. R: you said it really calmly but?
148. K: he were like pulling me about and after a bit like I let go and then pulled it hard and yanked and pulled my shoulder and my side hit door and I pushed him into wall and I was pushing his chest and I was still pulling thing and my arm slid up and I erm he said that I were strangling him
149. R: and what was happening with the jumper?
150. K: erm another teacher came in and someone run out of class who were teaching and a teacher came in and told him to give me my jumper and I went out of class
151. R: so it was all to do with this fight between you and a teacher and your jumper
152. K: yeah

153. R: and it ended up that he ended up physically touching you and you ended up physically touching him. So what was it that school said to you to be kicked out what did they said?

154. K: they just told me that it was not acceptable to touch a teacher and that were they didn't believe me that he pulled me into door cos like corridor bent and they couldn't prove it on camera they thought I were lying and that and they thought I just did it for no reason just to get my jumper

155. R: so how did that make you feel that they believed the teacher and just thought you were lying?

156. K: more like most of time they didn't give me a chance to say what happened and they just we weren't in room that we had to police man came I to speak to me and he weren't nice and my mum were sat next to me and this teacher were like I think she deals with behaviour in school and that and erm ==I tell them story and that and policeman kept butting in== and then teacher other teacher kept saying erm just like why have you done it and stuff and then didn't believe me and then he write it out on paper and given it to head teacher and he write on thing that I were punching and kicking him and ==I weren't==. I think a few I don't know if everyone did but a few people write it out on you know write their statements and they said that ==I didn't kick or punch him==.

157. R: how does that make you feel knowing that some people believed you and wrote that?

158. K: makes me feel better don't it

159. R: and you mentioned that they were talking as if you were lying how did that make you feel?

160. K: made me mad cos they didn't give me a chance

161. R: so if someone were to describe you at Prince Academy would they say that you fight with the teachers, you lie, those kinds of things are you concerned that that's what?

162. K: some of teachers would say that

163. R: and is that not true about you? How would you describe yourself? How were you at Prince Academy?

164. K: it were alright at first and then

165. R: and how did you behave though? Did you behave like you were lying and fighting with teachers all the time?

166. K: not all the time but sometimes like when they were arguing with me I'd say I'd try and prove my point so

167. R: So all that statement and the police and stuff did they say you know like some schools have different gradients like exclude you for two days you know or two weeks, what did they say was it just out?

168. K: yeah they just they just that day they just told me to go away and meet with someone from governors board and then we had a meeting and there were two men and a woman there head teacher and me and my mum were there and my brother who brung me up who comes to this school he brung me up what people had write out and my mum read it and I read it and a letter came through with it all typed up and my mum brung em in and said she gave it to people who were in room and she wanted them to read that and they didn't read it they just flicked through it

169. R: how did that make you feel that they didn't bother to look at that information?

170. K: made me feel like they just didn't want me at that school

171. R: and at that point did you want to go back did you feel?

172. K: I didn't want to go back no but sometimes I did

173. R: so that was. I'm glad you shared that with me cos it helps give some erm understanding to it a bit better so thank you for that. So you got kicked out what happened next what was the next step?

The Resolution/Inclusion Centre

174. K: I were at home for a month or two doing nowt and then erm I don't know what happened I think someone rung my mum and said I got a meeting at inclusion centre and erm I had a meeting there and after a week I started off I knew a few kids that were there anyways

175. R: you knew a few kids were they from Prince Academy or just?

176. K: no from primary school and stuff

177. R: how did that make you feel knowing that there were some old friends there?

178. K: mm better so someone would be there so I wouldn't be on my own all time

179. R: and how was it at the inclusion centre?

180. K: it were alright teachers respected you and stuff

181. R: is that important for you being respected?

182. K: yeah

183. R: how did they show that respect to you then?

184. K: they didn't ever shout at you they could shout at you but if you did something wrong they would shout at you but I didn't do nowt wrong I just did everything for em and then they asked me to leave

185. R: and you were happy there?

186. K: yeah

187. R: but you couldn't stay there forever?

188. K: no

New School

189. R: so how come you ended up from there to Westbridge what happened in between

190. K: after you've been so good they get you back in a mainstream school and Westbridge had spaces and I liked Westbridge

191. R: so did you have a visit before or did someone from Westbridge come and see you at the centre?

192. K: erm me and my mum and a teacher from inclusion centre came here and we had a look around and had a meeting with Miss and

193. R: and what was it about the school that after that first meeting did you just think I want to get back to a mainstream school or did you think yeah I like it here or did you just think?

194. K: I think it were I felt a bit mixed cos I don't know no one from this school

195. R: so you felt a bit apprehensive but you still made it here and you're here now. So another thing that I wanted to talk to you about was you're here you've not been excluded none of the things you talked about happening at Prince Academy have happened here or have they?

196. K: no

197. R: have you had any detentions or?

198. K: there were one it were a general maths teacher but he's left now sometimes he were alright but we didn't have him we had a supply and I got moved seats cos I were messing about with my mate cos I were sitting next to him and I got up and as I stood up and err he sent me to IR and I were just about to go to toilet and next I was just about to go to toilet and he seen me stood up again and he sent me to IR and I were like why you sending me to IR I haven't done nowt and stuff like that and I had an argument with this woman and I think I got sent to Fair Fields for five days

199. R: really? wow so how did that make you feel at that point being sent to Fair Fields?

200. K: I didn't like it it were boring I'm just in same room all day windows didn't open a lot it were hot all time

201. R: when you were there were you worried that you might end up back at the inclusion centre?

202. K: mmm I thought I were gonna get done when I came back but erm I had to do half a day in IR then they just put me back in normal classrooms and stuff

203. R: so that the only time anything like that's happened like that?

204. K: yeah

205. R: and has there ever been any other situations where you've ended up feeling that same feeling again like you had at Prince Academy or being sent to Fair Fields?

206. K: no

207. R: so at Prince Academy were there any things to do with kids you got into trouble with or was it mainly adults?

208. K: er I had some fights but over stupid things

209. R: with friends or other people?

210. K: just with other people

211. R: erm has anything like that happened here at WestBridge with any other people or kids you just get on with stuff. So that sounds nice. Do you remember I said you were one of the kids that had been identified from like a data thing saying you had moved and you've not moved again your still at WestBridge er and I wanted to talk to you about your story to understand what happened and where other people are involved or situations and also to seem how come its successful what is it that's happening. You mentioned things about having choices and being respected erm and that's something about WestBridge that you feel is happening. Erm you mentioned about them talking about you as if your lying and not believing you and not taking that time to look through all that nice stuff the other people had said and other people had said you didn't fight like they said you had with the teacher. So all those things I have noted. Is there anything that you think that well this is important that's what's helped me stay here?

212. K: no

213. R: how was your mum about it she was with you at that meeting after the incident?

214. K: she didn't like it either she started crying

215. R: why was she crying?

216. K: cos I were getting kicked out and they were speaking to her as though they were just speaking to her and saying I'm horrible and stuff like that but they didn't even know me?

217. R: and what about your mum did you think she was believing what they were saying or does she know different or?

218. K: don't know

219. R: did you talk to her about it?

220. K: no

221. R: does she ever mention about how you are here now?

222. K: erm other day they rang my mum and said that I were doing good and she said that she were happy and that

223. R: and she said that to you?

224. K: yeah
225. R: how do you think that makes her feel?
226. K: a lot better and happy
227. R: and do you think it was a surprise for her to hear that or was it something she knows about you?
228. K: I haven't been done in school or anywhere no I think she was a bit surprised I'm learning good and that
229. R: that's good that's a nice surprise then erm and you mentioned that it was the maths teacher here that you didn't get on with but he's gone do you think there might be other teachers in the future that you might end up having that tussle with or argument with?
230. K: don't think so
231. R: and what is it about those teachers is it the things you mentioned before about how they talk to you or do you think it's something in you sometimes that the way you react
232. K: sometimes
233. R: Do you think like your friend there you were saying is it Bryan there your friend you were saying?
234. K: yeah
235. R: he weren't in none of them classes? Ok what do you think he would say about you if I said oh tell me about Kain how Kain was at Prince Academy what would Bryan say about you?
236. K: probably say I'm a good friend and stuff we were always with each other at break and in classes
237. R: what were the things he would say about you? Is that important for you being a good friend? So he'd say you're a good friend. Is there anyone at WestBridge who would say the same?
238. K: I think a few would
239. R: and is that important for you to be a good friend and to have good friends?
240. K: Yeah
241. R: why is it important to you?
242. K: for someone to be there
243. R: to be there for what?
244. K: them like when people are calling me a liar and people saying that I've done something and that and they could tell them that couldn't they they'd say I'm not
245. R: so it's important to have someone believing in you?
246. K: yeah
247. R: do you feel your mum believes in you?
248. K: yeah

249. R: so when you got kicked out of Prince Academy and that situation there how was that with your relationship with your mum and you said you were at home all that time?

250. K: I weren't allowed out like few weeks to end she let me out and that but she took my phone off me and stuff and I didn't have my phone till I started being good at the inclusion centre

251. R: and how did that make you feel that your mum was like punishing you?

252. K: alright really cos id done something bad but I knew I did something bad but I wanted my phone and that

253. R: so you knew that what happened there in that situation was something that was bad so you understood that she needed to punish you for that but you know how you said that the story wasn't how it sounded like they said you had attacked this teacher and that's why you're out?

254. K: my mum believed it

255. R: your mum believed them or you?

256. K: my mum like when I were telling them story my mum were like she heard it off the teachers first so my mum thought that's what happened

257. R: and how did that make you feel that she believed them?

258. K: erm I got a bit mad

259. R: tell me a bit more about that?

260. K: when she. I don't know. She came in room and she said what's happened and I told her and people in room none of them were there apart from me and when I told her she didn't say nowt and then policeman came in and he were trying to sort all out

261. R: so you understand why your mum believed the other adults instead of you?

262. K: mmm

263. R: and if something happened here now do you think she would believe you or the adults?

264. K: yeah I think she probably would

265. R: believe you?

266. K: yeah she would

267. R: Why would she believe you now when she didn't believe you there, what's changed?

268. K: cos I've been good for a while and school have rung up saying I've been doing good and stuff

269. R: so she's seen that change as well. Why do you think you have changed would you say you know how you said stuff about the school is there anything about yourself you think has changed?

270. K: don't think so

271. R: so you doing well and staying at school what would you say why is that?
272. K: I don't know
273. R: so you mentioned about the types of teachers and how they are here and how they are different do you think that's a reason?
274. K: partly. <mark>I argued with a lot of teachers</mark> in this (old) school and <mark>I don't even argue with teachers in this (new) school</mark> and rules are fair and stuff. Some aren't like walking around with our tie not in and shirt not tucked in but it's just uniform innit
275. R: yeah so you like the fact that rules are fair, you've got choices, your respected so you like all those things. Were those things not there at Prince Academy? Or do you think they were there but they weren't there for you. Were the staff like what you said were they like that to other kids as well?
276. K: mostly but some kids no like clever people
277. R: did you feel it wasn't just you then they were like that to, they were generally like that?
278. K: yeah my brothers been kicked out but he was on a step out for six weeks and he came to this school for six week and when six week were up going to end they wanted to go back but they didn't want him to go back and he only got kicked out for in class clown and making them all laugh and that. He had another six weeks and it ended
279. R: where was the other six weeks? Was it still here?
280. K: yeah they just extended it. When it came towards end again they said we don't want him back he can stay there. Mum said its better for him here anyway
281. R: do you think that as well?
282. K: yeah
283. R: So you've seen both schools so you can see that. Why do you think he wanted to go back to Prince even after his six weeks and another six weeks?
284. K: that's where all his friends and stuff so
285. R: so friends are important for him as well?
286. K: he's got friends here now in his year so
287. R: what year is he now?
288. K: eight he's just gone into nine now
289. R: that's good both of you are settled. So you can see I've scribbled some words down just interesting things that you'd mentioned to me just to help me pull together some of the things in your story. So if I was to tell someone else about your story I said you know he's managed to stay in

this school because what do you think I'd say what are the reasons you've been successful you've managed to stay successful and stay

290. K: teachers and students

291. R: and do you think they'd know that about you if I spoke to Miss Melody and said oh did you know Kain…which I'm not going to do…but if I said to her Kain said it's because of the teachers do you think she'd know that about you that's how you feel?

292. K: she might do erm I don't see Miss Melody a lot just like she probably knows what's happened in class like my achievements and behaviour points but I normally get behaviour points for my shirt and my coat

293. R: uniform stuff. So you could get points easily?

294. K: my brother keeps getting them for being late cos he don't like to get up early

295. R: so you get the points if you're not doing the right thing ahh I thought the more smarter you are the more points you get so it's not that?

296. R: so you don't want points?

297. K: no

298. R: no it's okay

299. K: you get the good points for like doing your work

300. R: do you get a lot of them?

301. K: I might have got some

302. R: and what's important for you then being at this school now is it getting good points or getting your grades or staying in?

303. K: getting grades and staying here

304. R: do you think that's something about you that your friends would say that oh yeah Kain works hard he wants to get his good grades or would they say something different?

305. K: sometimes they'd say ==I'm smart== but ==I don't mess about like when I'm doing my learning== and stuff ==I get it all done anyway== ==sometimes I'm last to finish but I do it==

306. R: that's good so you know on your story mountain we stop here at Westbridge if we and an extra bit for the future what would you like to do in the future?

Future

307. K: ==I don't know==

308. R: not sure you mentioned about getting your grades and staying in school so in the future do you think you'd like to leave at year 11?

309. K: yeah

310. R: with your GCSEs. Is that something you're looking at and that what you want for the future?

311. K: yeah
312. R: and is that something other people know your mum and your school staff and friends?
313. K: my mum knows yeah
314. R: So if I asked one of your friends here about you would they say oh he just likes messing around what do you reckon they'd say?
315. K: they probably would say he talks and messes about but I do sit and do my work and ==I write slow== in lessons. It's hard to copy things down cos looking up and looking down when ==I don't know how to spell words==
316. R: yeah it gets a lot harder doesn't it. Is anyone helping you with any stuff like that at school or?
317. K: if you ask teacher they either write it on board or read it to you

Ending session

318. R: so do you know what I'm going to do with this information that I've told you do you remember?
319. K: erm type it up
320. R: and then what am I going to do with the stuff that's typed?
321. K: don't know
322. R: so what I said was I was going to look at the stuff you've said and look at the themes that come up so what kinds of things you've mentioned a lot about yourself in your story and then wherever you've talked about yourself saying I gonna pull those out and do something called an I Poem and then we'll look at it I'll bring it back for our next session for you to check because I might write loads of stuff and you think I don't agree with that or you want me to take that bit out cos I know I said it but that's not really me so that's a chance for you to finalise your story a version of whatever I've written and then you know like the bit I've said about the policemen I don't want you putting it in I was just angry I don't want you putting it in I don't really think that. So when you see it written down you might think I want that out but then you might also think actually I didn't even tell you about my other friend D and you want to share that as well and we can fit that in I can write it in again and then with the poems as well you can have a look and think about it cos sometimes when you get given back what you've said you think I didn't say that oh I didn't realise that so it will give you a chance to look through whatever it is before I go away and add it into my stuff. So thanks for your time.

Recorded Session 2: 23 minutes

K: Kain

R: Researcher

Aim: To clarify points from interview 1 and confirm interviewee's satisfaction of the I Poems generated from the interview

Introduction

1. R: ok so you okay with it being recorded?
2. K: yeah
3. R: so like last time I recorded it and typed and deleted it erm and then as I typed it I changed some stuff so remember we weren't going to call you by your name we called you Kain, you still okay with that?
4. K: yeah
5. R: erm and I changed the names of the schools and a couple of friends you talked about beginning with B and I've changed their names okay so that's your mountain there and these are some of the notes that I made during that session as well and you can see some of the words that I circled they're the things that I asked you a little bit more about cos I thought that seemed interesting and I wanted to check with you a bit more about them so that's those notes. So from what I typed the whole transcript, oh that's that form of yours, Miss gave it to me today so I've got it at last, from what I typed out was one of the things called an I Poem, so where you've talked about yourself saying 'I' I have noted it down so I did a search just for that word or 'I'm' yeah, so where you've talked about yourself to see how it is in your story how you've positioned yourself how you place yourself and what's happening in your story of being reintegrated yeah? Yeah?
6. K: yeah
7. R: hopefully we'll pick up you saying something. So that's why there's those notes as well so shall I go through some of the I Poems for you?
8. K: yeah
9. R: so I went through these with another kid and there were some parts of his story that he felt he wanted to add a few more things and then we finished as well I asked him if there was anything else and he said well you've not mentioned this stuff can you put a bit of that stuff in okay. So just because you've told me your story last time doesn't mean we can't add anything so when we go through this you might not remember where it's come from or you might think well yeah I've said that but I don't think

that reflects me or my story so feel free to say what you feel. So old school some of the phrases you said about the old school were…is there anything about the old school you think if we add in it will help explain?

10. K: no
11. R: what do you think about that stuff is it right is there anything you want to change?
12. K: it's alright

Kicked out

13. R: I wanted to double check with you on this bit 'I didn't kick or punch him I were getting kicked out' so is this line about you they were excluding you?
14. K: yeah
15. R: excluding from school and then for resolution…does that ring right for you?
16. K: that's fine

Fight over stupid things

17. R: I just wanted to check about the 'fights over stupid things' that you said that was about your old school?
18. K: yeah old school
19. R: and who are we talking about here?
20. K: my mum
21. R: do you remember all that does that seem right?
22. K: yeah
23. R: good. So if we go back I'm just going to ask you a bit more about a few bits from each poem yeah
24. K: yeah

Describing self as naughty

25. R: so if you were to look back now and think about yourself how would you describe how you were at the old school?
26. K: naughty
27. R: naughty?
28. K: yeah
29. R: how else would you describe yourself?
30. K: don't know
31. R: why would you describe yourself as naughty at the old school?
32. K: cos I was I did a lot of messing about and stuff
33. R: what kinds of messing about?
34. K: having a laugh and not listening to them

35. R: who were you having a laugh with?
36. K: my friends and that
37. R: and was having a laugh with your friends more important what did you feel at that time was important for you?
38. K: thought I weren't bothered
39. R: you weren't bothered about getting in trouble or you weren't bothered about?
40. K: weren't bothered about getting in trouble or learning

The problem in Maths

41. R: okay thankyou and here where we talked about the problem this you've described all about the incident in the maths do you feel that was the main problem?
42. K: yeah

Reflecting on the Inclusion Centre

43. R: that particular moment okay and then you've got kicked out of school I wondered after you'd left the old school and the problem happened which made you get kicked out for resolution we've got how it got sorted that you went to the Inclusion Centre. Looking back now what do you think was it was about the Inclusion Centre that might have helped sort things out?
44. K: it were just I liked it there it were all calm and that there weren't a lot of kids in class something like three four kids in class or something and just easier to learn
45. R: why was it easier to learn?
46. K: it was err I don't know it's not as loud and not a lot of people in there
47. R: so they could give you that attention?
48. K: yeah
49. R: and do you think if you didn't go to the Inclusion Centre what do you think would have happened?
50. K: err I'd probably be in same old school messing about
51. R: do you think after being kicked out from the old school if you didn't go to the Inclusion Centre you came straight here to the new school do you think you'd be different?
52. K: probably a little bit
53. R: do you think you'd be the same as you were at the old school?
54. K: not same but probably still be naughty and stuff
55. R: do you think the time at the Inclusion Centre helped you to?
56. K: yeah
57. R: how did it help you?

58. K: the teachers how they spoke to you and stuff like
59. R: so how did that change you? how you were? cos you know in the other one you said that you were naughty did you see that change in you while you were at the Centre or?
60. K: yeah cos I could see other kids being naughty in there and that but all over corridors and stuff not going to lessons and that
61. R: at the Centre?
62. K: yeah
63. R: and how did that what did you think about that?
64. K: all of them weren't normal and that
65. R: and did you think you were different to them?
66. K: I met this other lad who didn't do the same stuff
67. R: He didn't want to be like that?
68. K: No he didn't
69. R: Cos you said you got on with whatever they asked you to do you just got on with it that's how you were able to move on cos you showed that you were ready for another school. Did you consciously actively think I need to show them so I can get out of here or weren't you bothered?
70. K: yeah I wanted to show them that I could get out

New school

71. R: and then now at the new school do you think it makes a difference I think you were saying it's kind of important the Inclusion Centre to change how you were and what you thought about how you behaved and things. Do you think you would be doing well at another school or do you think it's something specific about this school?
72. K: probably would be doing well at another school but I'm doing better here cos I didn't know no one when I came here
73. R: do you think that's better for you not knowing no one cos you mentioned about being a good friend so you weren't it's not affected you that you weren't here in year seven with everyone else that you came later you don't think that's been an issue?
74. K: no
75. R: why?
76. K: cos when I came I got introduced to my form and my teacher she like me and her stood in front of class and told everyone us name and I sat at a table and I started talking to boys in my year and that
77. R: and they were nice to you?
78. K: yeah
79. R: you felt okay straight away from the first day?
80. K: it were alright yeah

81. R: so you settled straight away. But I did wonder if that would happen at another school not your old one but this success you've had here what you would put it down to? So would you put it down to cos last time you mentioned how nice the staff were here compared to your other school but I'm glad you've mentioned about you and having time to reflect at the Inclusion Centre to think I don't want to be like that that isn't me and that you actively thought I want to change that's really good. Where do you think that feeling of needing to change came from was it from seeing the other kids there thinking that's not you?

82. K: yeah hearing their stories why they got kicked out they were acting like they weren't bothered and they'd do it again

83. R: and that's not you?

84. K: no

85. R: what do you think about now when you look back and think what happened?

86. K: I wouldn't do it

87. R: do you regret it do you think if I didn't do that I could be at my old school?

88. K: sometimes I wish I had stayed there

89. R: do you generally feel now that it's worked out well?

90. K: yeah

91. R: so even though you had that incident which you didn't really now want to be part of what's happened but it's helped you to get to this place where your successful so do you feel positive about your story overall about how, let's get your mountain out, how your journey in your story and where you are now do you feel positive about it

92. K: yeah

93. R: and looking back now do you feel ever you should have done things differently or been different at the old school?

94. K: I think if I could go back now I'd probably stay here but if I did go back I'd be good there

95. R: you can see the difference and it's to do with you?

96. K: yeah

97. R: okay and there's a few bits towards the end cos we were clarifying some of the things you'd mentioned in the story erm you said a little bit about being a good friend and the arguments you've had with the adults did you tend to have arguments with your friends as well or other kids

98. K: not my friends no but other kids who I didn't know

The future

99. R: and for the future we didn't do too much cos you wasn't quite sure what you wanted to do but how do you feel about the future?
100. K: don't know
101. R: do you feel positive that things will work out for you?
102. K: yeah
103. R: how do you feel about getting your GCSEs?
104. K: don't know
105. R: not sure yet. Okay. So I've asked you a little bit more and I've checked with you I'm glad we've clarified some of those points in your I Poems is there anything else your thinking she's not mentioned that or there's any part of your story your thinking well?
106. K: no
107. R: so in the poems that we've got so far I don't know if there's any mention of your family or your brother. So how do you feel about that not being included?
108. K: err I don't know
109. R: what about your mum you mention about her being happy are you happy to have that included?
110. K: yeah
111. R: so what do you think about school after you've finished at sixteen do you want to go to college or stay on at sixth form?
112. K: go college
113. R: and would you like to do like A Levels or an Apprenticeship?
114. K: Apprenticeship
115. R: what kind?
116. K: engineering or cooking
117. R: ah cooking so are you able to do GCSE is it food technology?
118. K: yeah I'm doing that now
119. R: oh excellent do you cook at home?
120. K: sometimes

Ending session

121. R: that's interesting I didn't realise that about you it's great having some different interests. Well I think we'll come to a close now but I just want to make sure you feel okay with what I've put cos do you remember what I said when I've finished this will get typed up again anonymised though but within my thesis loads of other information will be in there but your story will be in there as well err so all your I Poems won't be together like this there might be a little bit of a poem and then I might describe and explain a bit more about that. Are you still okay and happy for that to happen?

122. K: yeah
123. R: and no one will know that's you but next year if you want to you can look at it and then you might recognise yeah that's me but no one else would be able to put it together yeah
124. K: yeah
125. R: you happy with that?
126. K: yeah
127. R: right thanks for seeing me.

After the recording stopped I gave Kain his I Poem to read through by himself and with a pencil to add anything or delete anything he wanted to remove without having to verbalise this to me. I briefly looked and he had deleted a few things which I chose not to question in the session but said I will delete whatever he has put a line through and return a copy to him in school.

Appendix 14: Generating initial codes for Kain

Generating Initial Codes: Kain

Int 1 in red
Int 2 in blue

Codes	Extract from data	Lines in transcription
Interview 1	**RED COLOUR**	
Negative consequence	Was getting kicked out weren't it	10
Values other people	Yeah teacher and a boy	14
No favourite subject	No all same	38
No clear aspirations	I don't know	40
family	3 brothers and 2 sisters	44
family	Ones older one big brother and rest younger	48
Brother no clear aspirations	He just left school Not yet	54 56
Sport with friends	Going on bike Cycling bike Just riding	58 60 63
Ok about old school	It were alright	68
Negativity towards teachers	Sometimes I got annoyed with teachers and stuff	68
Wrongly blamed	Yeah he tried erm blaming me	72
Wrongly blamed for violence	For hitting a girl it weren't me	74
At the scene blamed	No he thought it were me cos I were he were on same corridor but	76
At the scene Wrongly blamed	Cos he after she did it he saw me walking out	78
Blamed for trouble	No sometimes its just trouble sent out and stuff	80

Negative behaviour	Just shouting out and speaking and that	82
Identified as misbehaving	(nods head to indicate agreement)	84
Moved to better situation	Sometimes. Its better now (new school)	86
New teachers positive School rules	Teachers are different in this school with different rules	88
Old teachers negative Strict rules	Teachers were like strict so like hard to do things like	92
Lack of support Work hard	Work were hard they'd help you but not enough help	94
Supportive best friend	He was always there and that Yeah in my year No I met him in year 7	96 100 102
Humour fun	Just had a laugh in all lessons and that	104
Kept in touch with old friend	sometimes	108
New best friend	Sort of yeah	110 112
Unsure of self identity Lack of reflection	I don't know some	118 120
Supportive teacher Humour Rules/not strict	Science teacher We always had a laugh and that he were one of teachers who weren't strict and that	122 124
Strict Told to do not asked	They tell you what to do…they don't ask nicely	126
Not strict asked	No they say can you go and sit	128
Lack of control Desire for choice	Makes you feel like you can't do nowt and you have to do what they say	130
choice	yeah	132
Feeling less threatened Having choice	Better isn't it like feel like I'm not being told what to do	134
Negative behaviour consequence	Err I was in my Maths class. Erm I got sent out. Cos I were talking too much I got	138

	sent out and a boy in other class called Billy he had my jumper co I left it on the table from table tennis at break and erm then I seen him and he showed me jumper to say that he got it	
Questioned by teacher Complying Physical incident with adult	And his teacher came out and said why you been sent out. I said I been talking too much and shouting out. And then I said could you get my jumper off Billy and he chucks jumper over and he's grabbing it but ive got it and	138
Not asked Not respected Physical incident No control over his belongings	Teachers got it and he's pulling it and that and then it were like making a noise like it were gonna rip and that and he were proper pulling it and stuff And teacher tried pulling it back off me. He didn't ask for it or owt he just grabbed it and started pulling it	138 144
Questioning adult	Like what you doing and that	146
False accusations Adult using power Physical control	He were like pulling me about and after a bit like I let go and then pulled it hard and yanked and pulled my shoulder and my side hit door and I pushed him into wall and I was pushing his chest and I was still pulling thing and my arm slid up and I erm he said that I were strangling him	148
Other adult intervened	Erm another teacher came in and someone run out of class who were teaching and a teacher came in and told him to give me my jumper	150
Leaving incident space	And I went out of class	150

Told rules	They just told me that it was not acceptable to touch a teacher	154
Not believed	and that they didn't believe me that he pulled me into door co like corridor bent and they couldn't prove it on camera	154
Called a liar misunderstood	they thought I were lying and that and they thought I just did it for no reason just to get my jumper	154
Lack of voice	More like most of time they didn't give me a chance to say what happened and they just we weren't in room that	156
Authoritative people	we had to policeman came I to speak to me and	156
Not nice	he weren't nice and my mum were sat next to me and this teacher were like I think she deals with behaviour in school and that and erm I tell them story and that and policeman kept butting in and then teacher other teacher kept saying erm just like why have you done it and stuff	156
Not believed Not listening to his truth Written lies Not believed	and then didn't believe me and then write it out on paper and given it to head teacher and he write on thing that I were punching and kicking him and I weren't.	156
Peer support	I think a few I don't know if everyone did but a few people write it out on you know write their statements and they said that I didn't kick or punch him.	156
Confidence in peer support	Makes me feel better don't it	158
Feeling mad lack of voice	Made me mad cos they didn't give me a chance	160

Teachers believing lies	Some of teachers would say that	162
School changed	It were alright at first and then	164
Using voice Standing up for himself	Not all time but sometimes like when they were arguing with me id say id try and prove my point so	166
Up against professionals outnumbered rejected	Yeah they just they just that day the just told me to go away and meet with someone from governors board and then we had a meeting and there were two men and a woman there headteacher and me and my mum were there and my brother who brung me up who comes to this school	168
No interest in his story	he brung me up what people had write out and my mum read it and I read it and a letter came through with it all typed up and my mum brung em in and said she gave it to people who were in room and she wanted them to read that and they didn't read it they just flicked through it	
Not wanted	Made me feel like they just didn't want me at that school	170
Indifference Desire for school	I didn't want to go back no but sometimes I did	172
Time to reflect Excluded New start	I were at home for a month or two doing nowt and then erm I don't know what happened I think someone rung my mum and said I got a meeting at inclusion centre and erm I had a meeting there and after a week I started off	174
Comfort in known friends	I knew a few kids that were there anyways	174

Belonging Not alone	No from primary school and stuff Mm better so someone would be there so I wouldn't be on my own all time	176 178
Respected by adults	It were alright teachers respected you and stuff	180
Not shouted at respected	They didn't even shout at you they could shout at you but if you did something wrong they would shout at you	184
Own good behaviour	but I didn't do nowt wrong I just did everything for em	184
Awareness of right thing to get out	and then they asked me to leave	184
good equals school access happy to go to this school	After you've been so good they get you back into mainstream school and Westbridge had spaces and I liked Westbridge	190
Supportive mum	Erm me and my mum and a teacher from inclusion centre came here and we had a look around and had a meeting with Miss and	192
Uncertainty No friends New setting	I think I felt a bit mixed cos I don't know no one from this school	194
Regression	there were one	198
Supply teacher Unfamiliar adult Messing around	It were a general maths teacher but he's left now sometimes he were alright but we didn't have him we had a supply and I got moved seats cos I were messing about with my mate cos I were sitting next to him and I got up	198
Negative consequence Disciplined for behaviour	And as I stood up and err he sent me to IR and I were just about to go to toilet and he seen me stood up again and he sent me to IR	198

Questioning adults Feeling wrongly accused	and I were like why you sending me to IR I haven't done nowt and stuff like that and I had an argument with this woman and	198
Negative consequence	I think I got sent to Fair Fields for five days I didn't like it it were boring I'm just in same room all day windows didn't open a lot it were hot all time	198 200
Treated fairly	Mmm I thought I were gonna get done when I came back but erm I had to do a day in IR then they just put me back in normal classrooms	202
Stupid fights with peers	Er I had some fights but over stupid things Just with other people	208 210
Mothers tears	She didn't like it either she started crying	214
Horrible identity Negative description of his identity by adults	Cos I were getting kicked out and they were speaking to her and saying im horrible and stuff like that but they didn't even know me	216
Mother hearing positive info	They rang my mum and said that I was doing good and she were happy and that	222
Mother happy Positive outlook	A lot better and happy	226
Mother sees change Mother hears positive identity	I haven't been done in school or anywhere no I think she was a bit surprised I'm learning good and that	228
Maybe behaviour own responsibility	Don't think so sometimes	230 232
Views self as good friend Close loyal	Probably say I'm a good friend and stuff we were always with each other at break and in classes	236
Seen positively by peers	I think a few would	238
Desire for friendship	For someone to be there	242

|		
Support Belief in him		
Fear of lies Negative label Evidence against him	Them like when people are calling me a liar and people saying that I've done something and that they could tell that couldn't they they'd say I'm not	244
Consequence at home Negative behaviour	I weren't allowed out like few weeks to end she let me out and that but she took my phone off me and stuff and I didn't have my phone till I started being good at the inclusion centre	250
Awareness of own mistakes Accepts mistakes Accepts consequence	Alright really cos id done something bad but I knew I did something bad but I wanted my phone and that	252
Mother believed others	My mum believed it	254
School convincing mum Against Kain	My mum were like she heard it off the teachers first so my mum thought that's what happened	256
Feeling anger at not being believed By mother	Erm I got a bit mad	258
Mothers lack of response Lack of support	When I told her she didn't say nowt	260
Mum believing Belief restored in him	Yeah I think she probably would Yeah she would	264 266
Good behaviour Positive identity Adults corroborate	Cos I've been good for a while and school have rung up saying I've been doing good and stuff	268
of cause	Don't think so	270

Uncertainty in understanding change	I don't know	272
Fairness Rules Staff not strict	Rules are fair and stuff	274
Clever kids not disciplined	Mostly but some kids no like clever people	276
Brother similar story	Yeah my brothers been kicked out	278
Brother not wanted by school	Yeah they just extended it. When it came towards end again they said we don't want him back he can stay there.	280
Mum kain value new school	Mum said its better for him here anyway	280
friends	That's where all his friends and stuff so He's got friends here now in his year	286
Success attributed to others	Teachers and student	290
Adults aware of his behaviour	She probably knows what happened in class like my achievements and behaviour points	292
Brother disciplined School rules	My brother keeps getting them for being late cos he don't like to get up early	294
Learning rewards Positive behaviour Acknowledge by school	You get the good points for like doing your work I might have got some	299 301
Own focus Grades included	Getting grades and staying here	303
Friends see him as a learner	Sometimes they'd say I'm smart	305
Awareness of own learning needs	I don't mess about like when I'm doing my learning and stuff I get it all done anyway	305

|		
Desire to learn	sometimes I'm last to finish but I do it	
Mother knows his Academic aspirations	My mum knows yeah	313
Friends see some negative behaviour Not always studious	They probably would say he talks and messes about but I do sit and do my work and I write slow in lessons	315
Sees himself as a learner Aware of own learning needs Asks for support Receives support	It's hard to copy things down cos looking up and looking down when I don't know how to spell words If you ask teacher they either write it on board or read it to you	315 317
Interview 2		
Naughty identity	naughty	26
Unsure of past full identity	Don't know	30
Acknowledges own role Negative behaviour	Cos I was I did a lot of messing about and stuff	32
Focus on humour Not following rules of behaviour	Having a laugh and not listening to them	34
No focus at time	Thought I weren't bothered	38
No interest in learning or behaving	Weren't bothered about getting in trouble or learning	40
Calm setting	It were just I liked it there it were all calm and that	44
Less YP	There weren't a lot if kids in class something like three four kids in class	44
Easier to learn	And just easier to learn	44

Less noise Less YP	It was err I don't know it's not as loud and not a lot of people in there	46
No change in setting is no change in him	Err I'd probably be in same old school messing about	50
Awareness of Inclusion Centre as space to change	Probably a little bit	52
Change attributed to Inclusion Centre The staff	Not same but probably still be naughty and stuff	54
Staff respectful Spoke respectfully	The teachers how they spoke to you and stuff like	58
Sees self as different to others	Yeah cos I could see other kids being naughty in there and that but all over corridors and stuff not going to lessons and that	60
Self as normal Others as naughty	Al of them weren't normal and that	64
Meeting similar YP	I met this other lad who didn't do the same stuff	66
Desire to be good Choosing to behave	I wanted to show them that I could get out	70
Aware of consequence Positive outlook	Probably wouldn't be doing well at another school but I'm doing better here	72
View of own success as not having old friends	cos I didn't know no one when I came here	72
Easy making friends	I sat at a table and I started talking to boys in my year and that	76
Separating self from naughty others stories	Yeah hearing their stories why they got kicked out they were acting like they weren't	82

	bothered and they'd do it again	
Regretful Desire for past	Sometimes I wish I had stayed there	88
Positive of new situation	yeah	92
Happy with school Aware he needs to behave	I think if I could go back now I'd probably stay here but if I did go back I'd be good there	94
Argued with other peers not his friends	Not my friends no but other kids who I didn't know	98
Unsure of future aspirations	Don't know	100
Positive view of future	yeah	102
Unsure of academic success	Don't know	104
Aspiration for continuing learning	Go college	112
Hope for future College course	Apprenticeship Engineering or cooking	114

Appendix 15: Kain's Thematic Map (Braun and Clarke, 2006)
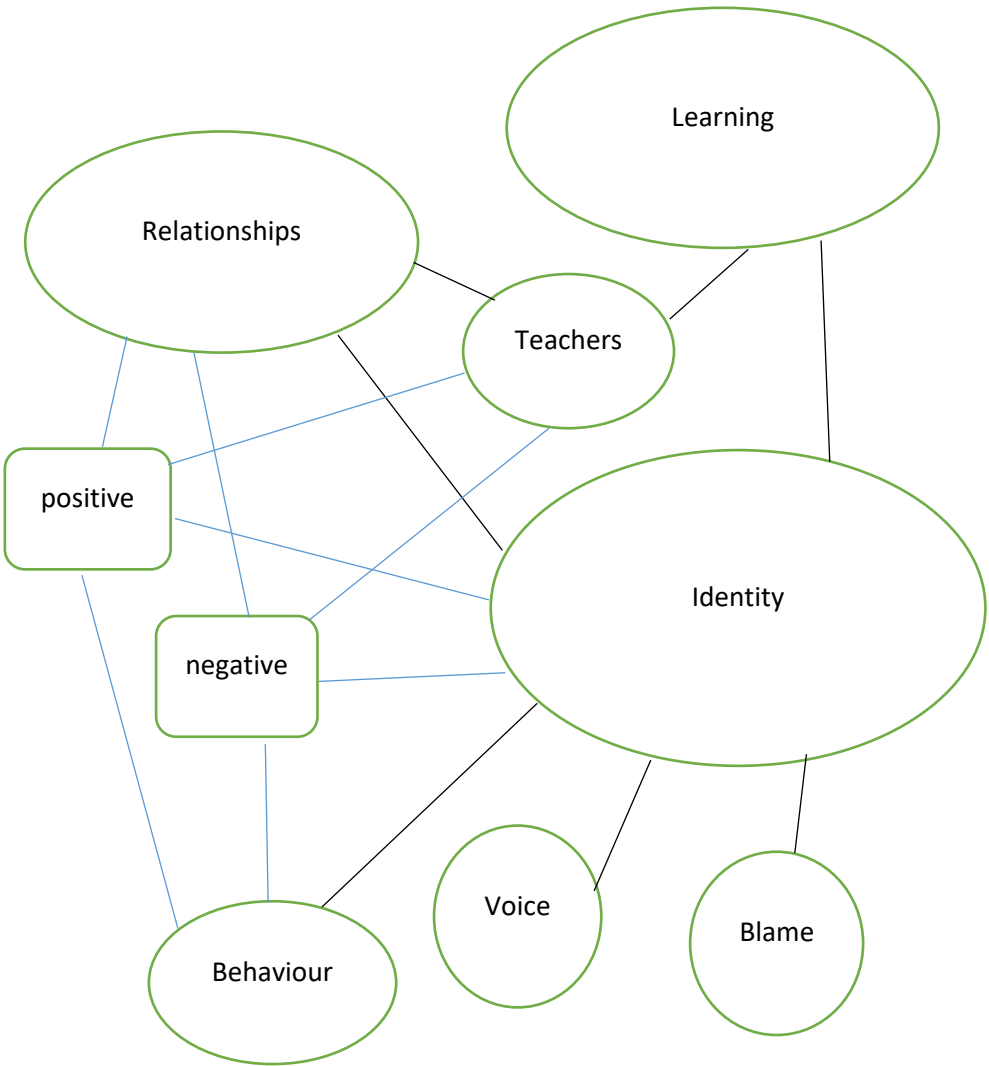
Appendix 16: Kain's Thematic Network Map: global, organising and basic themes (Attride-Stirling, 2001)
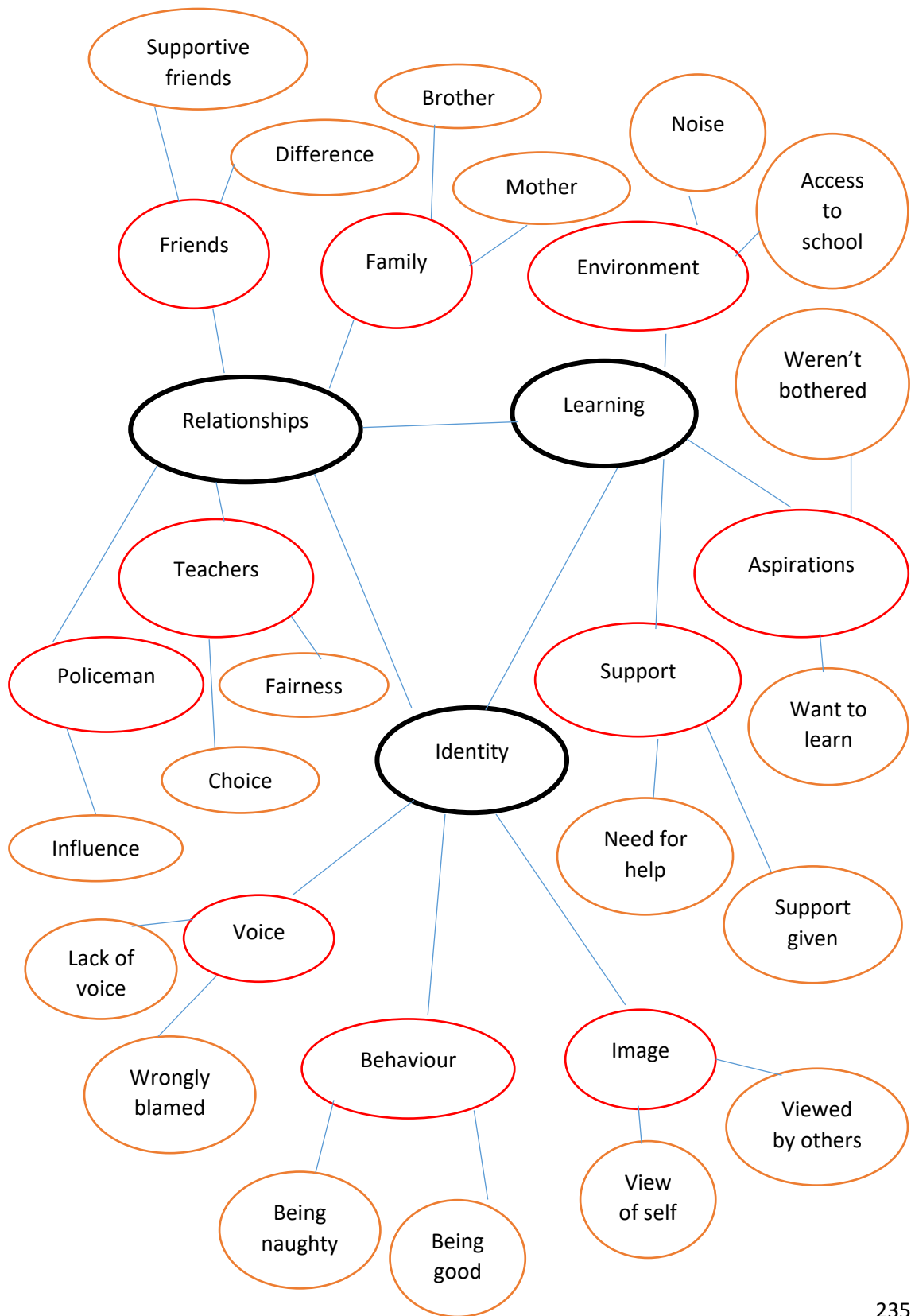
Appendix 17: Kain: Example of the annotated analysis from the hand drawn network map used to help organise the different levels of themes - with transcript extracts and their line numbers for ease of reference

Global Theme 1: Relationships

Organising theme	Basic theme/Extract	Interview/Line No. I1 – interview one I2 – Interview two
Family	***Brother:*** *"they said we don't want him back he can stay there"*	I1, line 278
	"…my mum were there and my brother who brung me up who comes to this school he brung me up what people had write out and my mum read it and I read it…"	I1, line 168
	"yeah my brothers been kicked out but he was on a step out for six weeks and he came to this school for six weeks and when six week were up going to end they wanted to go back but they didn't want him to go back and he only got kicked out for in class clown and making them all laugh and that. He had another six weeks and it ended"	I1, line 278
	"yeah they just extended it. When it came towards end again they said we don't want him back but he can stay there"	I1, line 280
	"Where all his friends and stuff so"	I1, line 284
	"He's got friends here now in his year so"	I1, line 286
	"my brother keeps getting them for being late cos he don't like to get up early"	I1, line 294
	Mother: ***"I think she was a bit surprised I'm learning good and that" (I1, line 228)***	I1, line 228
	"…and my mum sat next to me…"	I1, line 156
	"..meeting…me and my mum were there…"	I1, line 168
	"erm me and my mum and a teacher from inclusion centre came here and we had a look around and had a meeting with Miss"	I1, line 192
	"she didn't like it either she started crying"	I1, line 214 I1, line 216

	"cos I were getting kicked out and they were speaking to her as though they were just speaking to her and saying I'm horrible and stuff like that but they didn't even know me"	I1, line 222
	"erm other day they rang my mum and said that I were doing good and she said that she were happy and that"	I1, line 226
	"a lot better and happy"	I1, line 228
	"I haven't been done in school or anywhere no I think she was a bit surprised I'm learning good and that"	I1, line 248
	"yeah" (mum believes you?)	I1, line 254
	"my mum believed it"	I1, line 264
	"Yeah I think she probably would"	I1, line 266
	"yeah she would"	I1, line 268
	"cos I've been good for a while and school have rung up saying I've been doing good and stuff"	I1, line 280
	"…Mum said its better for him here anyway"	I1, line 313
	"my mum knows yeah"	