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**School 'Swap' through the Fair Access Panel (FAP) as an
Alternative to Permanent Exclusion: A Case Study Presenting the
Perspective of a Student, Parent and Staff Member.**

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Abstract

Research suggests that hundreds of children and young people (CYP) are excluded from school every day for 'disruptive behaviours', many of which have additional and complex needs and family backgrounds. Recognition of the negative consequences of exclusion over time has led to various alternatives. This research thesis focuses on a 'school swap' through the 'Fair Access Panel' as an alternative to permanent exclusion. I argue that whilst falling short of an 'official' 'exclusion', this process is nevertheless exclusionary, since the young person is effectively removed from school. Research on so-called 'grey' exclusionary practices is limited, despite them becoming more common.

This thesis presents a case study involving a young person, parent and staff member, whereby the young person has remained at the 'swap' school. A narrative approach is adopted, seeking stories of participants nine months after the 'swap' occurred. Stories were gathered through semi-structured interviews alongside narrative based prompts, and data is analysed using 'The Listening Guide'.

This thesis provides recommendations and reflects on best practice for CYP who are 'at risk' of exclusion. It contributes to wider literature highlighting the unjustness of the current educational climate for vulnerable children, young people and families.

Contents

| | Page |
|--|------|
| <hr/> Introduction and rationale for research | 7 |
| | |
| <hr/> Chapter 1: Critical Literature Review | 10 |
| | |
| • Overview | 10 |
| • School exclusion in context | 10 |
| • ‘Disruptive behavior’: A historical examination. | 11 |
| • Behaviour: Becoming a problem | 13 |
| • Exclusion: A social injustice | 15 |
| • An alternative to exclusion? | 16 |
| • Supporting CYP at risk of exclusion | 18 |
| • Questions and limitations | 19 |
| i. A fresh start? | 19 |
| ii. The views of CYP and families | 20 |
| iii. ‘Unofficial’, ‘hidden’ and ‘grey’ exclusion? | 22 |
| • Summary | 23 |
| • Research Questions | 24 |
| | |
| <hr/> Chapter 2: Methodology | 25 |
| | |
| • Overview | 25 |
| • Positioning | 25 |
| • Social constructionism, critical realism and feminist positioning | 26 |
| • Narrative | 28 |
| i. Narrative as an approach to research | 28 |
| ii. Narrative Inquiry | 29 |
| iii. Narrative therapy | 30 |
| • Alternative Methodologies | 30 |
| • Case study design | 31 |
| • Quality criteria and impact | 31 |

| | |
|--|-----------|
| • Summary | 33 |
| Chapter 3: Research procedures | 35 |
| • Overview | 35 |
| • Ethical considerations | 35 |
| • Participants | 36 |
| i. Selection of participants | 36 |
| ii. Descriptions of participants | 37 |
| • Pilot study | 38 |
| • Data collection | 39 |
| • Analytic strategy | 41 |
| • Summary | 43 |
| Chapter 4: Analysis | 44 |
| • Overview | 44 |
| ‘Owen’ | 46 |
| • <i>‘I just found it stupid’</i> | 46 |
| • <i>‘Does no one care about me?’</i> | 47 |
| • <i>‘I’ve started to slowly fade away’</i> | 50 |
| • <i>‘What kinda parent does that?’</i> | 52 |
| • <i>‘I’m just a smart boy who’s made a stupid mistake’</i> | 55 |
| • <i>‘This is the school I should belong at’</i> | 56 |
| ‘Sarah’ | 59 |
| • <i>‘False promises false hopes’</i> | 59 |
| • <i>‘I’m totally in the dark’</i> | 63 |
| • <i>‘I come out shaking to be fair I were mortified’</i> | 67 |
| • <i>‘He’s got this big thing hanging over him’</i> | 69 |
| • <i>‘These are the years he should be learning this stuff...and we’ve like stripped that away from him’</i> | 71 |
| ‘Miss Williams’ | 76 |
| • <i>‘We always do believe children should have a fresh start’</i> | 76 |
| • <i>‘We consistently have those high expectations and the support’s always there’</i> | 79 |
| • <i>‘It was like I’ve got to make up for what I’ve done’</i> | 82 |
| • <i>‘I think he has got some social emotional issues’</i> | 84 |

| | |
|---|----|
| • <i>'The way SWAPP was done in XLocal Authority was one of the worst I'd seen'</i> | 87 |
| • Summary | 90 |

| | |
|--|-----|
| Chapter 5: Discussion | 91 |
| • Overview | 91 |
| • Introduction | 91 |
| • The Local Authority: Links to the wider systemic context | 91 |
| • The lead up to the 'swap' | 93 |
| • Behaviour as a communication | 95 |
| • Owen: A lack of voice | 97 |
| • Owen: Shame, isolation and protective factors | 99 |
| • Identified good practice. | 101 |
| • Power struggles and communication barriers | 102 |
| • Reflections on the research process. | 104 |
| • Limitations and suggestions for future research | 105 |
| • Conclusions | 106 |

| | |
|-------------------|-----|
| References | 109 |
|-------------------|-----|

| | |
|-------------------|-----|
| Appendices | 123 |
|-------------------|-----|

List of tables

| Table | | Page |
|--------------|--|-------------|
| Table 1 | Transcription conventions | 40 |
| Table 2 | Colour coding for analytic strategy | 42 |

List of appendices

| Appendices | | Page |
|-------------------|--|-------------|
| 1. | Narrative based interview prompts | 123 |
| 2. | Alternative methodologies | 124 |
| 3. | Ethical approval letter | 126 |
| 4. | Information and consent sheets | 127 |
| | a. Staff information sheet | 127 |
| | b. Parent information sheet | 129 |
| | c. Young person information sheet | 131 |
| | d. Staff consent form | 133 |
| | e. Young person consent form | 134 |
| | f. Parent/carer consent form (permission for child to participate) | 135 |
| | g. Parent/carer consent form | 136 |
| 5. | Transcription conventions and pseudonyms used for anonymity | 137 |
| 6. | Pilot study | 139 |
| | a. Reflections on pilot study | 139 |
| | b. Pilot interview schedule | 141 |
| 7. | Interview schedules and semi-structured prompts | 142 |
| | a. Parent/child | 142 |
| | b. Staff | 143 |
| 8. | Summary: Recommendations for the Local Authority | 144 |
| 9. | Analysed transcripts | 146 |
| | a. Owen interview 1 with analysis | 146 |

| | | |
|-----|--|---|
| | <ul style="list-style-type: none"> b. Owen interview 2 with analysis c. Sarah interview 1 with analysis d. Miss Williams interview 1 with analysis e. Miss Williams interview 2 with analysis | <p>170</p> <p>188</p> <p>266</p> <p>297</p> |
| 10. | <p>Maps showing composition of analyses using the Listening Guide</p> <ul style="list-style-type: none"> a. Owen composition of analysis b. Sarah composition of analysis c. Miss Williams composition of analysis | <p>310</p> <p>310</p> <p>312</p> <p>314</p> |
| 11. | <p>I poems</p> <ul style="list-style-type: none"> a. Owen's I poem b. Sarah's I poem c. Miss Williams' I poem | <p>316</p> <p>316</p> <p>328</p> <p>338</p> |
| 12 | <p>Example of part of the process to identify key 'themes' within Owen's narrative</p> | <p>342</p> |
| 13. | <p>Transcript extracts referenced for Miss Williams</p> | <p>346</p> |
| 14. | <p>Summary: The EP role in supporting CYP at risk of exclusion</p> | <p>349</p> |

Introduction and rationale for research

As I have progressed through my doctoral training, I have developed my passion for being an advocate for those CYP and families often described as being 'at the margins' of society. This is underpinned by a strong awareness and commitment to social justice and inclusion. Through my daily practice as a Trainee Educational Psychologist (TEP) I see first-hand how the competing agendas of 'inclusion' and 'attainment' lead to the marginalization of those CYP and families who do not 'fit'. I have worked with many CYP whose 'behaviour' is seen to be 'incompatible' with the school, leading to a risk of 'exclusion'. My previous role as a teacher means that I am all too aware of the demands placed on schools and their staff. I understand the difficulties that school staff face in this battle for seemingly incompatible agendas. This research is therefore placed within, and has an acute awareness of, this highly complex and multi-faceted educational context.

According to government legislation, fair access protocols must be in place within every Local Authority (LA). This process aims to ensure that '*unplaced children, especially the most vulnerable, are found and offered a place quickly so that time out of school is kept to a minimum*' (DfE, 2012, p. 3). The code does not prescribe the structure or detailed content of the protocol, but instead '*allows LA's, schools and academies the freedom to develop and agree protocols which best serve the needs of the children in the area*' (DfE, 2012, p. 3). It is expected that this is a collaborative process, with schools, CYP and families working together to decide upon the best placement, according to the needs of both the child and the school (DfE, 2012).

Within my local authority, monthly FAP (Fair Access Panel) meetings take place, which is chaired by an impartial member of the local authority. Representatives from schools within the LA (including academies) meet on a monthly basis. This may include head teachers or members of the senior leadership team, SENCOs or inclusion staff. Also present are representatives from the Pupil Referral Unit. The purpose of the FAP is to arrange placement for pupils who have been permanently excluded, or to arrange a 'school swap' for pupils considered 'at risk' of permanent exclusion. A 'school swap' refers to a process whereby a pupil will go on roll at an alternative school, rather than being issued with a permanent exclusion. This process differs to a 'managed move' since there is no 'trial' period. Families and pupils are not present at the panel, however, they are asked to give a first and second choice school, which is considered at the panel.

In 2017 when I was beginning my research journey, I sat on the FAP panel. This was a very interesting experience and further provided the motivation for my research. I questioned some of the processes that I saw, and I wondered whether the processes were

indeed 'fair' for vulnerable children, young people and families. Schools would offer reasons why they couldn't accept students, such as that they had 'taken someone last time', or that they couldn't meet needs. Hence the school choices provided by families and children were often disregarded. There seemed to be little understanding of the reasons behind often complex behavior, as well as little evidence of assess-plan-do-review processes. Involvement of SENCO and outside agencies was often not apparent.

In September 2017, there was also a review into the quality of the Fair Access Protocols (FAP) and related policies and procedures within the LA. This was carried out by an independent educational consultant and was commissioned by the local authority. The evidence base included referring to the LA FAP policy document, scrutiny of 30 referrals made through the FAP process during the course of the year (2016-2017), discussions with the LA Head of services, discussions with some head teachers and the Principal Educational Psychologist, as well as discussions with the head of the PRU and FAP admin staff. According to this report, *'The FAP policy and protocols do not reflect fully the statutory guidance contained in the SEND code of practice'* (Local Authority FAP report, September 2017, p. 5). It was found that too few schools *'provide clear and accessible information about pupil learning, behaviour and emotional wellbeing the form of an agreed and shared inclusion plan'*. Too few schools were found to follow the Assess-Plan-Do-Review (APDR) process as in the SEN Code of Practice (DfE, & DoH 2015), and it was found that *'FAP referrals rarely include evidence of SENCO input and impact'*. Furthermore, the review criticised the fact that it is *'not possible to keep track of pupil's progress post FAP'* due to current procedures that are in place, and that the *'views of parents and pupils are not fully considered as part of the FAP process'* (Local Authority FAP report, p. 5). The report specified that:

'FAP protocols should enable the sharing of 'fresh start' successes- what worked and why?'

(Local Authority FAP report, September 2017, p. 17).

Hence, this report further developed my motivation for my research, since there is clearly a need to address many of these factors. When I first embarked on this research journey in 2017, I had originally anticipated that I would examine the process of a 'managed move' through the Fair Access Panel. However, once I started to look into the possibility for this within my LA, it came to light that this process no longer existed. I then decided to examine the process of a 'school swap' through the Fair Access Panel (as described above).

Through this research thesis I hope to:

- Add to the body of research that attempts to reiterate that we cannot allow this growing issue of educational and social exclusion to become an accepted part of 'normality'.
- Contribute to the literature in terms of how best to support children, young people and families 'at risk' of exclusion.
- Give voice to those who are often silenced, particularly with regards to a 'school swap'.
- Provide the LA with some recommendations around their Fair Access Protocols.
- Provide information to contribute to an 'inclusion' training support package for schools, being developed within the Educational Psychology Service in which I am based.

Chapter 1: Critical Literature Review

Overview

This chapter begins with an outline of school exclusion in the context of the present day. I examine the history of behaviour 'becoming a problem', including a consideration of current societal processes which lead to marginalization. A discussion around 'alternatives' to exclusion follows, including the use of 'managed moves' and the rise of so called 'grey' exclusionary practices in schools. I present an examination of current literature with regards to supporting CYP considered to be 'at risk' of exclusion. I then discuss limitations and questions that arise from existing research, before presenting a case for research that draws upon a narrative approach.

School exclusion in context

The 1986 Education Act first introduced the term 'exclusion', whereby three categories of exclusion from school were referred to, including permanent, fixed-term and indefinite (Maguire, Macrae, & Milbourne, 2003). Whilst the term 'indefinite' exclusion is no longer used, both permanent and fixed term exclusion continue to be used within the UK education system (DfE, 2017). According to statutory guidance from the DfE (2017), 'A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year, or permanently' (p. 8). School exclusion has long been associated with negative consequences for children and young people, including a detrimental effect on their academic attainment, separation from their peer group, preventing access to the mainstream curriculum and risks of long term unemployment and poverty (McCluskey, Riddell, Weedon & Fordyce, 2016). Involvement in the criminal justice system (as both victim and offender) is more common for children who are excluded (McAra & McVie, 2010). Exclusion can also have negative financial consequences, since parents may have to leave work to take care for their children (Munn, Lloyd & Cullen, 2000). Those who are excluded are often labelled as being 'deviant', which can lead to a self-fulfilling prophecy (Krohn, Lopes & Ward, 2014, as cited by Bagley & Hallam 2016). Negative reputations can result in generations of 'excluded' families, (Daniels, 2011) and the experience of exclusion can further reduce the life chances of those already disadvantaged (e.g. Roffey, 2016).

Official records demonstrate that the overall rate of permanent and fixed term exclusions has been increasing in England over the last 10 years (DfE, 2018). The number

of permanent exclusions increased from 6,685 for the 2015-16 academic year, to 7,720 for the 2016-17 academic year. The number of 'fixed term' exclusions increased from 339,360 for the 2015-16 academic year to 381,865 for the 2016-17 academic year (DfE, 2018). Exclusion for certain groups of pupils is disproportionately higher than for others, which has been the case for a number of years. According to the DfE (2018), for the academic year 2016-2017, over half of all permanent and fixed term exclusions in England occurred in year 9 or above, with around one quarter being for pupils aged 14. Boys were over three times more likely to receive a permanent or fixed term exclusion than girls, and those pupils known to be eligible for and claiming free school meals (FSM) were around four times more likely to receive a permanent or fixed term exclusion. Pupils of Gypsy/Roma and Travellers of Irish Heritage ethnic groups had the highest rates of both permanent and fixed term exclusions, and '*Black Caribbean pupils were three times more likely to be permanently excluded than the school population as a whole*' p.6). Pupils with special educational needs (SEN) accounted for almost half of all permanent and fixed term exclusions, and pupils with an Education, Health and Care Plan (EHCP) had exclusion rates over five times higher than those without (DfE, 2018).

The UK has a long history of punitive disciplinary practices, which continue to be a prominent feature in school behavior management strategies (Jull, 2008). Such approaches have deeply entrenched historical roots, linking to '*societal discourses regarding discipline and punishment for rule-breaking behavior*' (Foucault, 1991, as cited by Jull, 2008, p. 14). Societal norms and discourses which lead to the categorization and exclusion of those individuals considered 'deviant' (e.g. MacLure, Jones, Holmes & MacRae, 2012) will be briefly explored in the preceding section of this chapter.

'Disruptive behavior': A historical examination.

The complex reasons behind practices which 'categorise' individuals can be considered in relation to the Foucauldian notion of 'genealogies'. According to Ailwood (2004):

'Genealogies do no searching for foundations or underlying truths... rather, they search for accidents, contingencies, overlapping discourses, threads of power and conditions of possibility for the production of commonsense, taken-for-granted truths' (p. 21).

A key aspect of genealogical studies which can help us to understand current norms and discourses present within education is that of 'governmentality' (Foucault, 2000, cited by Aliwood, 2004). Governmentality is used to describe how schools, prisons and hospitals

become institutions for surveillance by the government (Foucault, 1977). According to Aliwood (2004), Foucauldian notions of governmentality '*provide a useful entrée into the links and connections, power relations and accidents that form the basis of the regulation and management of young children and their education*' (p. 21). Such factors enable us to understand the ways '*in which our daily lives are governed and managed*', and also to recognise that there is '*potential for shifts and changes in this governing*' (Aliwood, 2004, p.30).

During the seventeenth and eighteenth centuries, large populations came to be categorized as 'abnormal' (Billington, 2000). This included the confinement of diseased populations, moving on to the confinement of those deemed unable to contribute to economic expansion. This included the 'sick' 'criminal' or 'unemployable', in institutions such as workhouses, prisons and hospitals. The asylum later came to provide confinement of those who did not conform to 18th century notions of reason (classified as 'mad' or 'insane') (Billington, 2000). Such practices of confinement are said to be '*connected to the institutional demands of the government*', whereby those deemed less able to contribute to an expanding economy were singled out and often excluded from society (Billington, 2000, p. 5).

During the second half of the 19th century, the confinement of children followed. This was through legislations in child employment and education, such as the 1870 Education Act (Billington, 2000). This led to the identification of some children as being not amenable to such training and control, and were therefore removed from the educational arena. The first Educational Psychologist, Cyril Burt, was required to '*confirm the identity of feeble-minded children alongside those identified as idiots and imbeciles*' (Williams & Goodley, 2017, p. 47). The 'pathologisation' of children thus began, whereby physical or mental 'handicap' was diagnosed by 'experts' (Billington, 2000, Williams & Goodley, 2017). Burman (1996) speaks of the historical role of psychology in governing and shaping our lives, whereby it is '*used to legitimize actions and interventions*' (p.2) and where it '*affects, intersections with and (re) constitutes inequalities structured around gender, race, class, age, sexuality and disability*' (p.3). Psychologists are described as '*gatekeepers*' who '*police the boundaries between normality and abnormality*' (p. 3).

The early development of psychology thus supported principles of pathology and diagnosis, as well as measuring, categorizing and ranking children (e.g. Billington, 2000, Newton & Wilson, 2011). By the end of the 19th century, schools had developed into institutions whereby 'governmentality' and 'social training' took precedence over learning (Billington, 2000). Rose (1999) further states that '*childhood is the most intensely governed*

sector of personal existence' (p. 123). Such a view indicates that childhood is a time of intervention, whereby '*agents of change for the future*' are created (Aliwoond, 2004).

Behaviour: Becoming a problem

This historical context therefore allows us to understand the processes and systems that maintain such processes of categorization and social exclusion within our current educational system. According to Bowman-Perrott et al. (2013), children with SEN most likely to be excluded are those with attention deficit or hyperactivity, or emotional and behavioural difficulties. According to the DfE (2018) '*persistent disruptive behavior*' is the most common reason cited by schools for both permanent and fixed term exclusions in state-funded primary, secondary and special schools (p.5). According to McCluskey et al. (2016) '*Children with special needs and others facing multiple disadvantage continue to experience both official and hidden exclusion from school at disproportionately high levels.*'

Hence, although the concept of inclusion has underpinned educational policies in the UK for a number of years (e.g. Vincent, Harris, Thomson & Toalster, 2007), there are processes at work which contradict this goal (e.g. Clarke & Venables, 2004). For example, current government legislations and policy emphasise a number of factors which could be said to be incompatible (e.g. Rothi, Leavey & Best, 2008). These include the inclusion of those children identified as having SEN in mainstream schools, an emphasis on raising educational standards, as well as a strive for a reduction in exclusion figures (Clarke & Venables, 2004). A tension is therefore present between inclusion on one hand, and academic targets and standards on the other (Rothi, Leavey & Best, 2008).

School staff often then find themselves with a huge diversity of ability in the classroom, including those children whose behaviour may present as extremely challenging (Roffey 2016). The demands for inspection and testing has led to a situation where there is less room for flexibility in teaching to encompass the needs of all children (Baroutsis, McGregor & Mills, 2015). Behavioural frameworks are often in place in school whereby sanctions and rewards aim to reduce socially undesirable behaviours (Gilling, 2016). The need to balance the rights of those pupils seen to engage in disruptive behaviour, against the rights of classmates to an education free from disruption, is often used in order to justify fixed term or permanent exclusion (Vincent et al., 2007), In this way, school systems emphasise the management of disruptive behaviour, rather than examining the systemic factors which may be causing the underlying emotional or psychological distress (Bowers, 1996)

MacLure, Jones, Holmes and MacRae (2012) examine the factors which lead to CYP being seen as a 'problem'. Current UK policy frames behavioral difficulties in terms of 'Social, Emotional and Mental Health' (SEMH) (SEN Code of Practice, DfE & DoH, 2015), replacing the previous category of 'Social, Emotional and Behavioural Difficulties' (SEBD). Poor impulse control, difficulties with motivation and concentration, difficulties with co-operation, low empathy, self-esteem issues and 'emotional literacy' difficulties have all been associated with 'problem behaviour' (MacLure et al., 2012). Wider societal and educational discourses, as well as the culture of the classroom are said to lead to this 'labelling' process (e.g. MacLure et al., 2012). It is proposed that behavior is framed by shifting theoretical and professional discourses (Visser, 2003 as cited by MacLure et al., 2012). Britzman (2000) describes the nature of discourses:

'Discourses authorize what can and cannot be said; they produce relations of power and communities of consent and dissent, and thus discursive boundaries are always being redrawn around what constitutes the desirable and the undesirable, and around what it is that makes possible particular structures of intelligibility and unintelligibility.' (p. 36).

Current prevailing discourses of 'normal development', which are engrained within the UK curriculum and informed by developmental psychology, lead to some children being pathologised, since such discourses privilege a particular model of 'normality' (Walkerdine, 2000). Further 'framing devices' which lead to children being seen as a 'problem' include their family situation and community background, such as *'narratives of the neglectful, uncooperative, anxious or interfering parent'* (MacLure et al., 2012, p. 37). As a result, some children arrive in school with 'problem' reputations already partially formed. According to Walkerdine (2000) *'Such a child 'is not discovered but produced in regimes of truth created in those very practices which proclaim the child in all naturalness'* (p. 13).

Such discourses are used to justify the act of social exclusion, when children are seen to be a 'poor fit' with school rules, culture, climate and expectations (Vincent et al., 2007). Billington (2000) speaks of pathologisation, leading to stigma, as well as unnecessary and unhelpful labels being attached to children. This process often attaches blame with the individual child or family rather than with the systems surrounding them. Schools are then left with *'a diminished set of tools with which to address problems'* (Billington, 2000, p. 7). As well as formal 'exclusion', this process may also involve children being labelled as a 'problem' within their school environment, which in itself could be similarly damaging (MacLure et al., 2012). As stated by Billington and Pomerantz (2004) there are many forms of social marginalization, exclusion and discrimination, and there is a need to *'challenge theories and practices which serve to marginalise'* (p. 4).

Exclusion: A social injustice

There is no evidence to suggest that exclusion from school improves outcomes for those CYP who experience it (e.g. Billington, 2000). Parsons (2005) speaks of the fact that educational policies are often more about *'confronting and diverting the unwanted behaviour and not, for the most part, about meeting unmet needs'* (p.17). Jull (2008) highlights:

'Surely it is time to re-evaluate the repertoire of responses considered appropriate in the provision.....because an increased risk for punitive disciplinary action is not what I describe as an inclusive approach....forcible removal and confinement of a child for non-compliance remains an indication of failure on the part of a school and the educational system to resolve problems linked to behaviour' (p. 14).

Roffey (2016) speaks of the fact that children who present with challenging behaviours are often living with chronic adversity and stress, such as poverty, abuse, neglect, loss and violence. **It is widely recognized that children and young people who live or who have lived with violence in the home are at risk of multiple developmental problems, which may then lead to the presentation of challenging behaviour (e.g. Roffey, 2016). The Home Office (2018) offers the following definition of domestic violence:**

'any incident or pattern of incidents of controlling, coercive or threatening behavior, violence or abuse between those aged 16 or over, who are or have been intimate partners or family members....It can include but is not limited to psychological, physical, sexual, financial and emotional abuse.' (p. 6).

Research also shows that the vast majority of domestic violence (DV) is perpetrated by men against women and their children (The Home Office, 2018). According to Ellis (2018) ***'domestic abuse is a complex and pervasive issue that dominates millions of women and children's lives worldwide'*** (p. 424). Stanley (2011) highlights that domestic violence can have a destructive effect of children's lives both at home and in school. Exposure to domestic violence can have a severe impact on the psychological wellbeing, as well as on behavioral, social and cognitive development (Dodd, 2009). Alongside this, research reports profound effects of the experience of DV and abuse on mothers, including long lasting impacts on physical and mental health and wellbeing (Dodd, 2009). This can then affect their ability to work, support themselves, maintain their self-confidence and parent their children (Dodd, 2009; Cort & Rowley, 2015). The importance of Bowlby's Attachment Theory in parent and child relationships is widely recognised, whereby sensitive and responsive caregiving leads to emotional and social development in children (Dodd, 2009). Dodd (2009) highlights that ***'many factors can adversely affect the parent-child attachment***

relationship, including family dysfunction and domestic violence' (p. 25). Hence where mothers are depressed, distracted and emotionally drained they may be less emotionally available to their children (Holden & Ritchie, 1991).

Due to these factors, research has shown that children exposed to DV are more likely to have emotional and behavioural problems (e.g. Humphreys, 2006). They are also more likely to exhibit more aggressive behavior and are more likely to be involved in fights and bullying (e.g. Baldry, 2003). The ability to feel empathy towards others may be lost (Holt, Buckley & Whelan, 2008). Such adverse life conditions can cause CYP to feel angry, anxious, despairing, depressed and/or confused (Roffey, 2016). Hence, such challenging behavior in the school environment can further lead to the use of discipline and sanctions, including exclusion from school (e.g. Roffey, 2016). Roffey (2016) speaks of the 'double whammy' effect, whereby children who experience adverse experiences in the family home are then further rejected by the school system (Roffey, 2016).

An alternative to exclusion?

Whilst rates of permanent and fixed term exclusion in Wales and Scotland appear to be falling, (Power and Taylor, 2018) in 2017, it was estimated that the rate of exclusions in England had increased by 40% since 2014, with an average of 35 children per day being excluded (Weale and Duncan, 2017). England therefore has the highest rates of both fixed- term and permanent exclusions in the UK (Power & Taylor, 2018). It is suggested that this is due to the particular negative consequences of 'marketisation' education policies in England, whereby those children who negatively affect the school's performance data are more likely to be excluded (e.g. Messeter & Soni, 2018). The rise in 'Academies' in England is also thought to lead to increased rates of exclusion, since they do not come under the same monitoring and scrutiny of the LA. Higher rates of exclusion within academies is thought to be due to their pressing need to '*produce favourable academic results to attract funding to open new schools within an academy trust*' (Messeter & Soni, 2018 p. 170).

However, it is argued that these UK wide figures may be misleading, due to the increasing use of 'grey' 'hidden' 'unofficial or 'informal' forms of exclusion (Power & Taylor, 2018). Gazeley, Marrable, Brown and Boddy (2015) describe exclusion figures as '*the tip of the iceberg*' whereby '*further contextualization*' is required (p.500). It is suggested that these practices may be used so as to 'mask' real exclusion figures, since schools are increasingly under pressure to reduce rates of exclusion (Messeter & Soni, 2018). 'Grey' exclusions are said to include various practices, including the use of part-time timetables,

internal 'inclusion' units, sending a pupil home to 'cool off' without recording it, indicating that they are being 'educated off site' amongst others (McCluskey et al., 2016, Power & Taylor, 2018). Official guidance from the **DfE (2017)** states:

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.' (p.10)

Excluding children from school has been said to violate the rights of CYP under the European Convention on Human Rights (2010) as well as the United Nations Convention on the Rights of the Child (1989) (Bagley & Hallam, 2016). Recognition of the negative consequences of exclusion over time has led to various alternatives. One such alternative to exclusion is what is currently known as a 'managed move', which was introduced by the Labour government in 2004 (Messeter & Soni, 2018). Through this process, schools are encouraged to work in partnership to try a 'managed move' before excluding a pupil (**DFE, 2017**). The pupil is 'moved' in a strategic manner, with the key difference to exclusion being that it is a voluntary agreement between all parties. It emphasises a carefully designed transition, which is facilitated by an impartial professional. Young people and parents are fully involved throughout (**Department for Education and Skills (DfES), 2004**). This process does not have to be used by schools, and there are no set standards in order to hold schools to account (**Centre for Social Justice, 2011**). It is suggested that when governed appropriately, managed moves can provide a positive option. However, since the process is not monitored it could be open to exploitation (Messeter & Soni, 2018). According to official government legislation:

'Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. A pupil at any type of school can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.' (**DfE, 2017, p. 10**).

Fair Access Protocols (as discussed previously) apply here.

Research on managed moves is relevant to the process of a 'school swap' in the present paper, since it represents the chance for CYP to have a 'fresh start' in a new school, rather than having a permanent exclusion on their 'record' (Messeter & Soni, 2018). Literature with regards to the effectiveness of managed moves is limited. Bagley and Hallam (2015) and Bagley and Hallam (2016) interviewed professionals, CYP and

parents followed by thematic analysis, in order to examine factors contributing to success, as well as the nature of challenges. It was proposed that *'when implemented successfully, managed moves can be a positive, life changing event for young people'* (Bagley & Hallam, 2016, p. 223). Positive factors include CYP having a 'fresh start', being able to 'reinvent themselves' and having a 'second chance' (Bagley and Hallam, 2015, Bagley & Hallam, 2016). Home school partnerships, early intervention, transition support, positive language and attitude from staff, relationships with staff and peers and involving the young person were all considered important (Bagley & Hallam 2015, Bagley & Hallam 2016, Flitcroft & Kelly 2016). Harris, Vincent, Thomson and Toalster (2006) as well as Vincent et al. (2007) concluded that it was not the process of managed transfers themselves which led to positive outcomes, but rather the schools' inclusive ethos, including tailored support, care and commitment. These factors led to a decrease in 'problematic' behaviours, fewer exclusions and better academic attainment, as well as students developing a more positive view of themselves.

However, challenges reported in the literature include the fact that schools may have diverse agendas in instigating the process of a managed move, and the needs of CYP may not be at the forefront (e.g. Bagley & Hallam, 2016). Further difficulties highlighted in research include schools seeing CYP as a 'problem' to be passed around and the process being stressful for CYP and families (Bagley and Hallam 2015, Bagley & Hallam 2016.) It is proposed that the UK education system, with its focus on academic results, *'punishes the victims of a system that fails to cater for them'* and that *'managed moves could become part of this trend'* (Bagley and Hallam 2015, p. 443).

Supporting CYP at risk of exclusion

Messeter and Soni (2018) speak of the *'range of alternatives for CYP at risk of exclusion'* (p. 170). These may include *'support from external agencies'*, as well as *'evidence-based interventions'* such as *'anger management'* and *'restorative justice'* (e.g. Morrison, 2006 as cited by Messeter & Soni, p. 170). Staff may be offered support on behavior management techniques (e.g. Pane et al., 2014). Systemic-level interventions, such as multi-systemic therapy can help to support both the school and the family, however this can be costly (Fox and Ashmore, 2015)

Roffey (2016) speaks of a whole school ethos that is needed to support vulnerable students. It is highlighted that *'approaches to behaviour focused primarily on following rules may be effective for many children but may exacerbate difficulties for others, leading to a downward spiral'* (Roffey, 2016., p. 38). Instead, it is suggested that the school

environment should focus on promoting protective factors, including resilience. Eames, Shippen and Sharp (2016) speak of resilience as the capacity to 'bounce back' in the face of adversity, promoting emotional wellbeing. According to Doll (2013) resilience is a *'characteristic that emerges out of the systemic interdependence of children with their families, communities and schools'* (p. 400).

Protective factors are said to include building supportive relationships, high expectations, clear and consistent boundaries, working collaboratively with families, teaching social and emotional skills and problem solving, giving pupils agency and opportunities to contribute. These are said to be invaluable in building wellbeing, resilience and a positive climate for learning (Roffey, 2016). However, such problems present in the lives of some CYP and families are not simple or easily resolved. Kearney, Williams and Doherty (2016) recognise that these are complex problems, which require complex solutions and a long term approach, in order to break cycles of poor outcomes in the lives of individuals and families.

Vostanis et al (2013) speak of the fact that schools often fail to work on evidence based approaches for SEMH difficulties, often expressed as behavioural difficulties (Roffey, 2016). Staff training and supervision is often low priority, as well as support and awareness raising for parents. Practices were found to be reactive rather than preventative, with a focus on within-child difficulties (Vostanis et al., 2013).

Questions and limitations

i. A fresh start?

There are several consistent themes within the research presented above. For example, the idea that CYP needed a 'fresh start' runs throughout. As stated by Bagley and Hallam (2015) *'It was consistently acknowledged that young people needed an opportunity to reinvent themselves and receive a second chance...managed moves needed to take place whilst a young person was able to re-assess their behaviour and make a fresh start'*. Vincent et al. (2007) also speak of children being 'disaffected' and as having 'problem behaviour'. Such statements suggest that the problem is located within the individual child, and appear to ignore the *'failure on the part of the school and educational system'* to provide an inclusive and supportive environment in the first place (e.g. Jull, 2008, p. 14). This 'within-child deficit' model is strengthened in the official DfE (2017) guidance regarding managed moves, which emphasises that the process will help CYP to *'improve their behaviour'* (p.10). Frankham and Kerr (2009) speak of the fact that in order

to give CYP a more 'open' future, work with CYP must take the past into account whilst not letting it **prescribe** the future, which questions such notions of a 'fresh start'.

ii. The views of CYP and families

The engagement of CYP and parents in matters that involve them is highlighted by the SEN Code of practice (DfE & DoH, 2015), which then impacts positively on motivation and individual development (Quinn & Owen, 2014.) Greig, Hobbs and Roffey (2014) speak of the problematic nature of seeking CYP views, which needs to go beyond 'tokenistic' gestures. The importance of this is emphasised for those CYP viewed as more 'vulnerable' and who may not conform to behavioural expectations, often leading to the marginalisation of their views (Greig, Hobbs & Roffey, 2014). There is currently limited research examining the views of CYP at risk of permanent exclusion and what is important to them within school. According to Gilling (2016) *'Rarely do these interventions focus on the possibility for consulting young people about their lives, about what does and does not concern them and the position they take on this'* (p. 92). Cooper (2006) speaks of the fact that this group of young people are the *'least empowered and liked group of all'* (Cooper, 2006, p.39). According to Tellis-James and Fox (2016) most research requires participants to look back on their school experiences. Rather, the authors suggest that the focus should be on allowing the young person to shift focus from the past to the future, enabling them to *'look at their identity through a different lens, no longer seeing himself as a victim of unfortunate circumstances'* (Spiteri, 2009, p. 245 as cited by Tellis-James & Fox, 2016 p. 328).

The active participation of CYP in decision making has been associated with many benefits, including enhanced motivation and academic achievement (Baroutsis, McGregor & Mills, 2016). However Rudduck and Fielding (2006) highlight that the voice of CYP is often not genuinely sought since this may challenge current educational practices. This is emphasised further by Fielding (2004) who speaks of the fact that 'voice' may be used manipulatively, where it is sought to agree with rather than challenge current practices. This could be said to be the case in 'managed move' research presented above, whereby evidence of 'success' is sought (e.g. Bagley & Hallam, 2016, Vincent et al., 2007).

Frankham and Kerr (2009) further emphasise that educational research is often focussed on producing 'conclusive demonstrations' and 'neat solutions' with regards to what will improve the teaching and learning environment (Frankham and Kerr, 2009 p. 419). Rather, the authors argue that the educational context is not amenable to a 'quick fix'. Furthermore, as could be said of the studies presented above, Frankham and Kerr (2009) criticise the fact that research often labels and categorises participants, implying

that they have fixed attitudes and aspirations which are context neutral. Frankham and Kerr (2009) call for research that *'works in ways which are not about satisfying our own desires for explanations, justifications and 'closure'* (p. 419).

Since parents play a vital role within the development, learning, emotional care and adjustment of their children, working with parents is viewed as central to good practice (Dunsmuir, Cole & Wolfe, 2014). Hence, there is an increasing number of government initiatives aimed at increasing parental participation regarding their children's SEN needs, including parenting programs (e.g. Trotter & Rafferty, 2014). Literature highlights the importance of 'partnership' between parents and professionals, which is said to bring about improved outcomes for CYP with SEMH needs (e.g. McQueen & Hobbs, 2014). However, McQueen and Hobbs (2014) highlight that this strive for 'partnership' and 'collaboration' is flawed, since parents are often viewed as needing 'upskilling' due to a perceived lack of knowledge and information. Furthermore, parents are often blamed, and viewed as failing to take responsibility for CYP development and wellbeing, with their parenting practices being viewed as inadequate (Broomhead, 2013). Alley et al. (2014) highlight that the parents of children with SEMH needs are often experiencing a variety of personal and interpersonal difficulties themselves. This may include mental health needs, as well as financial and emotional problems. Hence, such factors may then mean that parents are not always available to their children, in order to support their social and emotional development (e.g. Alley et al., 2014).

Despite the voice of parents and carers being central in the SEN Code of Practice, in practice they are often marginalised, and 'tokenistic' involvement is more common (e.g. Gazeley, 2012). Day (2013) further notes that there is an absence of the direct views of parents, including the views of parents whose children have SEMH needs or whose children are at risk of exclusion from school. Research often suggests that parents and carers can find the systems surrounding exclusion and 'Fair Access' protocols confusing. It is proposed that schools can often use the threat of a permanent exclusion as a way to enforce 'grey' exclusion, which is made far easier when parents are unaware of their rights (e.g. McCluskey et al., 2016). However, Meldrum-Carter and Gus (2015) highlight that research tends to focus on the perspective of schools, in terms of how they engage with and involve parents, rather than directly asking parents themselves about this experience. This is therefore a gap I hope to contribute towards.

Frankham and Kerr (2009) speak of the problem in assuming that 'truths' are generated in research, which could be said to be the case in the research presented above. For example, the research discussed tends to *'imply an unproblematic relationship*

between words and meaning' (Frankham & Kerr, 2009 p. 417). The authors speak of the fact that research often assumes that 'truths' can be uncovered and 'realities' can be accessed, which is problematic since there are in fact versions of reality (Frankham & Kerr, 2009). Mazzei (2003) states:

'We as researchers need to be carefully attentive to what is not spoken, not discussed, not answered, for in those absences is where the very fat and rich information is yet to be known and understood. This fat material requires our listening differently and to begin recognising the richness in our own and others' silences' (p.358).

iii. 'Unofficial' 'hidden' and grey exclusion?

Whilst research into what may be deemed 'official' alternatives to permanent exclusion (such as managed moves) are slowly emerging, what is clearly lacking in the research is an examination of other, 'non-official' or what could be deemed 'grey' alternatives to exclusion that are increasingly on the rise (e.g. Power & Taylor, 2018). I would propose that the process of a 'school swap' examined by this paper is one such example of this. Power and Taylor (2018) speak of the fact that perhaps anything to avoid the damaging consequences of permanent exclusion is worthwhile. However, *'this needs to be demonstrated rather than asserted'* (p.9). Power and Taylor (2018) further state:

'without wishing to deny the damaging consequences of official exclusion from school... the other forms of exclusion may also carry negative consequences...until the effects of these other forms of exclusion are known- at individual, institutional and system level- we should not assume that a school or system is necessarily any more or less 'inclusive' on the basis of official data on school exclusions'. (p. 1). In addition:

'There is recognition that schools have developed other approaches to dealing with troubled and troublesome students that fall short of what counts as an official exclusion but which are nonetheless, exclusionary.' (p.4).

Jull (2008) also speaks of the fact that such processes can

'have the same damaging impact as permanent exclusions as they can...exacerbate negative socio-behavioural developmental patterns, compound identified risk factors and associated deleterious social emotional and cognitive/ learning outcomes' (Jull, 2008, p13)

Summary

- The rise in exclusion figures has resulted in various alternatives, of which there is little research. It is therefore unclear as to how CYP, families and schools make sense of such alternatives, and what the resulting impacts and outcomes are.
- One such alternative to permanent exclusion is the use of a 'school swap' through the 'fair access panel' within my local authority. These are used often, and there is little known about the impacts for both CYP, parents and schools. This case study will seek to gather a rich picture from multiple perspectives. It will allow for an understanding of the context of the swap, including before, during and after.
- The research will offer insight into the Fair Access Protocols that are in place in the LA, so that recommendations can be made as to how these can best support CYP, schools and families.
- There is a need to challenge current practices with regards to 'moving' CYP due to 'unacceptable differences' (e.g. Billington, 2000). Existing papers could be described as 'opportunistic' which seek to maintain current practices. It is intended that this research will contribute to literature in terms of how best to support CYP who are 'at risk' of exclusion, so that such practices can be reduced.

Research Questions

1. How do **young people** make sense of their experience of a school swap as an alternative to permanent exclusion?
2. How do **parents** make sense of their child's involvement in a school swap as an alternative to permanent exclusion?
3. How do **key staff** make sense of their involvement with children and young people who have gone through a school 'swap' as an alternative to permanent exclusion?
4. **What can we learn** from these stories in order to support children and young people who are at risk of exclusio

Reflection

These research questions were developed through reflection with my research supervisor. In addition to them being appropriate in order to answer questions generated through the literature review, we discussed the fact that the questions were open and would not prescribe any pre-determined 'theory' onto data gathered. In this way, it was felt that the questions would allow for a 'bottom up' approach to research in the fullest sense.

Chapter 2: Methodology

Overview

This chapter will critically explore my overall choices in methodology. The chapter will begin with a reflection on my ontological and epistemological positioning, and how this has led to my chosen narrative methodology within qualitative research. I will reflect on some alternative methodologies, as well as reflecting on my chosen case study design. The chapter will end with a critical discussion around quality criteria for the research, as well as links with proposed impact and importance.

Positioning

According to Willig (2008) '*Epistemology*' is a '*branch of philosophy concerned with the theory of knowledge*'. It attempts to answer the question '*How can we know?*' (p.2). '*Ontology*' is concerned with the nature of the world and asks '*what is there to know?*' (p.13). It is proposed that research methods need to be chosen after we have decided upon an epistemological position, since the question '*what kinds of things it is possible to find out?*' (p.2) influences our methodological choices. Epistemological positions are said to form a continuum, from 'naïve realism' (in line with positivism) along to 'extreme relativism'. 'Positivism' or 'realism' would suggest that there is a '*clear relationship between the world and our perception or understanding of it*', and that we are able to describe what is '*out there*' (Willig, 2008, p.2). Burman (1996) speaks of traditional positivist approaches within psychology, which '*treat people as subjects to be manipulated and to be theorized about in terms of scientific laws and effect* (p. 5)'. '*New paradigms*' then began to emerge in the 1970's, which '*criticised mechanistic models which ignored human agency and meaning making activities*' (p. 6).

'Relativism' rejects the idea of pure 'truth' and 'knowledge'. Instead, '*cultural and discursive resources are used in order to construct different versions of an experience within different contexts*' (Willig, 2008, p. 12). Likewise, ontological positions also fall along this continuum. Whilst a 'realist' ontology would suggest that the world is '*made up of structures and objects that have cause- effect relationships*', a 'relativist' ontology proposes that the world is '*not the orderly, law-bound place that realists believe*'. It '*questions the "out-there-ness" of the world and emphasises the diversity of interpretations that can be applied to it*' (Willig, 2008, p. 13). There are various positions 'in between' including 'critical realism' and various versions of 'social constructionism' (Parker, 1998).

For the purposes of this research journey, my own epistemological positioning falls somewhere in this 'in between', drawing on social constructionism, with critical realism and 'feminist' underpinnings. I will now discuss these positions in relation to my own research in more detail.

Social Constructionism, Critical Realism, and Feminist positioning.

Burr (1995) speaks of the defining features of the 'social constructionist' perspective. First is a '*critical stance towards taken for granted knowledge*' whereby we are cautioned to be critical of our '*assumptions about how the world appears to be*' (p. 3). Furthermore, our perceptions of 'truth', which vary both cross-culturally and historically, are not a direct objective understanding of the world. Rather, our understanding of the world is a product of social processes and interactions. Social constructionism is said to have a liberatory stance, whereby it is possible to reconstruct our understandings and advocate for those marginalised in society (Burr, 1998). This perspective is relevant to my study since it offers some hope with regards to the current situation for vulnerable CYP and families. I take the view that there are current discourses within society that lead to the marginalisation of CYP and families who do not 'fit'. According to Foucault, (1972), as cited by Gilling (2016), '*realities are created through discourses which are a set of meanings, images or stories that form a particular version of events*' (p.81).

Burman (1996) speaks of problems arising with social constructionism, since it presents '*each 'story' as equally viable and each position as unconstrained...it denies or underestimates how power relations inform and produce the stories on offer*' (p. 8). If an 'extreme relativistic' stance is taken, this can be problematic in advocating for change. As Burr (1998) states '*how can we say certain groups are oppressed if these 'groups' and their 'oppression' are constructs which can have no greater claim to any other?*' (p.14).

'Critical realism' is a position which goes some way in resolving such issues, and one which fits with my epistemological perspective for this research. Critical realism within a social constructionist perspective is '*historically and linguistically reflexive, and is also capable of guiding active intervention in ideological and material struggles*' (Willig, 1998, p. 92). Critical realism '*both assumes an objective reality and recognises that this reality is socially constructed and may be subject to error*' (Pawson & Tilley, 1997, cited by Hardy & Majors, 2017).

Hence, my own positionality can be described as one that recognises the social construction of reality but also recognises the role of power structures within society which

act as marginalising forces. A feminist epistemology can offer some further insight here. Vendramin (2012) highlights that '*Feminist inquiry deals with hierarchical models of the creation and distribution of knowledge and takes a critical view on traditional (scientific) statements which are usually accepted as 'universal truth'*' (p.87). Townley (2006) highlights the importance of taking seriously matters of

'social position, race, gender, sexuality and the like, because social hierarchies can both limit the spheres of action available to agents from non- privileged groups and discourage those from privileged groups from being accountable for their actions when they seek and claim knowledge' (p. 39-40)

Feminist research requires reflexivity and a critical stance in recognising our positions and the situated nature of knowledge (Lunt, 1998) which I intend to do throughout this paper.

Hence, for myself as a critical realist and feminist researcher, my aim is to provide a space where marginalised voices can be heard, providing opportunity for those '*existing constructions*' to be '*destabilised.*' (Lunt, 1998, p. 4). My research recognises that power structures are real which leads to oppression. For example, schools have the power to exclude and vulnerable CYP and families are marginalised as a result. Furthermore, government agendas act as powers which affect the ways in which 'education' is understood and carried out.

Burman (1996) speaks of the importance of identifying and reflecting on current discourses which marginalise, so that change can occur. Billington (2006) highlights that the following questions should be considered so that dominant discourses regarding 'childhood' can be challenged:

- *'How do we speak of children?*
- *How do we speak with children?*
- *How do we write of children?*
- *How do we listen to children?'*

(p. 8).

This is particularly important since there is an '*ever increasing scrutiny of young people*', whereby they are '*spoken of as if they were members of some kind of alien race*' who are often '*in need of adult instruction, control or even punishment*' (Billington, 2006, p. 2-3).

Due to my epistemological positioning, a 'qualitative' rather than a 'quantitative' approach to this research journey research is appropriate. Qualitative research assumes

that there are multiple realities, rather than a single, objective reality. The world is seen as a subjective phenomenon that needs to be interpreted rather than measured, as would be the case in quantitative research (Merriam, 1988). I would argue that quantitative approaches taking a more 'positivist' epistemology contribute to a reductionist view of human experience and knowledge, which can assume 'linear causality' (Lunt, 1998 p. 4). I am interested in how participants make sense of the world (their experience of the school swap). This is from an **idiographic** perspective, which begins with the individual before moving on to any '*cautious engagement with theory development or generalisation*' (Willig, 2008 p. 88). Furthermore, qualitative methodologies recognise that the acquisition of knowledge is constrained and mediated by our own culture, perspectives, language and purposes (**Camic, Rhodes & Yardley, 2003**) more so than in quantitative approaches (Watts, 2014).

Narrative

i. **Narrative as an approach to research**

Narrative methodologies in research have become significant within the social sciences (Lieblich, Tval-Mashiach and Zilber, 1998). 'Narrative research' is described as '*any study that uses or analyses narrative materials*' whereby data is collected as a 'story' either through interview, field notes or other means (Lieblich et al. 1998, p.3). Bruner (1991) describes a narrative as '*an account of events occurring over time*' (p 5). Narrative as an approach to research fits with my epistemological position within social constructionism. As cited by Bruner (1991), '*Our experience of human affairs comes to take the form of the narratives we use in telling about them...Narrative as a form not only of representing but also construing reality*' (p. 5). Furthermore, he states '*we organize our experience and our memory of human happenings mainly in the form of narrative- stories, excuses, myths, reasons for doing and not doing and so on. Narratives are a version of reality*' (p.4). Hiles and Cermak (2008) further state:

'Narrative is fundamental to our understanding of the human mind...it dominates human discourse...it is foundational to the processes that organize and structure human experience and action' (p.150).

A narrative approach to research fits with my intentions as a researcher in raising marginalised voices, in an attempt for recognition and a change in oppressive practices. For example, narrative is said to be a '*viable instrument for cultural negotiation*' whereby an interplay of perspectives arrives at '*narrative truth*' (**Burner, 1991, p.17**). Further, a

collection of narratives have the power to create 'culture', 'history' or 'tradition' (Bruner, 1991 p. 17-18). As is cited by Gilling (2016):

'Individuals know or discover themselves, as well as reveal themselves, in the stories they tell...the realities we construct are maintained through narratives' (p.92)....'If we accept that alternative versions of events are potentially available through language, there may be a variety of different discourses representing the event. Narrative approaches explore the interaction between commonly accepted, so-called objective knowledge, and individual subjective knowledge to understand what interpretation and meaning people construct' (p. 82).

Seeking authentic individual narratives allows for a bridge to be built between professional knowledge and lived experience (Billington, 2006). This is important since *'services and practices have been created and sustained according to professional and governmental demands, rather than by using any sensitive analysis of the effects of our actions on the individual'* (Billington, 2006, p. 11). Narrative is said to be 'emancipatory' in allowing individuals to *'experiment with finding other voices'* leading to *'a voice of (their) own choice'* (Billington, 2006, p. 83).

ii. ii. Narrative Inquiry

Narrative inquiry is concerned with the reconstruction of a person's experience (Clandinin & Connelly, 2000). It is concerned with the relationship between the researcher and the researched, the use of words rather than numbers as data, as well as there being a focus on the stories being told and the humans that tell them: *'For narrative inquirers both the stories and the humans are continuously visible in the study'* (Pinnegar & Daynes, 2007, p. 7). For myself it is essential to recognise this element of 'reconstruction' since *'we assimilate narrative on our own terms...we inevitably take the teller's intentions into account and do so in terms of our background knowledge'* (Bruner, 1991, p. 17). As a result I will include reflections on my own interpretation of meaning throughout. I recognise that there are many alternative and often conflicting interpretations of narratives, and I do not claim that my interpretation is the only reading (e.g. Frosh, 2007). However, through this approach I hope to *'make a conscious effort to avoid super-imposing yet another adult-preferred account'* on participant stories (Billington, 2006, p. 138). **Morgan (2000)** proposes that certain practices are recommended to fulfil this goal, such as *'maintaining a stance of curiosity'* and *'asking genuine questions to which we do not know the answer'* (p. 138)

Further, the narrative researcher has a responsibility to be a 'good listener' whereby the interviewee is a 'story teller rather than a respondent' (Holloway & Jefferson, 2000).

iii. Narrative Therapy

Although my research methods were not intended to be 'therapeutic', my narrative approach to research draws on some of the principles of 'narrative therapy'. White and Epston (1990) speak of narrative therapy as promoting 'those kinds of stories that have healing potential' where the lives and experiences of individuals who present with problems are 'storied' or 're-storied' (p. ix-x). Emphasising the role of narrative in the human experience, it is stated that 'stories can be liabilities as well as assets', where some stories 'promote competence and wellness' and others serve to 'constrain, trivialize, disqualify or pathologise ourselves and our relationships' (p. x). Narrative therapy involves 'externalising' the problem so that it becomes 'less fixed and less restricting' (White & Epston, 1990, p. 38). My interview prompts were based on those of 'narrative therapy' in order to thicken stories and develop rapport with participants (e.g. McQueen & Hobbs, 2014) (see appendix 1 for a list of narrative based prompts). Further detail and reflection on the interview schedules will be discussed in the next chapter.

Reflection

I reflected with my research supervisor that whilst the interviews were not 'therapy', I hoped that the experience would allow participants to make sense of their experiences, and to feel heard.

Alternative Methodologies

As stated above, a narrative methodology appealed to me due to its power in providing hope for individuals, and in being an 'instrument of liberty' (White & Epston, 1990, p. 217). My interest in narrative began following sessions at university regarding narrative approaches to research, as well as sessions on narrative based therapy. Due to my epistemological and ontological positioning, alongside my research supervisor it was agreed that adopting a narrative methodology was a good fit for the purposes of my research. There are several other methodologies that I encountered on this research

journey which could potentially have been used. These are discussed in appendix 2, alongside reasons why they were not chosen.

Case study design

This research adopts a case study design whereby the 'case' is the occurrence of the 'school swap', as experienced by a student, parent and staff member. Merriam (1988) describes a case study as '*an intensive, holistic description and analysis of a bounded phenomenon such as a program, institution, person, process, situation or incident*' (p. xiv). Case study design contains rich descriptions which can be used to support, challenge or illustrate theoretical assumptions. The understanding generated through a case study can change or improve educational practices as well as inform policy (Merriam, 1998). The case study employed in this research project involves triangulation, whereby stories from the student, parent and staff member aim to generate an in-depth understanding of the 'school swap' experience from various dimensions (e.g. Willig, 2008). In terms of generalisability, a case study is '*capable of a certain movement from the local to the global*' (Hamel, 1993, p.34, cited by Willig, 2008, p. 86). Hence, where case studies are carried out in sufficient numbers, this can lead to knowledge and understanding about '*general trends and the typicality of occurrences*' (Willig, 2008, p. 86). This is consistent with the aim of a narrative methodology, whereby a wider understanding can be developed through the authentic expression of individual narratives (Cefai & Cooper, 2009)

Quality criteria and impact

Yardley (2000, 2017) details procedures for enhancing, demonstrating and evaluating the quality of qualitative research. These can be grouped into four dimensions including sensitivity to context, commitment and rigor, transparency and coherence, and impact and importance. Such dimensions are said to be general, open-ended and flexible to account for the wide diversity of qualitative approaches. Sensitivity to context firstly includes an awareness and sensitivity of the context of theory and previous research, including an awareness of the various '*categories and distinctions that have been applied to the topic*' (Yardley, 2000, p. 220). However, it is important that the findings of the study remain in the foreground so as not to yield a 'top down' approach to research (Watts, 2014). In order to ensure such factors in my research, I firstly thoroughly examined previous research linked to the present study, which can be found in both the literature review and discussion chapters. Careful consideration was given to epistemological

positioning and research design and methodology, which also involved a thorough examination of current research and theory. My analyses are informed by the narratives provided by the participants, which is then discussed in relation to current research. This therefore ensures a 'bottom up' approach to research.

In order to further ensure sensitivity to context, an awareness of the socio-cultural context is also important, including *'the normative, ideological, historical, linguistic and socioeconomic influences on the beliefs, objectives, expectations of all participants, including those of the investigator'* (Yardley, 2000 p. 220). Billington (2006) speaks of the importance of a 'social interactionist' model, which recognises that individuals operate within social and historical contexts (p. 7). Hence, an awareness of the social context is vital, in terms of the relationship between myself and the participants, and the ways in which identities and shared understandings are constructed. This includes an awareness of my own actions and characteristics, and how these shape communication, meaning and understanding (Yardley, 2000). In addition, rather than viewing speech as revealing internal feelings or opinions, this research project will view speech as *'an act of communication intended to have specific meanings for and effects on particular listeners'* (Yardley, 2000, p. 221). Reflectivity and reflexivity is emphasised by Billington (2006), who highlights that scrutiny of our own professional practice is essential, so that we can *'understand more of what we are doing and to open our eyes to the effects of our actions'* (p. 8).

Reflexivity and reflectivity was ensured through several ways in this research journey. Regular reflective tutorials were held with my research supervisor throughout the duration of the project, as well as entries into my research diary throughout. This provided opportunity to sensitively reflect on decisions and the direction of the research, as well as reflecting on tentative interpretations of the narratives. According to Stake (1994) *'good researchers deliberately challenge their own emergent findings, pursuing rival explanations supported by data and strengthening conclusions about what is learned'* (p. 33). Such reflections and thoughts can also be found within the reflective boxes that are included throughout this paper.

Commitment and rigor is a further characteristic of good qualitative research, referring to prolonged engagement with the topic and skill in the methods used. Watts (2014) speaks of the fact that the single most important factor resulting in quality within qualitative research is a skillful and creative researcher. I anticipate this research project to be a learning journey, and whilst I do not claim to be an expert in any of the methods

chosen, I hope that my skills as a researcher will be refined and developed as a result, alongside reflection and reflexivity. Rigor in analysis and interpretation is vital, which should take place at several 'levels' (Yardley, 2000; Watts, 2014). A further discussion around my chosen analytic strategy can be found in the preceding chapter. An additional quality factor is 'coherence' which refers to a 'fit' between the research question and the epistemological positioning, as well as the method of investigation and analysis. As highlighted, the methodological choices are a fit with my epistemological positioning. This includes use of narrative methodology, as mentioned previously. Case study design also fits within a social constructionist perspective, since case studies can reveal multiple and alternative realities (Stake, 1994). As Stake (1994) highlights, case studies can '*open windows to deeper realisation*'. In order to be transparent, research should disclose all relevant aspects of the process, including data collection and analysis (Yardley, 2000) which I aim to do throughout the main body of this paper as well as through reflective boxes.

'Impact and importance' is a further factor indicative of good qualitative research, referring to its usefulness and value in relation to the objectives and intentions (Yardley, 2000). The value of qualitative research is often in presenting novel or challenging perspectives in order to understand a topic differently (Yardley, 2000). Watts (2014) refers to the mistaken assumption that in order to be 'generalisable', research must be carried out in large numbers. It is stated that it is possible to generalize from small samples where it is done in relation to '*concepts, categories, theoretical propositions and models of practice*' and that this can be enough in order to '*contradict or undermine established definitions of a particular concept, to question current treatment or mode of professional practice in relation to a particular category of people*' (p. 120). Thomas (2010) speaks of the value of the '*rich and detailed study of individual cases*' in aiding understanding of experience (p. p. 257). The aim of this research is therefore to potentially challenge current practices and ways of thinking with regards to young people who are deemed 'at risk' of exclusion.

Summary

- I position myself within social constructionism, drawing on feminist and critical realist perspectives whereby the effects of power structures in individual lives are recognised.
- I will take a narrative approach to data collection, which fits with my intentions in raising marginalised voices and challenging practices which silence. Narrative recognises the interpretive nature of the research process, as well as the effects of culture and society on individual narratives. I aim to 'look beyond language' as an

interpretation of meaning, so as not to assume '*an unproblematic relationship between words and meaning*' (Frankham & Kerr, 2009 p. 417).

- Data collection will draw on narrative therapy based prompts in order to thicken stories and examine exceptions.
- A case study design will be used in order to develop an in depth, holistic understanding of the 'swap' from multiple perspectives.
- Quality criteria will be reflected on and embedded throughout, as well as my own reflexivity regarding my role in constructing and interpreting.

Chapter 3: Research Procedures

Overview

Whilst the previous chapter detailed an overview of my methodological choices, this chapter will detail specific procedures that were implemented and followed. I will begin with a reflection on ethical considerations, leading on to detail participant selection. A reflection on the pilot study will follow, as well as details regarding specific procedures for data collection. I will end with a critical discussion around my chosen analytic strategy.

Ethical considerations

An ethical application was submitted and approved prior to undertaking any data collection or approaching participants (see appendix 3) Ethical guidelines as detailed in the British Psychological Society 'Code of Ethics and Conduct' (2018) as well as the BPS 'Code of Human Research Ethics' (2014) were adhered to throughout. 'Owen's' mum 'Sarah' was contacted initially by telephone in order to provide information about the study. With verbal consent from Sarah, I then contacted Miss Williams by telephone so as to explain the research and to ask if she would like to take part. I arranged to see Miss Williams and Owen in school, to introduce the research project and provide the opportunity for questions. I gave Owen the consent and information sheets to take home and read, and I then met both Owen and his mum at home to confirm that they wanted to take part and gain written consent.

All participants were given information and consent sheets to read and sign before commencing the study (see appendix 4). Parental consent was also sought for the young person's involvement. I verbally explained all of the information in person, to ensure that all participants fully understood. Participants were advised that consent was voluntary and that they could withdraw at any time. This was also reinforced at the start of the interviews. I emphasised that participants could say as much or as little as they would like during the interviews, which was important since I recognised the potential for the interviews to illicit some distressing memories, which was discussed openly. A key person was identified for the young person in school, should he wish to access further support. At the end of the interviews, time was given to check how participants were feeling and whether any follow up support was needed. At the beginning of the session, participants were informed that information shared would remain confidential unless it raised concerns over the safety, health or welfare of them or relevant others (BPS 2014, 2018).

Participant confidentiality was ensured throughout the research process (BPS 2018, HCPC, 2016). Interview data was stored on a password protected device and anonymised during transcription. All participant names, as well as names of others and places were changed (see appendix 5 for pseudonyms used for anonymisation).

Participants

i. Selection of participants

Purposive sampling was employed whereby participants were '*selected due to criteria of relevance to the research question*' (Willig, 2008, p. 61). The following criteria for the young person was employed in order to identify a suitable case study:

1. Of secondary school age
2. Had done a 'school swap' through the Fair Access Panel within the last year as an alternative to permanent exclusion, and had remained in that new school.
3. Not looked after.

I initially encountered some difficulties in recruiting participants and so I tried several methods. Firstly I contacted a staff member in charge of coordinating the 'Fair Access Panel' (FAP) within the local authority. After many requests, I received a short list of names who met the criteria above. However, parents were either reluctant to speak with me or the telephone number did not work. Towards the end of the summer term 2018, through my fieldwork supervisor, I received a list of names of school staff identified as 'head of inclusion' across the secondary schools within the local authority. I emailed these staff members in order to provide information regarding the study and to ask if there would be a suitable case study within the school. Following this email I received one email from a member of staff ('Miss Williams') on the last day of the summer term. She indicated that there was an 'ideal' student in the school and that she would get back to me in September.

Since I was keen to identify and recruit participants ideally before September, I spoke with my Fieldwork Supervisor and in August 2018 gained access to a system detailing all of the children who had gone through the Fair Access Panel as an alternative to permanent exclusion within the local authority. This system detailed when the 'swap' had taken place and why, which school the child came from and which school they were currently placed in, as well as parental contact details. Over the course of a few days, I called several parents whose child appeared to meet the criteria as above. Many of the numbers that I called did not work, and a few did not answer the call. Some parents that I spoke to did not want their child to take part in the study. I then called 'Owen's' mum

'Sarah' and she immediately expressed an interest in taking part. I realised at that time that this child was the same child that Miss Williams had emailed me about before the summer. The procedures detailed above within the 'ethics' section were then carried out.

Reflection

I had not anticipated that I would face such difficulty in recruiting participants, and as such I was not able to begin the interview process until the Autumn term of 2018. Of course staff are very busy and priorities are not always shared. I also wondered whether parents perhaps viewed my role within the LA negatively, potentially heightened by negative experiences within the education system.

I had initially hoped to include four participants within the case study. In addition to participants already included (parent, young person, staff member at the new school), I had also hoped to interview a staff member from Owen's previous school, in order to examine how they made sense of the process, and to gather information regarding the lead up to the swap. However, when I contacted this school, the head teacher said that there was no one available to speak with me about this. Hence, three participants were included, which I felt would enable me to explore different perspectives and conduct in-depth analysis. As is highlighted by Thomas (2017), case study provides a 'rich, in depth explanatory narrative' (p. 254).

Reflection

I wondered if the school perhaps felt wary about speaking to be about Owen's swap, as well as my intentions. I felt that this unwillingness was indicative that perhaps some of the perceptions and attitudes surrounding 'swaps' and the 'fair access panel' is in need of development. From my perspective, talking and sharing practice is necessary so that we are able to learn from situations and develop practice, in order to effectively support vulnerable children, young people and families.

ii. Descriptions of participants

'Owen' (young person)

When I spoke with Owen in Autumn term of 2018, he was twelve years old and in Year Eight. Owen had completed a 'school swap' as an alternative to a permanent exclusion in January 2018, and he remained at the 'swap' school. This 'swap' was initiated due to a one-off incident (a fight between Owen and another student) which had happened

at his previous school in the Autumn term of 2017, when he was in Year Seven. Owen lives between his mum ('Sarah') and his dad ('Mike').

'Sarah' (Owen's mum)

Sarah has two children including Owen and his older sister. Sarah left Owen's dad 'Mike' due to a difficult relationship, including domestic violence when Owen was young.

'Miss Williams' (staff member)

Miss Williams is the Associate Assistant Principal at Owen's new school. She is also responsible for the transition of those CYP who come to school through 'FAP'. Miss Williams had overseen Owen's transfer and was judged to be the member of staff most appropriate for me to speak with in school.

Reflection

I discussed with Miss Williams regarding which member of staff would be most appropriate for me to speak with in school. There was the possibility of speaking with a particular teaching assistant whom Owen had developed a positive relationship with. However, after discussing the purpose of the research with Miss Williams as well as reflecting with my research supervisor, it was decided that she would be the most useful person for me to speak with. This was due to her having a good knowledge of the FAP system, as well as a good overall knowledge of Owen's progress in school. With my research supervisor I reflected on the fact that if I had interviewed the TA, perhaps this would have revealed rich information regarding Owen's day to day life in school.

I also reflected with my research supervisor regarding interviewing Owen's father. It was decided that speaking with Owen's father may have led to some ethical complications, due to some sensitive information disclosed by Sarah in her initial conversations with me (linked with domestic violence). It was felt that speaking with Owen's mother would provide rich information in order to answer my research questions, in terms of providing parental perspective. Further reflections regarding selection of participants are discussed in the limitations section of this paper (see chapter 5).

Pilot study

For an explanation of the pilot study and how it assisted my research procedures, please see appendix 6.

Data collection

Data was collected by means of narrative style interview with semi-structured interview prompts (see [appendix 1, 7](#)). A narrative interview seeks to gather a 'narrative' which as discussed refers to a 'story' about a person's life and experienced reality (Lieblich, Tuval-Mashiach & Zilber, 1998). As Emmerson and Frosh (2009) state, narrative analysis begins with '*collecting narratives in ways that allow participants to thoughtfully talk about the issues with which the researchers, and hopefully the participants themselves, are concerned*' (p. 32). I intended that the interviews should be 'open' allowing my research questions to be answered, but also allowing for talk that is both flexible and rich (Emmerson & Frosh, 2009). Questions were open ended so as to allow participants to have a choice on the sequence, order, hierarchy and selections for the narrative. Hence, the interview prompts were used as a general guide only. As Emmerson and Frosh (2009) state, flexibility is also important for rapport.

Reflection

After conducting the pilot study, I reflected with my research supervisor regarding the fact that I felt the pilot study interview schedules were too prescriptive. We agreed that in order to allow participants to have control over the narratives, the interview prompts would act as a guide only.

Narrative style prompts served to thicken and add depth to stories (see appendix 1). For example, prompts included asking participants to give more information, to clarify, provide an example and to look for exceptions. Looking for exceptions is key to narrative based practice, since this can seek out alternative stories and highlight possibilities for change (McQueen & Hobbs, 2014). I intended that my questions would be flexible and open enough to allow participants to '*exercise choice in when, how much and in what ways they 'talk'*' (Emmerson & Frosh, 2009 p. 34). I hoped that the interviews would invite participants to express their own views about how they see, say, and think about things (Emmerson & Frosh, 2009).

As cited by McQueen and Hobbs (2014), conversations drawing on narrative principles allow a relationship to develop that is based on genuine partnership (McQueen & Hobbs, 2014). I aimed to show unconditional positive regard during my interviews as highlighted by Rogers, which is said to contribute to the therapeutic quality of relationships (Winslade, 2013). I felt that developing this positive relationship was essential, in order for participants to trust me enough to share their stories. I was aware that particularly Owen may perhaps struggle to express himself and his emotions, in being only 12 years of age.

4As such I had planned to use the 'life grid' visual approach (see appendix 6 for information), as well as some 'feelings' cards if needed. However, I found that Owen, as well as Miss Williams and Sarah were all very articulate and so I did not feel the need to use any of these tools.

Participants were given the option regarding where the interviews would be held. I spoke with Sarah at her home and I spoke with both Owen and Miss Williams in school. I met with Sarah once and her interview lasted 2 hours in total. I met with Owen firstly for 46 minutes and then again for a further 33 minutes. I met with Miss Williams for 38 minutes and then for a further 23 minutes. The second interview asked follow up questions in order to gain more detail and to 'thicken stories'. I did not meet with Sarah for a second time as I felt that I had enough information from the first interview, and also due to time constraints. After reflecting with my research supervisor, I decided not to share my analyses with participants, due to the interpretative nature of the research. I am however in the process of arranging to meet participants following submission of this thesis and prior to the Viva. I also hope to provide a summary to the Local Authority (see appendix 8).

Reflection

I reflected with my research supervisor with regards to sharing analyses with participants. I decided not to, due to the interpretive nature and sensitivity of some of these interpretations. However, we discussed the fact that I did want to go back to participants to share the general findings of the study, in terms of recommendations to the Local Authority. I also felt that this was important, in order to express my gratitude and to reassure them that their interviews will hopefully make a difference to future practice. I hoped that this would be empowering for them.

Interviews were audio recorded and reflexive notes were recorded immediately after, detailing comments on relational dynamics as well as emotional responses (e.g. Emerson & Frosh, 2009). Transcription conventions from Jefferson (2004) were used:

Table 1: Transcription conventions

| Symbol | Meaning |
|-------------------|--------------------------|
| (.) | Pause less than 1 second |
| (3) | Pause length in seconds |
| ((laughs)) | Non-verbal communication |
| [] | Speech overlaps |
| <u>Underscore</u> | Emphasis |

| | |
|-----|-----------|
| ??? | Inaudible |
|-----|-----------|

Analytic strategy

The Listening Guide was chosen as an approach to analysis, which ‘offers a way of listening that is designed to facilitate psychological discovery’ (Gilligan, 2015). The Listening Guide has foundations in feminist research which fits with my epistemological positioning. It was developed in the 1990’s as a qualitative research method after recognition of the fact that psychological literature tended to reflect

‘a gender binary and hierarchy that privileged autonomy over intimacy and relationships, reason over emotion, and actively discouraged research on women and girls as if human were synonymous with masculine and the category feminine could only confuse the issue’ (Gilligan, 2015 p. 70).

Rather than categorizing a narrative into themes, the guide allows us to really listen to the ‘multiplicity of voices that speak within and around us’ including those at the margins whose voices are often silenced (Gilligan & Eddy, 2017). Attention is directed towards the ‘interplay of voices’, as well as the ‘relationship of different voices to one another’ (Gilligan, 2015 p. 70). It attends to the dynamics of the research relationship, as well as paying attention to the cultural setting. In this way, an interpretation is viewed within a contextual framework. ‘Voice’ is seen to represent not only cultural and physical space, but also the ‘inner psyche’, therefore bringing together ‘inner’ and ‘outer’ worlds (Gilligan, 2015). The Listening Guide listens for what is often unspoken and recognises the fact that words do not necessarily reflect what we mean. It listens for contradictions and how different voices may contradict or silence one another, as well as how societal and cultural frameworks affect ‘what can and cannot be spoken and heard’ (Gilligan & Eddy, 2017). As Lancan’s (1977) model of discourse analysis asserts, ‘all cannot be captured within the words themselves’ (Billington, 2006, p. 78).

The Listening Guide is said to incorporate aspects of narrative and thematic analysis, as well as elements of grounded theory. However, it differs in the specified series of three ‘listenings’, including ‘listening for the plot’ ‘listening for the I’ and ‘listening for contrapuntal voices’ (Gilligan, 2015). ‘Listening for the plot’ involves looking at the landscape of the narrative, including who is present, the emerging ‘themes’, salient images and my own emotional responses. Such factors therefore reflect the importance of reflexivity, reflectivity and sensitivity to context in assuring quality in qualitative research (e.g. Yardley, 2000, 2017.) Unlike thematic analysis, The Listening Guide allows for salient

‘themes’ to emerge without needing repeated instances of these ‘themes’. ‘Listening for the I’ attends to the first person voice and asks ‘*how the I speaks of acting and being on this psychological landscape*’ (Gilligan & Eddy, 2017 p. 78). Each ‘I phrase’ is separated from the narrative and an ‘I poem’ is created. This allows us to ‘*recognise patterns in the way the I moves*’ and ‘*hear the many ways an individual speaks of themselves*’ as well as ‘*illuminate the ways in which our minds work in deep connection to our emotions*’ (Gilligan & Eddy, 2017, p. 79). Finally ‘Listening for contrapuntal voices’ allows us to listen for voices that speak to the research question and inform the inquiry, as well as listening for the different voices and their interplay. It listens to what is said as well as what is not said (Gilligan & Eddy, 2017). **Such an approach is in line with the importance of ‘rigor’ in qualitative analysis and interpretation (e.g. Yardley 2000, 2017).**

Colour coding was used to represent the different stages and aspects of analysis:

Table 2: Colour coding for analytic strategy

| Listening | Aspect of analysis | Colour used in transcript |
|---|--|---------------------------|
| 1. Listening for the plot | My own interpretations, reflections, values, assumptions and emotional resonances | Pink |
| | Salient themes, striking metaphors, character, place and events | Light green |
| | Repeated words and phrases | Blue |
| | Narrative voice, social and cultural context | Orange |
| 2. Listening for the ‘I’ | These were not highlighted in the individual transcripts with a particular colour. First person phrases were identified and inserted into a separate document. | |
| 3. Listening for contrapuntal voices | Voices that speak to the research question Listening for different voices and interplay | Dark green |

Reflection

I reflected with my research supervisor regularly regarding methodological choices. We considered the fact that narrative methodology fits well within social constructionism, since narrative helps individuals to make sense of themselves and others. Furthermore, narratives can change and be challenged, which has a liberatory function. Likewise, we discussed possible analytical options, in relation to those methods which would allow for a good fit within my epistemological positioning, and which would allow for my research questions to be answered. We also felt that The Listening Guide was an approach which allowed for and recognised my own interpretations and positionality, as well as my reflexivity and reflectivity in connection to these.

Summary

- The study is grounded in ethical practice as informed by the HCPC and the BPS, as well as the university's ethics panel.
- Three participants were selected due to their involvement in a 'school swap' (case study). I have reflected upon the difficulties faced in recruitment and the possible reasons for this. These are important learning points in reflecting on our practice with children and families 'at the margins'.
- A pilot study helped me to refine my approach to data collection, including a revised interview schedule that allowed participants flexibility in constructing their own narratives.
- Data collection was by means of narrative interviews using semi-structured prompts and narrative therapy based prompts.
- Transcription and analysis followed. The Listening Guide was chosen as an approach to analysis due to links to my epistemological positioning.

Chapter 4: Analysis

Overview

In referring to the structure of a thesis, Clough and Nutbrown (2012) speak of the '*potential for a variety of structures and styles of study*' (p.242). It is highlighted that some researchers will present '*analysis, findings and discussion in a series of chapters*' (p. 242) rather than combining these sections.

In this section I present salient aspects of the **narratives**, alongside my initial analyses of the interviews that took place with participants Owen, Sarah and Miss Williams (see appendix 9 for analysed transcripts, appendix 10 for maps showing composition of analysis for each participant and appendix 11 for 'I poems' for each participant.) These analyses are informed by 'The Listening Guide' and my research questions (see page 22).

Analytical steps and process taken

Firstly, the narrative interviews were transcribed. The three 'Listenings' as informed by The Listening Guide were then carried out. This generated a rich amount of data for each participant. My aim was to present the most salient aspects of the analysis, so as to represent the participant stories as fully as possible. A bottom up approach to presenting the story of the narratives was employed. This firstly included taking individual aspects of the narratives and analysis, generated through the three step listening process (all of the rich analysis can be found in appendix 9). These aspects were then grouped under similar 'themes' or 'sections', using post it's and strips of paper (see appendix 12 for an example of this process for Owen). For each 'theme' or 'section', a 'key' or 'salient' quote was chosen to represent this general theme. Initially, the amount of information under each 'section' was very large. Due to word count limits, this was reduced down into what I felt were the most 'salient' aspects of the analysis. What I considered to be most 'salient' was informed in light of my positionality, experiences as a teacher and as a TEP. These are ultimately a matter of choice and judgement, whilst I also strived for commitment and responsibility towards participants, so as to convey authenticity through their narratives. Such an approach to analysis fits with Yardley's (2000, 2017) criteria for ensuring quality in qualitative research (as discussed). A brief description of the general 'theme' or 'section' is presented at the start of each section (also see appendix 10 for a summary of each theme). The analysis of the data as informed by the three step listening process is presented in this chapter.

This chapter allows for a consideration of how each individual participant makes sense of the 'swap' experience, therefore allowing the presentation of their story as a whole. Through this presentation I hope to '*respect each individual story*' (Parker, 2005, p. 72). In the following chapter I then consider how narratives relate to one another as well as the wider literature base. Since many of the themes overlap between participants, it was felt that this was the most effective way to answer research questions and consider the study in relation to existing literature.

It is again important to highlight that these analyses present my own interpretation of narratives. I recognise that there are many possible interpretations and I do not claim to represent 'truth' in my presentation of analyses (e.g. Frosh, 2007). As Frankham and Kerr (2009) state, the assumption that 'truths' can be uncovered and 'realities' can be accessed is problematic, since there are in fact many versions of reality.

Owen

'I just found it stupid' (line 2)

This theme relates to my perception of Owen's mixed emotions regarding the entire 'swap' process.

I feel that Owen's narrative begins with him emphasising his sense of injustice towards the situation:

2. O: (.) I just found it stupid being honest.

14. O: And it (.) I just found it stupid.

132. I spent (.) three days in exclusion which (.) drove my absolute head in.

His voice is louder and more assertive than later in his narrative and he clearly has a range of mixed emotions regarding his 'school swap'. Although unsaid, I wondered whether Owen's statement that it was 'stupid' was perhaps masking his 'true' feelings and his vulnerability towards the situation.

Throughout his narrative, Owen seems to want to emphasise this portrayal of school staff, systems and decision making around the 'swap' as being somewhat 'incompetent'. For example:

22. O: teachers didn't help me if I were struggling

30. O: (.) All I had to do were sit at home (.) and (.) that were it.

56. O: (.) I got given this piece of Bob Marley that I had to fill in. (1) I've never listened to a song of Bob Marley.

82: O: they didn't help me.

He appears to speak of the students at his old school in a similar way:

170. O: But I'd rather be at a strict school where all ??? than be at a school full of (.) all the idiots and thicks that always want to mess about and get into scraps all the time.

Although unsaid, I wondered if Owen's true feelings were that he felt a sense of betrayal and that he was 'discarded' by the old school. I wondered if his portrayal of peers as being '*idiots and thicks*' served as a defense mechanism, masking his true feelings of vulnerability, which are revealed as his narrative progresses. Owen's 'I poem' perhaps reveals the mixed emotions that he feels towards the whole process:

I just found it stupid
I understand
I'm wanting to learn.
I were struggling
I couldn't go out
I'm just bored
I were restricting everybody.
I can't understand

Heightened and mixed emotions are also emphasised during those occasions where he becomes very emotional in his narrative (see lines 152, 154, 342, 344 in appendix 9).

'Does no one care about me?' (line 152).

This theme links with my perception of Owen being isolated and without anyone understanding his needs or feelings, throughout the swap process.

As Owen's narrative progressed, although unsaid, I got a sense that he perhaps had not had much opportunity to talk about 'the incident' and to make sense of the 'school swap' experience, but that he desperately wanted to. Owen's language in describing his experience of the school swap crafts a narrative of him being a 'victim' and feeling isolated, whereby he felt quite powerless:

12. O: [Yeah (.)] when I were like (.) cos they put me on what they call twilight.

22. O: at one point ended up having to do summat outside of school (.) just so I weren't missing out on me learning.

30. O: (.) in (.) in between it I couldn't(.) go out

42. O: It's not them (.) that're suffering from it it's me.

Here Owen's language perhaps highlights feelings of powerlessness, such as his comments that '*they put me on*' and '*I couldn't go out*'. His feelings of being in a powerless position, and of being a 'victim' are further highlighted through his comment that he '*had to*' access a private tutor and that he was '*suffering*'.

I felt that Owen was also keen to share his wider narrative, in terms of his previous school experiences and home life. In order to place Owen's feelings of isolation in context, through this wider narrative I got a sense that school represents a 'refuge' for him, whereby he can feel successful and a sense of belonging. This is demonstrated through the following key episodes:

52. O: me and Ben has built (.) up like (.) a friendship.

206. O: (2) So it were like first (.) words of German I heard and (.) I were in top set cos I (.) think (.) they thought (.) if we put him in top set then we can always work him down. (.) And I still haven't been moved down now (.) and (.) it's (1) it's like a second (.) me second language now.

213. R: (1) So how does it make you feel that you've not had to be moved down then?

214. O: (1) Happy and proud.

372. Er (.) so I did it and (.) Miss that like were proper praising me for it (.) and I'm swapping her as me drama teacher.

415. R: Yeah ok (.) mm hmm. (.) And how did you feel about her praising you?

416. O: I felt really (.) happy and proud.

Reflection

Although unsaid, I also wondered whether Owen sought to seek some form of control through his school life, due to the fact that his home life could at times be chaotic. I wondered whether feeling that he was doing well and in 'top sets' gave him this sense of control and achievement, which he so desperately sought.

The importance of school being a place of acceptance, belonging and achievement for Owen is perhaps further emphasised by the difficult home life that he experiences (discussed below). I felt that this refuge and 'safe base', as well as a sense of 'acceptance' that he seems to seek from school was in many ways taken away from him due to the 'swap'. For example, Owen's portrayal of feeling 'isolated' and 'not listened to' is further emphasised through his recount of 'the incident' which led to the swap. After he explains that he was bullied by this same peer in primary school (see lines 128-130 in appendix 9) he states:

130. O: he started square up to me (.) and (.) we got in a fight. (1) But cos he were down and everyone were around me saying oh kick him kick him kick him (.) and I were being shoved and all of that and everyone were going like that ((shows finger moving)) symbolizing kicking. (1) I ended up doing it (.) thinking (.) oh this'll make me more popular.

131. R: Mm

132. O: But (.) cos he threw first punch I thought oh now'll happen to me. (.) Whereas instead (.) he got told to go to hospital cos he were being sick (.) and I just

got told (.) oh you're in (.) exclusion. (.) But then (.) some people (.) it turned out some people had recorded it (.) so I end up (.) off school for two days. (1) And ended up spending (.) I were gonna meant to be spending one day (.) in exclusion. (.) Instead I spent (.) three days in exclusion which (.) drove my absolute head in.

Here Owen appears to be emphasising the 'injustice' of the situation. **Although unsaid**, I feel that a sense of betrayal and isolation from peers is also suggested above, through his explaining that someone had 'recorded it'. These feelings appear to be further highlighted in the following extracts:

134. O: And (.) saying I'm (.) racist and that. (.) Cos apparently I called him (.) an N word (.) when I didn't.

135. R: (1) Right. (.) Who said that? Who said you'd done that?

136. O: (1) Some of other kids. (.) But all the kids (2) that were actually there during it (.) know I didn't (.) and knew that he started it.

152. O: (.) what made it worse is (.) when we were in fight everyone were always asking oh is he alright is he alright. (1) It took me (.) to ask them (.) if I ((voice breaks)) said (.) oh does no one care about me?

153. R: Yeah.

154. O: Cos I'm one who's been in fight as well (.) for all you know (.) I've (.) broken a rib (.) but n no one's asked me if I'm all right [have you.] ((voice breaks))

Owen then goes on to speak about his experiences in 'twilight' as a punishment (reduced school hours spent in isolation). Again he seems to emphasise his feelings of not being listened to or understood by both school staff and peers:

134. O: But every morning (.) I had to write (.) why I were in there. (.) And (.) whenever I wrote summat that were true (.) all the teachers looked right shocked and said (.) oh you can't write that in cos we cos we don't (.) know that's not truth and I goes (.) what you don't know that he punched me first. (.) And (.) saying I'm (.) racist and that. (.) Cos apparently I called him (.) an N word (.) when I didn't.

135. O: Cos like (3) erm (.) when I were writing it (.) they'd like cos I were only one in there they just looked over your shoulder and watched you do it. (.) And then like you'd say oh yeah here look I've done it.

136. R: Mm.

137. O: Just looked at you and say (.) right you can write another one (1) because I doubt that's the truth.

Reflection

Clearly Owen had engaged in some unacceptable behaviour, resulting in a student having to go to hospital. However it seemed that some exploration of the reasons behind Owen's behaviours was needed, as well as some restorative work with the two boys. I felt that Owen was clearly struggling with mixed emotions around what had happened, including guilt, anger and confusion, although these are unsaid and seemed to be expressed through anger.

'I've started to slowly fade away' (line 102).

Owen's feelings of becoming unimportant and forgotten by both peers and adults, as well as feelings of powerlessness are suggested through this theme.

As stated, throughout Owen's narrative, I felt that he expressed a desire for belonging and acceptance in school. A key factor in Owen's sense of belonging and enjoyment in school seems to be in his friendships, which are mentioned frequently throughout:

130. O: (1) I ended up doing it (.) thinking (.) oh this'll make me more popular. (*referring to the fight*)

166. O: (.) I've got better mates (.) (*referring to his new school*)

232. O: (3) Happy cos they're me mates cos (.) they're nice. (*referring to friends at new school*)

527. O: me and me mates were (.) running up and down school having loads of fun and messing about. (*a memory from his old school*)

Owen emphasises the fact that being on 'twilight' following the incident caused him to lose contact with his friends:

6. O: Cos like I weren't allowed out during them hours (.) so it made it awkward (1) for me to like (.) obviously want to interact with me mates outside of school

102. O: I've started to slowly fade away cos of twilight cos I've obviously not been able to spend as much time with [them.]

103. R: [Yeah]

104. O: I'm now just left out of things completely so I think (.) what's the point in me asking them

105. R: Mmm

106. O: when they're just gonna say (.) oh (.) we've not seen you for however long (.) why should we start hanging back out again?

Here Owen's language perhaps indicates a sense of resignation to the situation (e.g. line 104 '*what's the point*') and that he was left feeling powerless. His use of the phrase '*fading away*' appears to portray this sense of isolation and perhaps feeling that he was not important to others. He appears to feel that peers became somewhat dismissive of him (e.g. line 106 above), indicating feelings of worthlessness or insignificance.

Owen frequently refers to his desires to do well in school and how proud he feels when he succeeds, fostering feelings of success and belonging (see above lines 206, 213, 214, 372, 415, 416) Hence, when this was taken away from him whilst on '*twilight*', Owen states:

16. O: I were I mean when I were doing it (.) it (.) teacher that were setting it me which were me head of year were just (1) doing (1) well just giving me work that I had. (.) And if I didn't understand it (.) I literally just sat there (.) and did nowt.

20. O: I were thinking (.) I wanna get on with my work (.) cos I'm wanting to learn.

21. O. teachers didn't help me if I were struggling

32: O: (.) All I had to do were sit at home (.) and (.) that were it.

36. O: If I (.) I can't just sit at home at do nowt. (1) If I'm like me (1) I can't (.) I've always (.) I like being on the go.

60. O: And (.) he literally said this isn't from any of your teachers none of work I give you is. (.) This is just what I had when this lad broke his leg outside of school (*referring to the work one of the teachers gave him whilst on 'twilight'*).

Here Owen appears to suggest that he became 'insignificant', perhaps feeling unworthy of a proper education. I feel that this sense of being 'unimportant' is also emphasised in his I poem:

I'm the one missing out on my learning

I did what I wanted

I'd rather talk to someone

I were doing like little jobs

I weren't benefiting

I were only doing two hours a day

I may as well be sat at home

Hence Owen portrays this sense of 'fading away' and perhaps feeling not valued or important enough to get 'proper work' or to get help from teachers. This sense of 'fading

away' and becoming 'unimportant' is again perhaps further emphasised where Owen refers to his perception of what school staff were thinking about him:

286. O: Only thing it meant were (.) school were saying oh (.) we've still got an extra pupil. (1) And all it did were get me me mark which (.) I mean like (.) I were only doing two hours a day (.) I may as well be sat at home behind a computer googling stuff.

This perhaps demonstrates that, in Owen's mind, he became merely 'an extra pupil' who was not valued.

Although Owen did not explicitly refer to feelings of guilt or shame, I felt that certain aspects of his narrative did indicate such feelings:

120. O: some of 'em (.) had seen me there cos some of 'em were (.) were late or (.) got sent out of like got told to do summat or this that and other..... and sometimes they'd see me if I were doing like little jobs up and down.

356. O: and (.) a lot of me mates saw me when I were taking that down which were only 30 seconds job but I (.) got seen by a lot of 'em.

Here Owen's use of the phrases '*they'd see me*' and '*I got seen*' indicate a sense of shame or embarrassment that peers saw him whilst on 'twilight'. Again, **although unsaid**, I feel that this reinforces his desire to 'fit in' and be 'accepted' in school.

Reflection

Again I wondered whether Owen deserved to feel such 'guilt' and 'shame'. Whilst he clearly needs to channel his emotions in a more helpful ways, it seemed that school had perhaps failed to address any underlying issues, to help the two boys to make sense of and restore the situation.

'What kinda parent does that?' (line 340)

Owen's difficult relationship with his parents is highlighted in this section. This includes my perception of both positive and negative feelings, which appear to be heightened by the 'swap' process.

Owen speaks of his family life regularly throughout his narrative, whereby he speaks of the difficulties he faces living between two parents:

164. O: I'd rather be at this school than other school cos it's a lot better (.) despite (.) me mum getting on at me for picking this school (.) and all of that
356. O: (2) Me mum and me dad just end up arguing in front of (.) Miss Williams.
356. O: (.) But (.) me mum (1) my mum always says my dad's trying to get to her by by through me whereas me dad's saying it's other way round and like (1) if (.) if my dad said it were Wed Friday today mum would say no it's not it's Saturday.

I felt that perhaps due to Owen's difficult home life, school was ever more important as a place of belonging, success and acceptance. Feelings of isolation after 'the incident' are perhaps highlighted further where he speaks of difficulties with his mum:

326. O: When I'm coming to me dad's it's quite (.) good or it's (.) nice (.) and good.
328. O: I can never sleep on that Sunday when I'm going back to me mum's.
332. O: me mum will get at me (.) for like owt and I'm just (1) scared that she's gonna (.) get on at me again for summat I haven't done.
356. O: (.) And then (.) like it's like me mum's wanting to get me in trouble at times ((voice breaks))
340. O: I once forged a signature cos I got dared to (.) and she were there ranting and raving at me saying oh next time I'll call police and I'm like (.) what kinda parent does that ((voice breaks)).
356. O: She didn't want me to come here cos like she was saying (.) oh if you go to Xthis school you aint you're making your own way there and your own way back

Owen appears to show gratitude to his dad:

342. O: and then me dad's there saying oh he's only a kid it's a silly mistake it's not like (.) owt massive's gonna happen to you.
346. O: Whereas me dad's sticking up and sees things from different point

Although Owen often seems to portray himself as 'the adult' or 'the sensible one' who tries to meet parents half way (discussed below), the statement '*oh he's only a kid*' (above) perhaps reveals Owen's vulnerability in wanting to be 'looked after' and seen as the child that he is.

Reflection

I reflected on the fact that for Owen, a child with a difficult home life, his experiences surrounding the 'school swap' seemed to take away his sense of belonging and achievement. This seems to be a tragedy considering how much school can contribute to the lives of young people, particularly those with troubled home lives.

Owen demonstrates that he cares deeply for his parents. At times he speaks of his efforts to mediate situations and make things easier for them:

356. O: I were saying (.) I don't wanna go to Xold school (.) I wanna go to Xschool (.) or Xthis school. (.) Cos Xschool's in middle

364. O: She didn't want me to come here cos like she was saying (.) oh if you go to Xthis school you aint you're making your own way there and your own way back here and I goes (.) so then when I were turning round and saying I'll just stop at me dad's

He also speaks of wanting to make them proud:

420. O: (1) I told me parents.

421. R: What did they say?

422. O: They were really proud.

496. O: She's really happy about it (*his mum's thoughts on him becoming a Lawyer*)

Hence, Owen indicates his concern that the adjusted school hours whilst on 'twilight' were inconvenient for his parents:

6. O: but just having one hour in and then one hour here it just made it horrible and (.) awkward for everybody. (.) Cos like I weren't allowed out during them hours

284. O: I were on twilight for ages and (.) I weren't benefiting from it. (.) No one was.

Furthermore, Owen speaks of his new school location being inconvenient for his mum's family:

706. O: it's not (.) practical for (.) anyone in me family for if I'm poorly or owt. (1) But like I've always said to if I'm poorly (2) just (.) ring me dad up (1) and I mean (.) if I'm poorly if not (.) just tell school to let me walk it and I'll walk it down to me dad's.

Reflection

The systems and procedures in place seemed to be quite inconvenient for all involved. Parents having to collect and drop off Owen for an alternative school schedule for an extended period of time seemed to be understandably difficult. Such systems hence appear to have worsened the difficulties already faced by the family. Making things inconvenient for his family seemed to increase Owen's sense of guilt, and I wondered if this was deserved. Although Owen did seem at times frustrated by his difficult home life, I felt that what he really wanted was acceptance from them, and to make them proud. Although he did not say explicitly, I felt that this section of Owen's narrative also reveals the fact that he was desperate to talk about his worries, and to make sense of his experiences.

'I'm just a smart boy who's made a stupid mistake' (line 356)

This theme represents Owen's perception of himself as a good student, who has made a mistake. My feelings around his determination and resilience are presented, as well as his feeling that he now has a lot to 'prove'.

Owen presents a narrative of himself as a bright and conscientious student, stating:

248. O: I've been described as a sponge

638. O: now I'm top set for everything.

The circumstances that led to Owen's school 'swap' were somewhat unusual since it was a one-off and isolated incident. As discussed, Owen's experiences of the 'swap' appear to have left him feeling a range of emotions, including guilt, shame, anger and confusion. 'The Listening Guide' allowed for a variety of voices to emerge, one of which I feel is that of 'powerlessness' or being a 'victim' as discussed above. However, a further voice could be said to be one of resilience and agency:

36. O: I like being on the go or keep (.) or like doing me learning and that.

216. O: I've shown 'em (.) yeah (.) I've made a mistake. (1) But (1) I won't I'm just a smart boy who's made a stupid mistake.

238: O: I'm competitive. (4) If I (.) I'll try and make friends with people that are smarter than me (.) cos then I think of it as a competition to try and get (.) even (.) smarter than they are.

298: O: Cos I were like leaving everything behind and I thought (.) better school here. (.) I've got like it's like a second chance for me.

468: O: I think (.) if I changed owt (.) I might not be where I am today.

I feel that a key quote in Owen's narrative is in line 216 (above). Although his determination and resilience is admirable, it seems he has been left feeling that he has so much to 'prove':

188: O: now I'm getting like challenging work

400. O: (2) Just hoping that I'd have a good (.) day. (referring to his first day at his new school)

638. O: Whereas now I'm top set for everything.

816. O: And I've never got ((laughs)) onto EL two's only EL one. (referring to the consequences system)

I felt that Owen was also keen to emphasise that the 'rules' and 'systems' are 'much better' than at his old school. I wondered if this also reflected a desire to fit in and prove himself:

170. O: But I'd rather be at a strict school where all ??? than be at a school full of (.) all the idiots and thicks that always want to mess about and get into scraps all the time.

801. R: Mmm hmm (2) What about the walking in silence and all that then what do you think about that?

802. O: (3) I don't mind it really cos like (2) it (.) it just (2) it's like when you're walking in the street (1) you don't have to talk walking do you. (1) Looks a lot more organized and (.) better.

Owen's determination and resilience are also reflected in his hopes for the future whereby he speaks of becoming a lawyer or a translator, and going to university (see lines 473 onward).

Reflection

I found Owen's sense of resilience and agency inspiring. This was despite the trauma of moving schools and his often difficult home life. I wondered how a school 'swap' or similar experience would affect those young people who did not have such resilience and determination. Again although Owen does not say it, I suspected that his enthusiasm for the new school perhaps masked more vulnerable feelings of powerlessness and wanting acceptance.

'This is the school I should belong at' (line 412)

This section presents the positive factors Owen speaks of at his new school.

Despite having a strong desire to prove himself and 'fit in', Owen describes many positive factors in his new school. He states 'I just like all of it' (line 565). He speaks of teachers being encouraging:

842. O: They won't just let you give up on first hurdle. (.) Like (.) if you were to say oh I don't get it I don't get it they'll come and help you.

853. O: (1) Encouraged me helped me a lot and just (2) like if he saw my hand up he always said (.) if you need (.) if you're struggling just put your hand up but if you're really struggling put your (1)_planner on red and arm up. (.) Cos then I'll come to you near enough straight away. (in reference to his German teacher)

He describes the new school as a place where his confidence is being built:

192. O: here's helped me build (.) me confidence up with me drawing

199. R: And what have they done to help you build your confidence here then?

200. O: (3) Having nice teachers that are like (.) encouraging and that.

It is a place where he is developing strong relationships with welcoming peers:

226. O: Yeah. (.) Whereas here (.) proper friendly I mean (.) I followed Xpupil on my first day

228. O: And (.) now (1) I'm like (.) and then I started to (.) kinda make some friends that are in my year (.) and I just started going with friends that were in my year.

406. O: I don't know. (2) I mean (.) not one of em tried tormenting me they were all (.) right nice and (.) you know (1) trying to introduce themselves and that.

801. O: And I started (.) with more and more of me lessons. Erm (.) I'd get curious cos I'd start talking so I've ended up in (1) with me friendship in friendship group I'm in now.

It is a place where he seems to feel belonging:

411. R: Yeah. (.) Well that was good then. (.) So how did you feel at the end of the day?

412. O: (1) Er (.) I felt happy and I thought (.) this is the school I should (.) I belong at.

222. O: teachers (2) that I had last year and they all say oh hey up Owen this that and other and (3) yeah.

And feels successful:

372. O: Miss that like were proper praising me for it (*referring to a drama lesson*)

638. O: now I'm top set for everything.

Reflection

Although I felt that Owen should not have to feel so desperate to fit in and prove himself, it is clear that there are many positive factors within his new school that are working well for Owen. These need to be recognised alongside the limiting factors discussed. I felt that perhaps since Owen is doing well, his feeling that school is a place that he can have some control over is returning, which gives him a sense of stability as compared to his home life.

'Sarah'

'False promises false hopes'(line 62)

This section presents Sarah's feelings of being let down by professionals as well as her ex-husband, both during the 'swap' process, and throughout Owen's school life in general.

Sarah begins her narrative in speaking about the circumstances which led to the 'school swap' following 'the incident'. She describes the situation whereby she was shown a video of the 'fight', and then felt a duty to show this to the school:

92. S: (2) and I'll be honest (1) I got sent the video

93. R: oh did you

94. S: [and I] I took it to the school

95. R: right

96. S: I blame myself I wish I hadn't have done

She continues:

8. S: I got assured that (.) what punishment had been put in place (.) would still stand so that were the exclusion

9. S: R: Mm hmm

10. S: Er (.) that came from Mr X (.) Mr X (.) erm showed it to somebody else and they said no, Owen had to go. So we'd got staff members and his head of year 7 saying that no, what's in place will remain in place (.) but then they did a U-turn and he had to leave.

104. S: and they reassured me that there were no repercussions (.) what they did with Owen stands and he goes back to normal

105. R: [yeah]

106. S: well (.) they lied

Sarah appears to feel very let down by school staff in their decision making, since initially she was led to believe that Owen had a fixed term exclusion only. Her anger and frustration is shown through her statement '*they lied*'. Regarding the video of 'the incident', Sarah goes on to state:

156. S: I think the school were more annoyed that I managed to get hold of it (1) but I di-to me I did the right thing by letting the school aware (1) but then it turned into a big witch hunt

157. R: [mm]

158. S: which weren't easing up because they pulled absolutely everybody (.) in (.) and they questioned and questioned and questioned. And I wouldn't tell them the source cos they did it in confidence

Whilst Sarah appeared to want to foster a relationship with staff to repair the situation, her frustration that the school agenda was so different is apparent. Through her portrayal of anger, I wondered whether Sarah was perhaps masking feelings of vulnerability here, **in feeling vulnerable and powerless.**

Sarah's feelings are also accentuated by her desires to '*do the right thing*' (line 156) by showing them the video, despite it showing the full extent of the fight and leaving herself and Owen somewhat vulnerable:

162. erm (.) my words to Mr X is (.) it doesn't matter where it's come from (.) we (.) we've (.) it's here

164. S: so we know there's one. (.) and that (.) I'm showing you

170. S: Well, I'll be honest with you (.) it weren't a nice vid- it weren't nice

172. S: and I can recall (.) erm (.) the (1) the noise that it made (1) er (.) the child go to hospital just to be checked out

Sarah feeling 'let down' by professionals throughout the FAP process seems to feature regularly throughout her narrative. She frequently refers to the original school 'letting her down':

60. S: from a parents perspective (1) saying that that's the only punishment that he's coming back in to then being kicked out of school (1) I don't think that's acceptable

61. R: No

62. S: That's false promises false hopes

166. S: and yeah no no further action were taken (.) bu- (.) but he did. They did. So why promise something me (.)

Sarah's wider narrative puts her feelings into context. For example, she appears to feel 'let down' by staff when Owen was in primary school. In reference to some 'bullying' that Owen experienced, she states:

132. S: All these things went on
134. S: In primary school
136. S: they didn't even pass a record (.) over to (.) Xold school.

As well as feeling 'let down', here Sarah highlights an apparent lack of communication between the two schools in relation to Owen's needs. She also presents as feeling 'let down' by Owen's father ('Mike') whom she separated from due to difficult circumstances:

- 528 S: I left his dad for domestic violence

Throughout her narrative, Sarah speaks of her difficult relationship with Owen's dad currently:

470. S: I I phoned school up to tell them that Owen witnessed his dad turning up at school (.) and being (.) verbally aggressive towards myself.
472. S: It's not it's not good
473. R: Yeah (.) Owen seeing (.) seeing (.) that.
474. S: [yeah] but they're supposed to have (.) staff out watching children and stuff
476. S: but they weren't out
482. S: er (.) but end of day (2) if their presence had of been there (.) his dad may have been different.
483. R: yeah yes.
484. S: I'm not saying he would have been (1) cos I've been (.) there in a mediation room with him when he's (.) held his fingers in a gun shape (.) to shoot me
488. S: I've been threatened (.) in in public.

It seemed that Sarah felt further let down by professionals who had not noticed these difficulties, or been able to help in any way, which she appears to desperately want. She later states:

1632. S: (.) And they're witnessing (.) yet again
1634. S: (.) the way that I get treated

Sarah speaks of her hopes that things will get better between her and Mike, however she is frequently left feeling disappointed:

1642. S: (1) I'd gone in there with with nothing (1) and just to
1643. R: (.) Yeah.
1644. S: (.) Just for (.) the sake of Owen.
1645. R: Yeah.
1646. S: He asked me to be there. (.) I knew (1) potentially what could happen
[because]
1647. R: [Yeah]
1648. S: it happened. (1) Why? (.) I still live with hope.
1649. R: Yeah.
1650. S: (.) He'll (.) he won't do that. (.) No he'll not do that. And then yeah he
does.

Reflection

I had a sense that Sarah often felt powerless and vulnerable within her relationship with Mike. I felt that this then compounded her feelings of being 'let down' by staff during the FAP process and Owen's school history generally, leaving her perhaps feeling even more powerless, angry and frustrated. Sarah's anger perhaps reflects that she knows she is right, but that she is unheard in her attempts to do the right thing.

Sarah regularly reinforces statements such as '*I'll be honest*':

926. S: So there's (2) I I obviously (.) dad doesn't dad's not an open book like
me.
927. R: mm
928. S: (1) I I say it how it is (.) you ask me questions I will answer honestly.
929. R: Yeah.
930. S: I tell you no lies (1) I've got nowt to hide.
764. S: For me (1) we need to be honest (.) there's no need to
765. R: Yeah.
766. S: put blame (.) blame the other one.

It seemed that Sarah genuinely wanted to share her difficulties and vulnerabilities with me, and with those around her (such as school staff) in the hope of gaining support, however she was repeatedly left feeling disappointed. I wondered if she perhaps felt the need to

emphasise that she was being 'honest' due to her perception that I may not 'believe' her. I wondered if this reflected her feelings of inferiority and powerlessness with regards to professionals. She further states:

496. S: well (.) (1) help me stop from using Owen to control me
497. R: [mmm]
498. S: and then we can get Owen (.) to be the kid that he should be.
499. R: yes.
500. S: That he's entitled to be.
1372. S: I find myself in a situation where (.) I don't know (.) how to (3) tell him that he's (1) been naughty. (.) And how to (1) manage it (.) properly.

Sarah appears to be desperate to receive some support. At times she appears to want to speak directly to school staff (e.g. line 496), which almost seems like a cry for help that she feels goes unheard.

'I'm totally in the dark' (line 1382)

A lack of communication and partnership with professionals throughout Owen's 'swap' is suggested in this section.

Due to the systems around her, Sarah presents as feeling silenced in her goal of acting as an advocate for Owen. A big factor in fostering feelings of 'powerlessness' appears to be in relation to communication with professionals throughout the FAP process, as well as generally throughout Owen's school life. Firstly, Sarah indicates that she did not fully understand the FAP process, as well as what was going on for Owen in school:

2. S: First of all I'll apologise in case I get the erm (.) wording wrong on the processes
4. S: Yeah, so initially Owen was (.) is it excluded for 3 days?
112. S: it were never (2) when when he went in he were in inclusion he might not have been excluded he might have just been in inclusion

She later speaks of the uncertainty, frustration and anxiety during the lead up to the SWAP, due to an apparent lack of communication. She speaks of not knowing if the FAP meeting had taken place or where Owen's new school would be:

186. S: Phoning up to try and find out if a meeting's taken place because we're going into (.) Christmas holidays (.) err (.) cos (.) they br- they Xold school actually broke up
187. R: Mm hmm
188. S: and I'd heard nothing
194. S: I mean on 27th December (.) not knowing where your child
196. S: should be schooling (.) and if he's going to a new school he's gonna want a uniform
198. S: how on earth do you sort that out
199. R: course
200. S: (2) and that that's how it were.

Reflection

It seems that Sarah perhaps feels powerless in the face of systems around her. In her comment '*and that's how it were*' it almost seems that she is resigned to the fact that this is the way things are, and she is not able to change it.

Sarah speaks of the FAP processes whereby Owen was asked about school choices:

258. S: Yeah. (1) But they went with (.) this Xold teacher and went to the meeting (1) and (.) it sounds like fought for Xthis school.
260. S: Not looking at (1) geographical
259. R: [yeah]
260. S: and anything else
261. R: Ok.
262. S: the practicalities of it
1309. R: erm (3) did you have any say in which school he was gonna go to?
1310. S: ((shakes head))
1311. R: (1) th they sort of just asked Owen.
1312. S: (1) They asked (.) his dad [and Owen].

She speaks of her frustrations regarding the way decisions were made, and how she believes they should have been done jointly:

530. S: So when it comes to situation like that sometimes (1) is it actually (.) right to ask that child
531. R: yeah

532. S: We've got to take it upon ourselves
533. R: Of course
534. S: are we making that decision
535. R: yeah, yeah
536. S (.) and to me (.) they should have (.) kinda left Owen out of it
537. R: yeah
538. S: I'm not saying don't ask the questions

Reflection

I sensed Sarah's feelings of frustration regarding the whole decision making process, and it seemed that she had been left in the dark. Sarah further emphasises the fact that she wants a collaborative approach, through the use of 'we' above. It appeared that a more joined up approach was needed, in order to ensure that all parties are heard, and decisions can be made collectively.

Sarah also speaks of her frustration with the FAP processes, due to poor communication. They had to wait a long time for the 'swap', Owen was missing education and it seems that it was inconvenient for the family:

2272. I don't think it should be all paperwork (1) like in that incidence if it happened on that day of meeting it should be brought up at that meeting (.) to avoid (1)any (.) erm (.) upset and (1) disrupt to the education (.) and the child.
2290. S: [Yes] (1) er I mean I know he's an intelligent kid (.) but he'd of been better off still learning
2291. R: mm hmm
2292. S: I were doing my own stuff (.) here at home
2293. R: Mm hmm
2294. S: but that's not (.) fair.
2295. R: (Yeah.)
2296. S: But the fact is as well (.) let's not forget is (.) if that child gets seen out of school
2297. R: Yeah
2298. S: we can get fined. (.) I'm sorry
2299. R: Mmm
2300. S: how on earth can you go for six weeks (1) even sometimes a day without having to (.) go out an take that child with you?

Sarah speaks of difficulties with communication with the new school, now nine months down the line:

1176. S: No (1) er term you might get (1) they call it a report it's it's not a report it's
(.) absolutely rubbish.(.) It just tells you the predicted grades (.) er whether it's
expected to be (1) that's it

1382. S: (.) Cos now (1) I mean (.) to be fair I mean I'm totally in the dark. (.)
Because that school is not communicating [with me at all.]

1384. S: (.) And (1) that's not good.

She speaks of her frustrations that Owen's dad receives information but she does not:

1478 S: We're equal. (1) But I'm not being treat equal and there's (.) Xthis school

1479. R: Yeah.

1480. S: is certainly not treating me as equal.

1481. R: (1) To his dad do you think or

1482. S: Yes. (2) So if if we say (2) there's (.) an inferior and less inferior

1483. R: Yeah.

1484. S: he's the inferior one he's getting all the information.

1485. R: Yeah.

1486. S: He's getting all the post cards (.) he's getting the [text messages.]

1487. R: [Ok]

1488. S: (1) And I'm (.) not being told [nothing.]

Here Sarah seems to make reference to her feelings of inferiority within school, indicating that the systems in place have not fostered a sense of collaboration, or valued parent voice.

Reflection

Due to Sarah's feelings of powerlessness, I felt that she perhaps sought to seek control through other means, as shown above. I wondered if this caused her to come across as 'difficult' in the eyes of the school, due to their possibly not understanding her position. Sarah is clearly desperate for some recognition and to feel like an equal.

Sarah speaks of the damaging effects of this lack of communication, where she is not able to praise Owen as she is 'out of the loop':

1490. S: (.) So (.) how does that look to [Owen]
1491. R: [Yeah]
1492. S: when he's getting praise from one side (.) and not from another.
1493. R: Yes. (2) Cos you just don't know [about it.]
1504. S: That has an impact on [a kid].

Reflection

I felt that Sarah presented as being very overwhelmed by her life circumstances, and that this often went unsaid. I felt that Sarah's expression of frustration towards others, as well as comments about how much Owen may be affected, at times masked these feelings. I felt that whilst Sarah often wanted to portray herself as strong and determined, she did not always feel this way inside.

Sarah goes on to speak of the positive relationship with one particular TA in the new school:

844. S: (1) It it it were absolutely horrendous (.) so (2) the only person that's ever spoke (.) I've only ever met and spoken to (.) is XTA.
845. R: Right Ok.
846. S: (.) erm (.) she's she's lovely (.)
952. S: Er (1) she (.) often checked in on him to make sure he were ok (.) she made sure she'd got she built that relationship up with him so that (.) he could go to her for (.) anything (.) and (1) obviously Owen's entitled to his privacy

Reflection

This reference to the TA was one of the only positive aspects that Sarah referred to throughout her narrative. Hence it seemed that that the negatives outweighed the positives, and that she was simply desperate to be heard, and for someone to validate her feelings of helplessness and frustration.

'I come out shaking to be fair I were mortified' (line 1668)

This section highlights Sarah's feelings of powerlessness throughout the 'swap' process.

Many of the systems in place, including channels of communication, appear to have intensified Sarah's feelings of 'powerlessness' and frustrations in her lack of voice as a parent. She speaks of a difficult first meeting with the new school:

244. S: First meeting with her, shouting and bawling in front of Owen (1).

245. R: Right.
246. S: At me and his dad. (1) Don't think that's acceptable.
1668. S: (.) I come out shaking I were up I to be fair I were mortified.
1669. R: Mm
1670. S: That she'd had to speak to us in that manner. You can't just speak to one person (.) you you've got to [aim it at both people.]
1671. R: [Mmm]
1672. S: (.) But it were out of order.

Sarah appears to feel mixed emotions towards this incident whereby during the first meeting at Owen's new school, Miss Williams intervened and told parents to 'stop arguing'. Feelings of anger as well as perhaps more vulnerable feelings are revealed, whereby she left feeling 'mortified'. Power hierarches seem visible here, with Sarah perhaps feeling that she was spoken to like a child. She states:

1630. S: (.) No. (2) Seriously? (1) And (.) fair enough (.) I appreciate why she (.) she shouted and she spoke the way she were (.) and that she sent Owen out of the room. (.) But this is on his meeting to a new school.
1631. R: Yes.
1632. S: (.) And they're witnessing (.) yet again
1633. R: Mm
1634. S: ((Coughs)) (.) the way that I get treated
1635. R: Yeah.
1636. S: (2) And that's (.) that's the norm.

Reflection

Rather than feeling supported and understood as she had hoped, it seemed that Sarah was left feeling embarrassed and humiliated. **However, this seems to be masked through feelings of anger, and I again wonder if this served as a defence mechanism for Sarah.** I was left wondering if this situation could have been handled differently, so as to consider the needs of all parties, and make parents feel listened to rather than dismissed.

Throughout her narrative, Sarah appears to express her frustration in having to act as an advocate for Owen:

847. S: (.) erm (.) she's she's lovely (.) er (.) but)(.) I'm not not gonna not challenge something

1720. S: (2) But (1) obviously that (.) now I I I don't know. I am obviously (.) fighting back.

Sarah's resilience and determination is also presented through her I poem:

I will go that extra mile
I'll do it
I know I'm busy
I'll help
I can't always do it.
I won't say (.) [no.]

Reflection

I wondered whether Sarah wanted to portray an image of herself 'fighting back', since she perhaps thought this was what I wanted to hear. However, I wondered if she really felt as determined as this, or if in fact she was simply exhausted. I also wondered whether she sought control due to her feelings of powerlessness, demonstrated through her comments that she is 'fighting back'.

'He's got this big thing hanging over him' (line 2262)

This section highlights my perceptions of Sarah and Owen's feelings of unease, due to worries about exclusion in the future.

Sarah frequently refers to the anxiety and uncertainty generated through a threat of exclusion that is '*hanging over*' Owen:

658. S: it's like (.) walking on egg shells (1) because (1) for me (.) you've been told one thing by staff members

659. R: mmm

660. S: and they this (.) they've done the opposite (1) and now what is the next stage if he gets kicked out of school (.) even for defending [himself]

2262. S: But when he's got this big thing hanging over [him]

2263. R: [Yeah]

2264. S: that he's gonna get kicked out

To place these feelings in to context, Sarah speaks of school as being historically a 'refuge' for Owen, where he can achieve, feel belonging and perhaps distract himself from the troubles of his home life:

704. S: Whatever problems you've got at home (.) you go to work and you focus on work
705. R: Yeah
706. S: And then (.) you (.) you deal with them [when you]
707. R: [yeah]
708. S: come home (.) and I think that's (.) exactly what Owen's been doing for (.) quite a long time.
1120. S: (.) not to impress people.
1121. R: Yeah
1122. S: He (1) he'd want to (1) do himself good.

Sarah speaks further about the effects of the whole FAP process on Owen's wellbeing:

64. S: Owen got (.) obviously humiliated from that then happening (*referring to the SWAP and being on twilight*)
220. S: Owen (.) erm (.) seemed to be handle it well (.) there were times obviously (1) it must have been hard for him cos he's sitting in corridor seeing friends being asked questions
221. R: [mm hmm]
222. S: er (.) listening to conversations that's going on (1) it's (3) I recon he (.) he put on a show.
226. S: we'll say (.) became (2) withdrawn (.) within himself. Like I said (.) he end up cutting (.) contact (1) erm (.) from his friends (2). He became isolated (.) to a degree.

Here Sarah suggests that Owen did not want friends to become aware of what was going on, which perhaps further emphasises his humiliation.

Reflection

Owen clearly shows resilience in the eyes of his mum, seen particularly through her statements that he 'put on a show' and 'keeps his head down' to 'do himself good'. I felt this was admirable but also tragic, since he seemed under so much pressure to do the right thing. I wondered if Owen had had the opportunity to make sense of the process and share his concerns, since it seemed that Sarah was merely speculating and did not know his true feelings. I wondered if this was something that went unsaid for Sarah, and whether through our conversations she realised that she knew little about his true feelings.

Sarah speaks of Owen's time on 'twilight':

30. S: What work he did wasn't getting marked (2) and (1) this went on (.) up until (.) Christmas. (2) So his schooling suffered (.) cos obviously he weren't there. (.) Erm he were sat (.) placed outside in a corridor (.) so all the children could see him it were the break times and stuff (1) it wasn't to me (1) completely thought about

31. R: [mmm]

32. S: (2) there were times he would turn up and staff members weren't there

214. S: But the work the he were being given to do (.) it weren't proper school work, the teachers weren't making the work.

215. R: Yeah

216. S: It were like (.) an inconvenience (.) to the school.

Although Sarah speaks of Owen feeling that he was perhaps an 'inconvenience' and 'not deserving' of proper school work, I felt that it went unsaid that due to this, she also felt that way as a parent. For example, she also perhaps felt that she became 'insignificant' or 'not deserving' of collaboration or explanation.

'These are the years he should be learning this stuff...and we've like stripped that away from him'(line 2274)

Here Sarah's frustrations regarding her desire for Owen's behaviours to be viewed in context are presented. She speaks of her desires to want to teach him more appropriate ways to manage his emotions.

Sarah speaks of the difficult home life that Owen has grown up in, including witnessing domestic violence and living between both parents. This seems to place Owen's desire for

belonging, acceptance and achievement in school into context. Speaking of Owen's difficult home life, Sarah states:

978. S: [Yeah and he] Owen (.) has said to people that (.) he hates Mondays (2) going back going to and forth.

979. R: Cos that's the changeover you mean.

980. S: Changeover day yeah (.) and that's the day he's gotta (1) change into that person that (1) we ex (1) we we we expect him [to be].

1028. S: You think this poor kid.

I wondered here whether Sarah was blaming herself for this situation. She speaks of Owen having 'nightmares' about his dad:

1294. S: (1) and (1) our Owen (.) did tell (1) the school over road (.) about his dad tracking me down and

1295. R: Right

1296. S: dropping him off and following us (1) and him having nightmares (.) about burning the school er (.) burning the house down.

Sarah repeatedly reinforces the fact that she believes that Owen's difficult home life has led to him having difficulties with his social, emotional and mental health:

926. S: he's entitled to defend [himself].

927. R: [yeah] (.) yeah

928. S: But he's also (.) to me (.) showing learned behavior of his dad

She reinforces the importance of needing to recognise Owen's behaviours in the context of his parenting and home life:

1098. S: So (.) there's a lot of things [behind]

1099. R: [Yeah yeah] yeah

1100. S: behind it

1101. R: Yeah

1102. S: (1) but this kid is technically (.) I'm not saying the behaviour's right

1103. R: Yeah

1104. S: (1) cos (.) by (.) no [means]

1105. R: [yeah]

1106. S: and I'm not (1) I don't condone it
1107. R: Yes (.) it's looking at where it comes from (2) having that understanding.
1108. S: (1) my children have witnessed a lot with myself
1109. R: Yeah
1110. S: and I got them out.
1111. R: Yes.
1112. S: (1) but obviously (.) Owen still witnesses (.) [things].

Sarah speaks of her frustration in feeling that Owen needs to receive some support for his SEMH, including learning how to express his emotions in a productive way, rather than simply being 'punished' for the incident:

2274. S: (1) These are the years (1) he should be learning this stuff. (.) Under secondary school.
2275. R: Mm hmm
2276. S: (1) And we've like stripped that away from him.
2277. R: Mm hmm (.) mm hmm
2278. S: So where's he gonna learn it?

She refers to feeling 'helpless' as a parent:

1512. S: (2) And I'm helpless. (1) You're right I'm doing exactly what (.) everything I possibly [can]
1513. R: [Yes yeah course]
1514. S: to to main to maintain it. (.) But at some point (.) something gives. (.) And that giving point
1515. R: Mm
1516. S: were that incident in Xold school. (.) If that doesn't (.) raise alarm [bells somewhere]
1517. R: [Mmm]
1518. S: what is?
1732. S: (1) D'you d'you know what I mean. (1) and (1) how d'you (3) I find myself in a situation where (.) I don't know (.) how to (3) tell him that he's (1) been naughty. (.) And how to (1) manage it (.) properly.

Again Sarah appears to speak very honestly here, and seems to be openly asking for support. I wondered whether Sarah also felt that 'something might give' in terms of her own

abilities to remain strong. She speaks of her frustration that the old school were starting to understand about Owen's home life, and the influence of his dad:

502. S: and that (.) that were starting to work (.) they saw (.) they saw straight through (.) his behaviour and his attitude
510. S: it's a shame that he didn't
512. S: stay in
514. S: because he would have got the help

Sarah goes on to refer to some SEMH support that Owen's Old school had referred him for, and her frustration that the new school 'stopped' him from getting access to this support:

236. S: (2) guess who put a stop to it?
237. R: mm (3)
238. S: Miss Williams.
242. S: (3). New start. (.) New school. (.) We'll decide.

Sarah again appears to refer to her sense of powerlessness in having professionals make decisions that she does not agree with. She seems to feel exasperated that Owen's behavior is not put into context, and is not seen as an opportunity for teaching, to equip him with skills for later life:

1946. S: And it comes down to (.) the upbringing of a child
1947. R: mm hmm
1948. S: That's where it blames
1949. R: Mm hmm.
1950. S: But in this aspect who would you blame?
1951. R: Mm hmm.
1952. S: We we're both responsible (.) but I know what I've taught my child.
1953. R: Yeah.
1954. S: (2) But (.) obviously (.) whether he implements that I (.) that video shows that (1) he didn't. (.) That's not me that's taught him (.)
1960. S: But (.) there's (3) I think there's (1) further steps (.) if I (.) if I were able to
1961. R: Yeah
1962. S: (.) work with schools (1) and look at (.) children (.) and be in that kind of role (1) that's what I would be asking

1963. R: Yeah

1964. S: to do. (1) And look at the way (1) that children are behaving and the reasons why.

Further feelings of despair are presented, whereby Sarah desperately wants to be supported to bring Owen up well. She even speaks of wanting to go back to Owen's dad, despite the domestic violence and difficult relationship, in order to support her children:

2168. S: it's (1) if I'm honest (3) if somebody (.) if his dad (.) were to say to me (1) and I mean (1) we (.) this is fairly quiet. (1) Have me back I'd have gone back.

2169. R: Yeah

2170. S: Because their life would've been (2) more (1) easier.

This section further highlights Sarah's feelings of powerlessness, and the tragic fact that she feels the only positive option would be to return to this man who was violent towards her. It highlights that she would do anything for her children, even if it meant putting herself at risk.

Reflection

I felt that Sarah's views were extremely valid, in terms of understanding behaviour in context. However, she seems to be blaming herself and Owen's home life for a lot of his difficulties, which I feel is unfair as school can also play such a vital role in working jointly with parents, to foster social and emotional wellbeing.

'Miss Williams'

'We always do believe children should have a fresh start' (506)

Here Miss Williams' belief in a 'fresh start' for children who have come through FAP are explored.

Miss Williams begins her narrative in giving her account of 'the incident' that led to Owen's school swap. She explains that she spoke to the Vice Principal at the old school about a 'possible permanent exclusion':

8. W: Erm (.) and it was the back end of just one (.) one off incident.

9. R: Yeah.

10. W: Erm which is really rare to be honest

11. R: Yeah.

12. W: that any school would make that decision. (.) When I spoke to him he said (.) when he viewed the CCTV footage it was erm Owen assaulting another child

13. R: Mm hmm

14. W: but he said it was one of the worst ones he'd seen

15. R: Oh ok (.) right.

16. W: for the (.) for the age of Owen (.) erm he he what he said he witnessed was erm (.) Owen had erm he'd had a fight with this other boy (.) got him to the ground (.) but then what he did was he persistently stamped on his head

She goes on to speak of the importance of 'being positive' for those children and families who have gone through the Fair Access Panel (FAP):

40 W: er because it's supposed to be (.) whenever you're you're integrating a child into your school that's come through those [systems]

41 R: [yeah]

42 W: (1) you have to try and be positive.

140. W: Which has probably caused a lot of stress (.) in the family (.) to them.

852. W: (2) those type of kids that have been through that that that system (1) have clearly (.) had (.) a lot of negative

She goes on to speak of the importance of a 'fresh start'

80. W: Erm and we always do suggest that because we we do truly believe that (.) children should have a fresh start

She refers to the perceived benefits of doing a 'swap' rather than a permanent exclusion:

375. W: because he hasn't got a permanent exclusion on his record (.) and he can he can have a chance at having [a fresh start.]
1008. W: (4) it's (.) difficult cos it's there's not (.) really much difference. (1) The only thing (.) that I think (.) is (.) is a (.) a big difference is (.) if a child knows that a permanent exclusion exclusion has been [issued]
1009. R: [Mmm]
1010. W: or a parent does (.) they see that as then being on their child's record.
1020. I think (1) I think if a child (.) sometimes feels they've got a permanent exclusion (.) on their record it's like a heavy weight around their [shoulders.]
1021. R: [Mm hmm]
1022. W: It's (.) it's going with them wherever they go
1034. W: I think if a child does have a permanent exclusion on their record (.) there's that element of (.) I've given up.

Miss Williams speaks of what she means by a 'fresh start'

868. But then trying to give them a fresh start and be positive about it (.) so that's why I was saying to you we (1) although when (.) they come over to us we (.) erm (2) they come through that system. (.) We don't (.) we don't share that with wider staff. (.) We do actually just give them a fresh start. (.) They'll meet me (.) and I'll (.) go through (.) the reasons why they've gone through that system
870. W: and be clear on what the expectations are but then aside from that (.) at the end of the meeting I'll always try and (.) make it so it's it's (.) right we draw a line under that now (.) and then (.) right lets (.) lets have a look at what you your week would look like

She feels that children don't want to talk about any negative experiences that have led to the SWAP:

242. W: (.) And then (1) and the minute the meeting switched to (.) right (.) leave that now (.)
243. R: Yeah
244. W: (.) we have to (.) lets look at a fresh start
245. R: yeah
246. W: he changed (.) [he sat up in his chair]
247. R: [ok]

248. W: he (.) erm (.) and (.) and I kind of haven't mentioned it since (.) because on only (.) when we had the fight last time (.)
249. R:mm
W: when I did his reintegration meeting (.) just to say (1) you know obviously that was what he had to leave his other school for (.)
250. R: mm hmm
251. W: so (.) erm (.) it can't happen again [here]
293. W: Erm and he was really grateful when I said he could it was a fresh start.
871. W: they don't like talking about what's happened.

Reflection

I wondered whether Miss Williams felt that she had to perhaps justify the 'swap' to me, in explaining the severity of the 'incident'. I felt that she genuinely wanted the best for Owen, as well as other students who come through the FAP process. She clearly had a lot of empathy around how 'traumatic' the process can be, both for the young person and their family. I wondered whether the notion of a 'fresh start' where the incident is not 'mentioned' again, somewhat places blame on that child or young person, and perhaps makes them fearful about any future behaviours that could put them in a similar position. Although it was a serious incident, I felt that her statement '*it can't happen again here*' seems to place blame on Owen and perhaps does not allow for consideration of the reasons behind his behaviours. **I felt that such statements perhaps reflected Miss Williams' sense of 'power' within the systems, and that school has this ultimate power over vulnerable students.**

Miss Williams describes the first meeting between Owen and his parents. She highlights that although she wanted it to be a 'positive' first meeting, it seems that she found this difficult since his parents were 'bickering'.

52. W: So I ended up sending him out and then I brought him I I said to mum and dad that erm (.) I would just basically do the talking [I I knew that]
53. R: [mmm]
54. W: I I didn't really want them to [carry on disagreeing with each other.]
55. R: [mmm]
56. W: When we brought him back in then (.) we then had a really positive meeting.
962. W: I think (.) because I was quite firm with them in the meeting (1) it was rea- it was really strange like I I was like a parent telling two child- two children off (.) please don't
964. W: don't do that. (.) I think it just laid (.) the line clear

Reflection

Again, I felt that Miss Williams clearly wanted the best for Owen and was perhaps trying to act as an advocate. However I wondered about the effects of this interaction on Owen's parents. I wondered if this initial meeting set the scene as a place where staff and parents could work together, or whether it reinforced power hierarchies. It seemed that Miss Williams perhaps felt that this type of interaction was justified, due to her sense of 'power and position' within school. I also wondered whether Miss Williams had considered the effects of the interaction before now, in terms of her being 'like a parent telling two children off'.

'We consistently have those high expectations and the support's always there' (337)

This section explores Miss Williams's views regarding the good practice in school, in order to support pupils who have come through FAP.

Miss Williams indicates that she is very proud of her school, and the work that staff do to support students who come through the FAP process. She told me in our initial discussions that the reason she wanted to take part in the research was so that this good practice could be shared and celebrated. Throughout her narrative, Miss Williams speaks of the many 'success stories' that the school has experienced, as well as how well Owen is doing:

510. W: (.) Erm and honestly we've we've had (1) well Owen's a success story.

511. R: Mm

512. W: There's another boy in year 11 that's a success story. (.) We've had girls in year 11 leave who were success stories (.) [that you you wouldn't have thought so]

1004. W: we (1) they just seem to have (.) coped with his move well and then he's settled in really well [so]

She speaks of the school having 'consistency' in the high expectations and behaviour management systems, alongside a high level of 'support'.

325. W: I think (1) the likes of Owen and then other kids that we've had come through that system (1) just respond to it straight away.

326. R: Mm hmm

327. W: They know they (.) we're so black and white (.)

333. W: it'll always be like that. So erm and it's and it still is like that for him now so (.) I think it (1) like I say the the way that we consistently (.)

335. W: Erm manage behaviour. (.)

337. W: How we consistently have those high expectations (.)

339. W: (1) and the support's always there.

She speaks of 'support' in terms of a pastoral support plan for children when they come through FAP:

708. W: erm (.) the minute any child comes in on a a (.) through Fair Access or on a SWAP

709. R: Mm hmm

710. W: is already we're already (.) monitoring them and [keeping]

711. R: [Mmm]

712. W: keeping track on whether they're meeting their targets.

713. R: Ok.

714. W: It's things (.) when when they first come through it'll it will be things like (1) not picking up behaviour points in lessons.

Reflection

There seemed to be a lot of good practice within school, however I wondered about those children who may struggle to reach those high expectations. Again I felt there was perhaps a lack of awareness around interpreting the reasons behind certain behaviours, and that for some children, such high expectations may be difficult to achieve.

Miss Williams speaks of the importance of Owen forming a positive relationship with a particular teaching assistant:

313. W: The the thing that worked for him the most (.) was I think the relationship he he had with XTA to start off with.

314. R: mm hm

315. W: Erm and that (.) just the pastoral care that went into him to support him.

606. W: (.) because (.) erm he's had you know he's had an awful lot of (.) support from from XTA.

She speaks of the support that this TA has given to Owen's parents:

652. W: I think and his parents as well [because]

653. R: [Ok]

654. W: his parents (.) I think his parents (1) like (.) XTA.

655. R: Right.

656. W: (1) Yeah she's very down to Earth and she's very Xlocal authority.

657. R: Right ok.

658. W: So [I think a lot of people can relate to that]

She speaks of Owen's success in taking part in 'student voice' activities:

118. W: (1) It's erm (.) well student voice is where they erm they they go off in groups and they erm discuss issues in the school like (.) I'm not sure which one (.) I'm not sure which group he's in (.) but they they look at different areas of the school that they want to improve and [it's basically their voice they then get to voice their opinion to SLT and]

120. W: (.) erm (.) and they can nominate themselves to be (.) school president (.) [it's things like that.]

133. W: and things like that (.) and he (.) absolutely loves that.

Miss Williams speaks of the importance of 'praise' for Owen and for other students who come through FAP systems:

132. W: Just just loves it. (.) and he gets a lot of praise for it the the praise is a massive thing.

133. R: Right.

134. W: (1) Praising these children [who have been through]

135. R: [yeah]

136. W: such a trauma of having to move schools [usually]

896. W: Yeah (.) cos he gets praise for it. (.) Erm (.) he he just (1) he loves (.) any kind of recognition. (.) Erm (1) and (.) especially like if they do the hospitality stuff where they support the parents evening and things. (.) He's (.) like (.) just proud as punch walking round [cos]

895. R: [Right]

896. W: he gets a (.) a a a well done

Reflection

Again was clear that there was lots of good practice going on at the school. Miss Williams clearly recognises the importance of positivity, praise and recognising pupil strengths after the 'trauma' of FAP. However it seemed unfair that Owen had perhaps been left feeling that he had to prove himself, whereby he seemed so desperate to receive this praise. It seemed that Miss Williams was possibly unaware of the tragedy at play here, whereby such children are then so desperate to receive praise. I felt that her claiming Owen was a 'success story' appeared to reflect her own perceptions rather than having asked him or his parents if they felt this way.

Miss Williams also speaks of the importance of parent involvement:

674. W: His parents were very keen [to get him back into school]
675. R: [Right (1) right]
676. W: which is helpful because sometimes a lot of those children that have come particularly through FAP (.)
677. R: Yeah
678. W: their parents don't really engage [very well]
679. R: [Yes]
680. W: Erm (.) or are not pushing the kids to [be back in school.]
681. R: [Yeah]
682. W: (1) So (.) that that is probably part of his success story

Reflection

I wondered about the statement that some parents 'don't engage very well'. It seemed that Miss Williams perhaps felt that this was beyond the school's control. I wondered if staff had an awareness of the reasons why parents may find it hard to engage, and what schools can do to foster this relationship. Again I felt that Miss Williams often presented a very 'knowing' stance, which was based on her own perceptions rather than truly having an insight through Owen and parent voice.

'It was like I've got to make up for what I've done' (line 948)

This section explores Miss Williams' thoughts regarding the reasons behind Owen's behaviours.

Miss Williams refers to Owen's feelings around the 'incident' that led to the SWAP:

232. W: When I talked through the incident what had happened he cried. (.) He sat there and he cried. (.) And he he (.) he clearly (.) regretted it.
618. W: [And] (.) hopefully it it will just mean that there's not another serious that that (.) everything that's happened he clearly found the whole thing [traumatic.]
622. W: he was so upset. (.) He was so upset and he wanted he was trying to justify to [me everything that this boy]
623. R: [Ok]
624. W: had done to him [that made him]
625. R: [yeah yeah yeah]
626. W: (.) lose his temper. (.) Erm (1)

Miss Williams clearly empathises with Owen and recognises the difficulties that he has faced. She speaks of the fact that he 'wants to be liked':

289. W: (1) From the minute he walked through the door he just really likes to be liked.
290. R: mm
291. W: And he really wanted to do well here.
299. W: he was so he was overly polite [with staff.]
300. W: So he hi miss hi miss (.) erm or we'd open a door for him oh thank you thank you thank you he was a and he just wanted to be liked.
307. W: and it's just that I think just just (.) wanting a bit of attention
308. R: Yes
309. W: wanting to be liked. I don't I don't see him as much now cos I think he gets that from his friends.

She goes on to refer to him wanting to 'impress' staff:

594. W: wants your attention it's quite sweet. (1) Erm (.) I just hope that there's not another (.) serious incident [cos]
640. W: Erm (2) but he he just loved to impress her
644. W: and he'd be beaming [with pride stood behind her]

I then asked her what she felt was behind those behaviours:

948. W: I think cos he knew that we both knew (.) it was like I've got to make up for what I've done.
949. R: Mm hmm (1) yeah. (1) That makes sense.
950. W: Yeah. (.) Sad that isn't it ((laughs)).

Reflection

Whilst it was clear that Owen was indeed getting lots of positive feedback in school, like Miss Williams I again felt that it was sad that Owen had been left feeling that he had to 'prove' himself in such a way. In her busy school role, I wondered whether Miss Williams had had much opportunity to reflect on this, and the reasons behind his behaviours. However, I felt that the narrative approach to interview allowed her some valuable reflection time. I wondered whether Miss William's 'laughter' here perhaps represents what is not said, such as the fact that she feels that she can't do anything about these feelings that Owen or other pupils may experience. I wonder if it represented a resignation to the situation in schools, whereby such feelings are inevitable.

Miss Williams refers to a 'blip' whereby Owen thought he was in trouble, and the upset that this caused him:

910. W: he had to have a bit of a telling off. (1) Well (.) he was distraught. (.) He was absolutely distraught. (.) It was it he didn't even get to the point where he got a detention. (1) But he'd gone home and he'd he was that upset about it that mum had to bring him back into school.

916. W: And I (.) his (.) I think his thought process probably would have been (.) I've let people down. (.) Erm and (.) and this goes back to if they've (.) if (1) you know he (.) he had (.) that serious incident at (.) that school and I think he just felt like he'd let ev- (.) I think it brings back those feelings [so]

917. R: [Yeah]

918. W: (1) So (.) I mean I did some restorative work with him and the teacher and that worked really well.

924. W: but yeah it's (.) because we've been so positive [he didn't]

925. R: [Yeah]

926. W: he didn't want any negative.

Reflection

Again Miss Williams seems to show understanding and empathy regarding Owen's feelings, and how clearly desperate he is to 'do well' and 'not let people down'. I wondered how the process had affected his resilience. I reflected on the importance of ensuring that young people know that we are not perfect and all make mistakes. Miss Williams did however seem to have some understanding of what was needed to repair the situation in terms of 'restorative work'. What is perhaps unsaid here is that whilst Miss Williams speaks of Owen not wanting any negative, I also had a sense that her opinion would also reflect that of the school, whereby 'negative' or 'behavioural incidents' are indeed discouraged and frowned upon.

'I think he has got some social emotional issues' (line 263)

This section presents Miss William's thoughts around Owen's possible SEMH needs, as well as her perception of the needs of other FAP pupils.

Throughout her narrative, Miss Williams speaks of her understanding of the 'issues' that many children bring (including Owen), who have been through FAP:

44. W: And it's really hard cos a lot of the time you know that they're coming with issues

45. R: Yeah

46. W: (.) and you know that they might bring your school some issues.

504. W: They come off the role of the school that they were at and they come on your school role. (.) Erm (1) and (1) it's a toughie because (1) you can imagine some of the the issues that some of those children bring [to some schools.]

Reflection

Here Miss Williams seems to refer to the difficult situation that she faces, in wanting to support those students but knowing that they may in some ways 'disrupt' the school environment. This perhaps reflects the tensions within the current education system, whereby 'inclusion' and school targets are in conflict. **What is perhaps unsaid is the fact that she feels the school lacks knowledge and skill in meeting these needs.**

Miss Williams refers to her interpretation of what she feels is behind Owen's difficulties:

263. W: (2) Erm (4) I think it's I think he has got some (.) social emotional issues.
264. R: mm
265. W: I think (1) I think he he seeks to be liked
266. R: Right
267. W: er quite a lot.
268. R: Ok
269. W: And I think if (.) I think maybe (.) if he's (.) if he felt (1) like he's left been left out or something [I mean]
270. R: [yeah]
271. W: I don't know the full incident (.)
272. R: yeah
273. W: the the details of the incident but (.) erm (1) I think it's (.) probably then (.) got to the point where (.) his anger's got (.) got the best of him.

She refers to the fact that she doesn't know what can be done to prevent another 'incident':

594. wants your attention it's quite sweet. (1) Erm (.) I just hope that there's not another (.) serious incident [cos]
595. R: [Mm hmm]
596. W: (.) his behaviour his behaviour will stay OK now [he's fine.]
597. R: [Yeah.]
598. W: (.) Erm and he knows what our expectations [are]
604. W: (1) I'm just hoping (.) and I don't really know if there's like an intervention that we can put in place [to prevent that]
610. W: erm (1) I mean we do have things like er the targeted youth service who do (.) things like anger management [and stuff like that.]

611. R: [Yeah (.) yeah]

612. W: But he doesn't (.) come across [angry.]

She feels that he has settled in very well, therefore 'interventions' are not needed:

1002. W: that was certainly the first time I'd seen her so we'd not had to (.) like (1) put anything any interventions in place

1003. R: Mm hmm

1004. W: we (1) they just seem to have (.) coped with his move well and then he's settled in really well [so]

586. W: But other than that we've not really had to have much (1) much contact with them cos his placement here's been [so successful.]

Reflection

Although Miss Williams does refer to some 'social and emotional issues', I felt there was perhaps a lack of understanding regarding how that may present in children and young people, and that it is not necessarily only those who display 'disruptive behaviour' in need of support. Her statement '*I hope there's not another serious incident...he knows what our expectations are now*' perhaps further reflects a perception that responsibility lies with Owen. **Again, this further reflects her belief that school holds power and position over pupils.** I also wondered if certain assumptions were being made regarding parent views that he was 'doing well', since I knew that his mum did not necessarily hold the same viewpoint.

Miss Williams goes on to speak of the fact that 'being positive' is not always enough for children with 'behavioural difficulties':

882. W: erm (.) we've we've had kids who have who have come through that system and it's (.) you can be as positive as as you like

883. R: Mm

884. W: the the behaviour won't (.) won't change. (.) Erm sometimes a mainstream provision isn't right for that child

She speaks of the fact that after six weeks of a 'swap', CYP behaviour often returns to 'how it was':

562. W: and they've been successful for the 6 weeks (.) and then I've met like the vice principal like maybe two or three months after that and they've gone (.) Oh my god ((laughs))

566. W: [Can't believe they behaved that six weeks as soon as they were on roll [and they started misbehaving so.]

She refers to the fact that she hopes going through FAP is a 'lesson learned':

626 W: (.) I know sometimes you like to hope that part of the (1) the swap system and the FAP system is that it it's a lesson learned [and then]

627. R: [Yeah]

628. W: again you do have your fresh start.

1156. W: They're our kids you know. (1) Erm the the (1) the best thing is if they (.) they go away they learn a a lesson (.) and (.) and we've had we've had many kids do that (.) where they've come back and

She speaks of 'naughty children':

1146. W: you'd think like (1) that (.) cos naughty children (.) often find (.) other naughty children ((laughs)) (.) but (.) erm (2) yeah they (.) they tend to want to come back.

868. W: Erm (.) and brought on themselves (.) you know if it's (.) a result of poor behaviour.

Reflection

Although Miss Williams is empathetic towards children with difficult backgrounds and who may go through FAP, again there seems to be a lack of understanding around the possible reasons for their behaviour. It seems that she feels there isn't always much schools can do to change this, and that children can be 'lost causes'. I also got the sense that Miss Williams perhaps felt that school should not always hold this responsibility, or that they can't due to not having adequate resources. Interestingly, Miss Williams also refers to the 'purpose' of a school SWAP, whereby children can 'learn a lesson'. Again, this perhaps reflects the educational climate, whereby a focus on 'league tables' and 'attainment' leads to children being branded 'naughty' due to them being a risk to the school's reputation. Again such statements reinforce the position of power that Miss Williams feels school holds in the lives of children and families.

'The way SWAPP was done in XLocal Authority was one of the worst I'd seen' (line 385)

This section presents Miss William's views on the FAP systems within the local authority.

Miss Williams speaks of the FAP systems in place within the local authority. She refers to the fact that the 'SWAPP' system (known as a managed move in other areas) has 'failed':

377. W: (.) Erm the the SWAPP system as a whole has just has totally failed (.) now. (.)
1088. W: they changed the protocol.
1089. R: Ok.
1090. W: About (1) the (2) the register marks and (.) and legally the child then had to go on roll at your school and things like [that.]
1091. R: [Right]
1092. W: Which would cause a school a lot of complications. (1) Erm (1) so (.) I think that was an element of a lot of people (.) backing out.
1110. W: Erm (3) there's there's all (.) kinds of things they're then (1) accounted for and (.) I think like on your (.) your sensus and stuff like that.

Miss Williams speaks of the difficulties that were faced in the 'SWAPP' process within the LA (see appendix 13, lines 383-345, 478-488). Reference is made to the fact that no one was monitoring it, that children were 'set up to fail' and that it was perhaps used by schools to say it was an 'intervention' before then 'justifying' a permanent exclusion. She speaks of a new 'SWAPP' system that is now set up as a 'private' arrangement between schools. She speaks of children sometimes 'wanting to come back', and that it can serve as 'respite' for schools (see appendix 13, lines 1116-1134, 1078-1082)

Miss Williams speaks of difficulties with the FAP process generally (which Owen came through), as compared to the 'SWAPP' panel:

466. W: we considered the child's need maybe more than what they do (.) at Fair Access.
467. R: Right.
468. W: Because (1) I think the heads discuss them there and sometimes (.) the head's don't always (.) know (.)
469. R: Yeah.
470. W: the children.
474. W: erm (.) they don't always know the ins and outs of the [family life]
475. R: [mm hmm]
476. W: and what's (.) in the child's best interests so (.)

Miss Williams speaks of the difficulties that schools face with the current FAP processes, and why this may lead to a permanent exclusion:

W: it's a bit of a frustration like at the moment they won't even erm consider a child through Fair Access if they've not had an Ed Psych [assessment.]

769. W: we put a case together and they're just knocked it back and said (.) he'd have to have [see an Ed Psych.]
- 764 R: [Right Ok.]
- 765 W: I mean he won't benefit anything (.) [from it.]
- 766 R: [Yes] yeah yeah yeah yeah.
- 767 W: (.) And it's (.) a bit of a pointless exercise.
1048. W: it's a bit like this at the moment where (.) erm (1) it's quite difficult to get a (.) child placed at another school (.) then (.) the the (.) the referring school then (.) feels like they've got nowhere to go so a permanent exclusion has to be [issued]

Reflection

I felt that Miss Williams was quite honest with me in terms of her perception of the 'failure' of the FAP systems. However I did feel that she perhaps held back on her opinions, possibly due to her perception of my role. For example what is perhaps unsaid are her further opinions around children 'going on roll' and the 'complications' that this would cause. I wondered if she felt that this would cause complications due to school then having full responsibility for children, and that this could then affect the school's data and performance targets. What is also perhaps unsaid are the reasons why she feels that EP involvement would be 'pointless', in order to support the student at risk of exclusion. I wondered if this reflected a poor understanding of the role, and her lack of knowledge regarding the potential value in such situations.

Miss Williams refers to the fact that new FAP systems are coming into place, and her hopes for success:

1052. W: [Yeah] (.) cos there's now an early intervention panel and things like that so (.) fingers crossed.
1064. W: But I'm just hoping it's (.) gonna be a better system.
1066. W: I think (.) it's making sure that at that early intervention [level that everything's been done.]
1067. R: [Oh ok (1) ok]
1068. W: That everything (1) that could possibly (.) be done for a child at their current [school has]

Reflection

This section reveals many of the tensions that seem to be apparent within the Fair Access Protocols and systems within the Local Authority. Again I feel that it reflects the conflict between 'inclusion' and 'attainment'. Whilst it appears that FAP processes are trying to be more inclusive, schools are perhaps not equipped or prepared to meet these needs, in light of other agendas.

Summary

This chapter presents my analyses of individual narratives, where consideration is given to how participants make sense of their experiences in relation to research questions. The next chapter will focus on how the narratives relate to one another, again with links to literature.

Chapter 5: Discussion

Overview

The previous chapter presented my interpretation of individual narratives, in relation to my research questions. It is important to note that a vast amount of rich information was generated through the narratives, and my discussions could therefore take a variety of directions. Due to word limits, I will now reflect on what I consider to be the most salient and powerful aspects of these individual narratives, in relation to each other and in relation to the existing literature base, again with regards to my research questions (see page 22).

I will reflect on how findings might inform practice throughout, with particular reference to the role of the Educational Psychologist (EP) (see appendix 14 for a summary of the EP role, and appendix 8 for a summary for the LA). Finally, I outline the strengths and limitations of this study, before suggesting possible directions for future research.

Introduction

This research set out to examine the perspectives of participants, in terms of what I would deem a 'grey' form of exclusion, known in the Local Authority as a 'school swap' through the 'Fair Access Panel'. This is used as an 'alternative' to permanent exclusion. My interpretations of the individual narratives highlight the many overlapping and contradictory themes, ideas, emotions, thoughts and perspectives of the three participants, in relation to this process. In response to my research questions, how participants 'make sense' of the 'school swap' experience is multi-faceted and complex. I would suggest that issues of social justice, ethics and human rights need to be considered, alongside a consideration of what can be learned from the more positive outcomes. Such issues will form the foundation of my preceding discussions. As is cited by Billington (2006) we need to ensure that we

'do not merely subscribe to the principles of ethical codes but work hard to resist becoming separated from matters of social justice, which...are the preserve of all human history' (p. 96).

The Local Authority: Links to the wider systemic context

As has been discussed, current educational policy and practice in the UK often leads to the marginalization of those who do not 'fit' (e.g. Armstrong, 2018, Jull, 2008). However, exclusion is incompatible with the agendas of inclusion and the human rights of

children and young people (Bagley & Hallam, 2016). Hence, rises in disciplinary exclusion in England has led to several alternatives, including what is known as a 'school swap' in this specific LA.

The effects of this wider political context are evident throughout the narratives, and Miss Williams speaks of the direct effects on vulnerable CYP. She speaks of the 'SWAPP' system having failed (known as a 'managed move' in other authorities and different to Owen's 'swap'). She speaks of children being 'set up to fail' and schools using it as evidence of an 'intervention' before a permanent exclusion can then be justified. She refers to schools 'opting out' when changes to systems meant that students had to be put 'on roll', hence perhaps having greater responsibility for their education. She refers to her own intentions for sending CYP on a 'swap', including school receiving 'respite' and pupils 'learning a lesson'. This is seemingly in contrast to her empathy and understanding regarding the needs of pupils who go through such a system. These factors emphasise that schools have multiple and competing agendas regarding why CYP may be 'moved' (e.g. Bagley & Hallam, 2016).

Miss Williams speaks of current issues within the 'Fair Access' protocols which relate to Owen's case. It seems that staff on the panel do not always have a full understanding of CYP needs. The FAP panel has recently changed protocol in order to reflect the SEN Code of Practice. Hence, before schools can request a 'swap' (as in Owen's case) 'interventions' and involvement from Educational Psychology should be evidenced. Whilst this sounds positive, where schools feel that they cannot provide such support, they are then often left with 'no option' but to permanently exclude. From my own experience on placement I know that this has led to an increased number of permanent exclusions in the LA over the last few months. Drawing on this research thesis as well as the FAP review (see page 7 for summary) I would suggest this is due to a variety of factors, including a lack of staff knowledge in meeting SEN needs as well as the needs of CYP at risk of exclusion. It includes a lack of knowledge regarding the SEN Code of Practice, and a lack of robust Assess-Plan-Do-Review cycles. It also includes the wider, more system wide issues that affect education policies and practices in the UK. Power and Taylor (2018) highlight that:

'the unintended consequences of government policies...put pressure on schools to be 'inclusive' without having adequate resources in place to support them' (p.12)

Hence, the *'competing demands of inclusion and the regular business of schooling'*, leads to *'the use of exclusionary practices that 'fall short' of an official exclusion'* (p.12).

As Miss Williams states, a 'school swap' (as in Owen's case) is intended to be used when a student is 'on the brink' of a permanent exclusion, so as to give them a 'fresh start', and prevent the need for a permanent exclusion. In this way the principles are similar to what is known as a 'managed move' in other areas, however there is no 'trial' period and the student immediately goes 'on roll' at the receiving school. It seems to be a 'grey' process that just falls short of an official exclusion but is nevertheless exclusionary (e.g. Power & Taylor, 2018).

Several questions have arisen as a result of this research journey. First, to whose interests is the 'swap' serving? Perhaps any alternative to permanent exclusion is favourable for CYP and families. However, I would suggest that such a process results in undesirable factors not dissimilar to an official exclusion (to be discussed). I propose that the 'swap system' serves the interests of the LA, in reducing numbers of permanent exclusion. This is problematic since:

'building targets around exclusions is only likely to mask various practices, make them less visible, and actually prevent more effectively targeted resources and structures being made available' (Power & Taylor, 2018 p. 12).

I would propose that neither a permanent nor an 'unofficial' exclusion are the answer here, and that a different approach to meeting CYP needs (including Owen's) is required. As is argued by the Centre for Social Justice (2011):

'Permanent exclusion can be a legitimate sanction in certain cases. However, it is a very reactive and punitive process which can be extremely damaging for children and young people. It can be stigmatising for them and their school. Furthermore, it often fails to address the issues which have led to the child or young person's exclusion in the first place.'

It is further stated:

'There are also other means by which schools can arrange for pupils to have a genuine fresh start elsewhere, taking a forward looking and positive approach. However, these should only be considered where best efforts have already been made to support them to stay at their current school.' (p. 131).

I will now discuss specific elements of my findings, in relation to the wider literature base.

The lead up to the 'swap'

This research set out to examine the wider context of the swap, including 'before', 'during' and 'after'. Being 'on twilight' is a significant aspect of Owen and Sarah's narratives, which seemed to have a range of negative effects. Owen missed seemingly weeks of his education, being in school for only two hours per day. It was inconvenient for parents who had to try and 'teach' him at home, and his aunt paid for a maths tutor to compensate. My interpretations led me to believe that Owen felt guilt and isolation, and was left feeling unworthy of an education. It served to 'punish' rather than to 'teach' or 'restore'. Previous research on the effects of permanent exclusion reports similar difficulties (e.g. Rendall & Stuart, 2005). Neither Sarah nor Owen appeared to fully understand what this process was. It seems that this was a form of 'internal exclusion' which lasted for many weeks. With regards to such 'seclusion' and 'isolation' rooms, the DfE (2016) states schools '*must act reasonably...when using such rooms*' and that time spent there should be '*used as constructively as possible*' (p.12). The Centre for Social Justice (2011) also speaks of concerning practice in such 'internal exclusion' areas, which are often used as '*holding bays*' to '*contain pupils with challenging behaviour*' (p. 139). Indeed, it appeared that this served as a 'holding bay' for Owen whilst he waited for his 'swap'. It is proposed that the quality of such provision can vary considerably, whereby pupils are not given opportunity to improve or understand their behaviour (The Centre for Social Justice, 2011). It is further highlighted that:

'These provisions are strategies that are aimed at reducing the number of exclusions reported by schools...Even though reducing exclusions is important for pupils, families and schools, it should be done through increasing the breadth and quality of the educational provision, not by grouping the most vulnerable, unwanted kids...in the worst area of the school.' (p.139)

Owen went for seemingly weeks receiving this limited provision (October until possibly mid-January), which does not appear to be in line with the 2016 DfE guidance stating that 'isolation rooms' should be used 'reasonably' and 'constructively'. It is unclear whether this was recorded as a formal, 'fixed term' exclusion for Owen. The Centre for Social Justice (2011) speaks of 'illegal exclusion', whereby the 'absence' is not recorded officially and so does not affect the school's targets. It can include a 'part time timetable' which was indeed the case for Owen. Whilst not officially recorded, these pupils are given the same experience as a fixed-term exclusion (Barnados, 2010, as cited by the Centre for Social Justice, 2011). The **DfE (2017)** cites:

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.' (p.10).

What's more, if Owen had received an 'official' exclusion, the following statutory guidelines would apply:

'For a fixed-period exclusion of more than five school days, the governing board (or local authority in relation to a pupil excluded from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth school day of the exclusion.' (DfE, 2017, p. 16).

Owen's provision of 'two hours per day' with sporadic worksheets given to him for a number of weeks does not appear to meet this criteria. It seems that he was denied the education that was entitled to during this time. This added to his feelings of frustration and shame, highlighted in the previous chapter.

Behaviour as a communication

Throughout her narrative, Sarah repeatedly reinforces the need for staff to recognise the effects of Owen's difficult home life on his behavior. This includes growing up with domestic violence, living between two parents, feeling 'let down' by his dad and experiences of 'bullying' throughout school. She emphasises that whilst Owen needs to know his behavior is not acceptable, he also needs the opportunity to learn from this and for underlying needs to be met.

Disruptive behavior can be very concerning in terms of impact upon pupils, parents, staff and families. Annually, disruptive behavior accounts for 38 days of lost teaching time (OFSTED, 2014). Schools have to meet targets and manage behavior, and those staff members under pressure are '*less likely to have the time and patience to establish positive relationships with challenging pupils, or develop strength-based approaches*' (Roffey, 2016, p. 38). Armstrong (2018) speaks of the 'manage and discipline' model that is embedded within the UK education system. It is highlighted that the profound and significant implications of developmental psychology are often disregarded by educational policy. Rather, the '*manage and discipline*' approach to the conduct of CYP in schools is '*often intellectually muddled and un-informed about child and adolescent behavior and is often reinforced by ill-considered public policy*' (Armstrong, 2013, p. 13). It is suggested that policy making in England '*seems to be responsive to periodic moral panics about*

behavior in schools' (Critcher, 2008, cited by Armstrong, 2018 p. 999) '*rather than reliant upon careful, research-informed consideration of how what might be effective and ethical in practice*' (Armstrong & Hallett, 2012, cited by Armstrong, 2018, p. 999).

Through developmental psychology, the behavior of CYP is understood to be shaped by a dynamic process, involving daily interactions with those significant individuals (e.g. parents, peers, teachers, siblings) (Armstrong, 2018). The process of behavioural change is highlighted (Paterson et al., 2016), with school being recognised as a key shaping influence and '*major contributor to children's social, emotional and behavioural development*' (Armstrong, 2018, p. 998). It is proposed that a radical cultural shift is needed, so that there is better alignment between evidence based research in developmental psychology, and the policies and practices in schools (Armstrong, 2018). Integral to this is the vital importance of '*tackling factors which underpin observed behavior by students*' (Armstrong, 2018, p. 1004).

Law and Woods (2019) highlight the vital role of EPs in problem solving and consulting with schools, in order to understand the factors underlying behaviours. Bronfenbrenner's ecological model is suggested as being a useful framework, whereby consideration should be given to the relationships with peers, parents and the school environment (Hong & Espelage, 2012). As is emphasised by Owen's mum Sarah, parenting styles and the relationship between CYP and parents is highly influential in shaping behavior (Smack, Kushner & Tackett, 2015, cited by Gouveia, Leal and Cardoso, 2019). Positive peer and staff relationships are widely known to be linked to wellbeing, resilience and resulting positive behaviours (Gouveia, Leal and Cardoso, 2019, p. 68). Owen himself highlights that his aggressive behavior during the 'incident' was prompted by a desire to be 'popular'.

Although Miss Williams briefly reflects that Owen may have some 'social and emotional needs', there seems to be a lack of knowledge regarding how best to support these, as well as those of other children who come through the 'swap' system. Roffey (2015) speaks of those children with SEMH needs who may 'fly under the radar' if their behavior is not seen to be 'challenging'. This appears to be the case for Owen, who is generally 'well behaved', bright, popular and sociable. Miss Williams feels that he is a 'success story' who does not need 'any interventions'. Her reference to 'interventions' is perhaps indicative of notions of a 'quick fix' rather than for allowing space for reflection and curiosity (Frankham & Kerr, 2009). Furthermore, as mentioned earlier, Kearney, Williams and Doherty (2016) highlight that a long term approach is needed to break cycles of poor outcomes and complex problems that are often present in the lives of CYP and families.

Armstrong (2018) speaks of the fact that believing a '*solution*' can be arrived at, in order to '*tackle the wicked problem of conduct in schools*' is '*deeply inconsistent with evidence-based interactionist models about human behavior within developmental psychology*' (Armstrong, 2018, p. 1005).

Miss Williams regularly refers to pupils needing a 'fresh start'. However, I would propose that an opportunity to 'make sense' of what has happened is needed for such youngsters. The notion of a 'fresh start' implies a within-child deficit, and downplays the vital role of the environment and relationships, which underpin behavior (e.g. Frankham and Kerr, 2009, Jull, 2008). Razer, Friedman and Warshofsky (2013) further highlight the effects of such 'blame' being placed on individuals, leading to the reinforcement of negative cycles. As Bagley and Hallam (2016) found, a 'fresh start' helped young people to look towards their future in a positive way, however this was not sufficient on its own. Alongside this, CYP stressed the importance of schools responding creatively and flexibly to individual need, as well as focused support during transition, integration and in the long term. Although Miss Williams speaks of personalised 'pastoral support plans', these seem to be focused around targets such as 'not picking up behavior points' which again perhaps infers a within-child deficit.

Miss Williams highlights that for some students, this notion of a 'fresh start', as well as an emphasis on 'being positive' 'doesn't always work'. She further reflects that for some students, 'mainstream' may not be the answer. Razer, Friedman and Warshofsky (2013) speak of the 'helplessness frame' whereby staff view pupils as 'lost causes'. This then maintains the cycle due to a lack of action. Goodall (2018) further suggests that a 'one size fits all' approach to supporting SEMH needs is not effective. Rather, an understanding of individual difference is highlighted, so that support can be tailored. Schools need the advice and support of wider professionals (particularly EPs) in order to implement such evidence-informed practice. As Hamilton and Morgan (2018) highlight, '*professionals need to be allocated the time and autonomy to deliver appropriate teaching and behavioural support*' (p. 89). This includes a focus on promoting protective factors and building resilience, through '*whole school, whole child*' approaches (Roffey, 2016, p. 37), with a strong focus on '*connection, community, positive relationships, high expectations and social and emotional learning*' (Roffey, 2015, p. 20). Such positive factors within Owen's new school are discussed below.

Owen: A lack of voice

Despite the SEN Code of Practice (2015) emphasizing the participation of CYP in matters that affect them, research suggests that this is often not the case (Kimber, 2014). Furthermore, since legislation does not define what 'participation' is, this can result in 'superficial participation' (Hawkins & Soni, 2018, p.36). Greig, Hobbs and Roffey (2014) highlight that although adults may want to do what is best for children, they may do so *'without appropriate, timely or effective consultation with the young person themselves'* (p. 6). Furthermore, Young-Bruehl (2012) cited by Hawkins and Soni (2018) speaks of 'childism' whereby the discourse of childhood, and the positioning of children as 'subordinate' is used to justify the denial of such rights.

It is widely acknowledged that active participation in decision making is not only beneficial for CYP themselves, but also for the reform of the school as an organization, since CYP have much to offer (Ruddock, 2007, cited by Greig, Hobbs and Roffey, 2014). A sense of participation is essential for feelings of connectedness and belonging, which in turn enhances social and academic motivation and resilience (Greig, Hobbs and Roffey, 2014). Hamilton and Morgan (2018) highlight that students having opportunities to discuss hopes, dreams and progress serves to foster a sense of motivation and belongingness, as well as helping CYP to engage with 'real life issues' (Mainwaring, 2014, p. 102.) It is suggested that in order to foster a sense of school connectedness, children and young people need:

'structured, on-going opportunities that genuinely seek to facilitate their confident empowerment in the construction of a supportive school climate, the process of their own learning and their personal growth and development.' (Greig, Hobbs & Roffey, 2014, p. 6).

Kimber (2014) highlights:

'Involving young people within discussions about changing educational placements might... allow them to view themselves as agents of change within their own education.' (p. 30)

Owen and Sarah indicate that Owen was asked 'which school' he wanted to 'swap' to, which appeared to be the extent of his involvement. This therefore reflects a somewhat 'tokenistic' involvement (e.g. Hawkins & Soni, 2018). Kimber (2014) emphasises that a lack of involvement in the processes of 'exclusion', 'reintegration' and 'transition' can lead to *'feelings of anxiety, helplessness and a loss of control'* (Kimber, 2014, p. 30). My interpretation of Owen's narrative demonstrates that such feelings were indeed present during his 'swap' process. The language used by all participants further highlights that the 'swap' was not a joint decision, much like the process of a permanent exclusion. However,

Owen's involvement in 'student voice' at his new school is a positive factor highlighted by Miss Williams, whereby he is able to get involved in some decision making processes.

EPs have an important role in supporting schools and systems to ensure that CYP are involved meaningfully in the decisions that affect them (e.g. Kimber, 2014, Hawkins & Soni, 2018). EPs promote the voice of the child through various different methods, including direct work, work with small groups, consultation with the adults around them, as well as systemic and organisational advice (Gersch, Lipscomb & Potton, 2017). Several useful frameworks exist, which '*construe listening to CYP as taking place along a continuum... from 'low' to 'high'... such that one can listen 'a little' or 'a lot'*' (Gersch, Lipscomb & Potton, 2017). It is proposed that such models need to consider the '*contextual variables that can influence participation, such as the needs of the child and organisational barriers to participation*' (p.40).

Kimber (2014) further highlights that EPs are best place to support schools in developing person-centred planning strategies, '*which involve a young person contributing directly to personalised targets and having an opportunity to clearly voice and record their wishes*' (p. 30). It seems that Owen has not had the opportunity to set and monitor his own targets in his new school, with 'targets' such as 'not picking up behavior points' being set by school alone. Flitcroft and Kelly (2016) highlight the importance of students being able to monitor their progress after a 'move' alongside supportive staff members. It is highlighted that that '*really enabling their participation is highly complex*' (Greig, Hobbs & Roffey, 2014, p. 9). It is proposed that cultural, societal and practical issues give rise to this complexity, some of which are discussed above, including the idea of 'childism' (e.g. Billington & Williams, 2017). Hence, as EPs we often have to '*empower ourselves by re-philosophising our own restricted, entrenched assumptions and practices*' (p. 9). However, it is proposed that the profession is '*at last re-entering, with fresh insights, knowledge and tools*' (p. 9) with regards to listening to young people. In order to facilitate the expression of voice, both CYP and the adults around them '*need training and experience to develop their skills*' so that they can listen in an authentic and meaningful manner. A cultural change is required in order develop their active involvement, which is described as a '*process not an event*' (Greig, Hobbs and Roffey, 2014, p.10).

Owen: Shame, isolation and protective factors

For Owen, the narratives highlight that school is a place where he can feel belonging and a sense of achievement. This is particularly heightened due to his difficult home life and background. As Roffey (2016) highlights:

'for some children school may be the only place where people authentically care about them, where there is consistency and stability and high expectations are the norm' (p. 39).

However, Owen's 'voice', sense of 'belonging' and 'connectedness' appear to have been lost as a result of his time on 'twilight', as well as his ultimate 'unofficial exclusion', whereby he seemed to feel isolated and 'silenced' by staff. This 'punishment' appeared to lead him to feel shame and guilt, expressed at times as anger in his narrative. Tangney et al. (2013), highlight that shame is a *'painful, disruptive emotion that often arises when individuals recognise their own negative attributes or unwanted behaviours, especially when these are observed by others'* (cited by Cook, Wildschut and Thomaes, 2017, p. 120). Shame can occur when individuals fall short of expectations (Cook, Wildshut & Thomaes, 2017) and can lead to feelings of *'inferiority, exposure and reductions in self-worth'* (Gilbert, 1997, 1998a, 1998b, Mills, 2005, cited by Cook, Wildschut and Thomaes, 2017). Shame has been found to be associated with a range of diverse consequences, including depression, anxiety, aggression, impaired working memory amongst others (Cavalera & Pepe, 2014, Mills, 2005, Reimer, 1996, Thomaes et al., 2008, 2011, cited by Cook, Wildschut & Thomaes, 2017). I would argue that Owen has not been able to make sense of or validate these emotions. As a result of these feelings, Owen is now desperate to 'prove' himself in his new setting, which is recognised by all participants. He is afraid that it may happen again. Research on the effects of permanent exclusion reflects similar findings, whereby pupils feel unhappy, lonely, isolated, stigmatized and cut off from friends (e.g. Daniels, 2011, Rendall & Stuart, 2005). I would propose that the 'swap' process mirrors what Vandekinderen et al. (2018) describe as *'social exclusion in education'* which is a *'multi-layered concept'*, covering:

'the physical absence of socially vulnerable young people in education...the exclusion from meaning-making processes in education... [and/or] the lack of a connection with education.' (p. 1).

Owen's motivation, determination and resilience seem to have acted as protective factors throughout the 'swap' process, as well as support from school staff and parents. These factors are highlighted by all participants. Daniels (2011) found that supportive staff and parent networks help to aid the resilience of pupils permanently excluded. To some extent, Owen also appears to show the ability for self-reflection. This is evident in his comments about being *'a smart boy who has made a stupid mistake'*. Such qualities are

highlighted by Hamilton and Morgan (2018) as being essential for successful transition. Furthermore, Owen's motivation and desire to 'prove himself' shows that he sees himself as an '*agent of change*' within his education, which Kimber (2014) highlights as being pivotal to success (p. 30). Cook, Wildschut and Thomaes (2017) speak of the fact that CYP who endorse a 'growth mind set' experience less 'shame' and more 'pride'. Furthermore, this view of ability as 'incremental' rather than 'fixed' leads to CYP persisting when confronted with setbacks. However, for those children who do not hold such qualities, the 'swap' experience may be somewhat more damaging, further emphasising the 'double whammy effect' that Roffey (2016) highlights.

Identified good practice

Despite various limitations of the 'swap' process being revealed, the narratives highlight some 'protective' factors in Owen's new school. These reflect good practice within existing literature regarding supporting CYP who are 'at risk' of exclusion. For example, Miss Williams speaks of the school promoting 'high expectations' with regards to behavior, as well as clear and consistent systems and structures. Owen himself speaks highly of this organised and predictable environment. Gouveia, Leal and Cardoso (2019) highlight the role of the school climate in impacting upon the attitudes and behaviours of pupils. This includes factors such as the organizational structure of the school, strong leadership, high quality teaching and learning, interpersonal relationships and school values (Cohen, 2009, cited by Gouveia, Leal and Cardoso, 2019). Roffey (2015) highlights the value of high expectations, whereby clear boundaries are provided. This has positive implications for resilience, whereby CYP learn to be resourceful in the face of challenges.

Both Owen and Miss Williams praise the quality of teaching in school. Hamilton and Morgan (2018) stress the value of staff in creating a positive learning environment, where failure is seen as part of learning. Owen highlights this, in reflecting that teachers encourage him and support him to do his best, and develop his 'growth mind-set'. This helps students to have '*a more positive outlook towards failure*' whereby they '*will often look for strategies that will aid their success in the future*' (Hamilton & Morgan, 2018, p. 88). Bielby et al. (2012) highlight that such approaches create environments based on mutual respect, where students know that staff care about them. In turn this develops their resilience, motivation and sense of belonging.

Owen speaks of his enthusiasm for his new friends, who Miss Williams says he has quickly formed good relationships with. Fundamental to this appears to be Owen's naturally sociable nature, whereby he is able to make friends quickly. This is identified as a key

aspect that impacts upon the successful transition of pupils between schools (Hamilton & Morgan, 2018). Miss Williams highlights the 'buddy' system which school set up to help students to settle into their new environment. She also speaks of Owen developing a positive and supportive relationship with a key teaching assistant, who helped him to 'settle' particularly during his first few weeks. She speaks of some 'restorative' work that she has done with Owen and one subject teacher, following a slight 'behavioural blip' in one of Owen's lessons. Restorative approaches have a strong evidence base, in terms of providing students and staff with learning opportunities that shape positive social relationships, and develop conflict management skills (e.g. Short, Case & McKenzie, 2018).

As discussed, developing supportive relationships with both peers and adults is widely reported to foster a sense of belonging in school (e.g. Flitcroft & Kelly, 2016, Goodall, 2018, Gouveia, Leal & Cardoso, 2019), particularly for those children who may have more difficult home lives (e.g. Roffey, 2016). As Roffey (2015) highlights '*the strongest factor in resilience is having someone in your life who thinks you are special and shows they care about you*' (p. 23). Hamilton and Morgan (2018) further state:

'positive reinforcement and encouragement of young people by staff was pivotal in motivating students and developing their self-belief' (p. 88).

Finally, although notions of a 'fresh start' have possible negative implications (such as placing blame), there do seem to be some positive effects as highlighted by both Miss Williams and Owen. It seems to have enabled an element of hope, as well as an alternative 'narrative' for Owen, whereby he has the opportunity anticipate a positive future. Flitcroft and Kelly (2016) highlight the importance of positive language from staff, which can foster a sense of belonging. Alongside this is Miss William's apparent determination and desire to ensure the correct support for CYP who are at risk of exclusion. Much can be learned from this good practice, in terms of schools supporting vulnerable CYP.

Power struggles and communication barriers

In a review of the research to date on 'managed moves', Messeter and Soni (2018) speak of the stress that the process can have on families, often due to poor communication. I would suggest that this experience is mirrored by Sarah, who indicates that poor communication led to stress and uncertainty. It seems she did not fully understand the processes, including the 'twilight' and the 'swap' itself. Gazeley (2012) highlights that where parents are uninformed and lack knowledge about the details of

processes, *'practices and judgements that fail to meet the expected standards often pass without scrutiny'* (p. 308). Sarah did not appear to be involved in discussions around Owen's needs, and did not know why they were waiting such a long time for the 'swap'. She highlights that communication between professionals was poor. According to Trotman, Tucker and Martyn (2015), high quality information sharing between provisions is essential, particularly at key transition points. Sarah appeared to feel powerless and exhausted in trying to act as an advocate for Owen. In a review of managed moves, there was often a high level of involvement required from parents. In order for them to feel involved and in control, they often had to adopt LA roles (Muir, 2013).

The importance of parental involvement in school life is well documented, in order to create positive and supportive environments (e.g. Gouveia, Leal & Cardoso, 2019) and to ensure educational achievement (Meldrum-Carter & Gus, 2015). However, it is recognised that *'securing parental involvement is no easy task'* (Meldrum-Carter & Gus, 2015, p. 13). As is cited by Meldrum-Carter and Gus (2015):

'Even though school and home may have the same goal, that is, achieving the best for the child, they may have different motivations and pressures which affect the communicative process.' (p. 15).

It is suggested that staff need to look more *'deeply'* and *'consider the message they are giving and whether the parent is ready to receive it'* (Meldrum-Carter & Gus, 2015, p. 18). A significant concern for Sarah and also for Miss Williams was in regards to the initial meeting, which led to Miss Williams insisting that parents 'stop arguing'. As a result, Sarah reports that she was left feeling 'mortified'. As is cited by Meldrum-Carter and Gus (2015), *'what you say and how you say it'* is very important, and *'at the wrong time, giving advice...and teaching new behaviours might actually be counterproductive'* (p. 19). It seemed that Miss Williams perhaps lacked some awareness of the effects of such an interaction, as well as possible alternative ways of managing it.

Meldrum-Carter and Gus (2015) further speak of 'power imbalances' whereby schools see their view as *'correct'*, with parents needing to *'adjust accordingly'* (p. 19). It is suggested that both parties need a better awareness of this power dynamic, as well as a better understanding of what the other is thinking and feeling. Staff may feel under pressure to uphold the agenda of the school, leading to a somewhat 'rigid' or 'inflexible' response. This then serves to maintain the status quo, and parents can feel they have no voice (Attwood, 2007). Where parents feel 'powerless', this can then lead to them 'opting out', perhaps appearing 'uncaring' or 'disengaged' by professionals. It can also lead to feelings of anger, due to their desire to defend their child (Attwood, 2007). They can be

seen as 'difficult' by school staff (Roffey, 2004). Such 'rigid' or 'inflexible' responses from staff could be said to occur when Sarah showed them the 'video' of 'the incident'. It seems that she wanted to work together, and wants them to understand that Owen is not 'mad' or 'bad', and that he needs to learn, to be accepted and included (Roffey, 2004). However, a focus on school agendas appears to have resulted in Sarah feeling isolated and with nowhere to turn.

Meldrum-Carter and Gus (2015) speak of the need for staff to adopt a '*let's walk alongside each other*' approach rather than a '*come to me*' approach (p. 18). Motivational interviewing (Miller & Rollnick, 1991) is suggested as a useful tool for staff to use with parents, to

'enable staff to listen for any mismatch between their agenda and that of the parents, and enable them to have a strategy to remedy this; one which invokes change rather than creates barriers.' (Meldrum-Carter & Gus, p. 19).

Meldrum-Carter and Gus (2015) further highlight that the goal of 'partnership' with parents is difficult to achieve due to such unequal balances of power. Rather, it is suggested that staff should aim for '*collaboration*' (p. 13). Again, EPs are in an ideal position to support schools towards this goal.

Reflections on the research process.

Through this research journey, I have become more aware of the long history of children, young people and families being seen as a 'problem', leading to marginalization and social exclusion. As Billington (2000) states, there is a need for

'professionals to be aware of their power as story-tellers and their need also to become historians who possess some understanding of social, economic and political processes in order that they might ward off the psychologization of political problems' (p. 117).

As is emphasised by Williams and Goodley (2017), there is a need to rethink '*pedagogical practices*', and reshape '*educational spaces*', whereby we bring '*disability to the centre*', allowing the opportunity to '*disrupt these normative ideals of childhood*' (p. 53). EPs have an important role in reflecting on their daily practices, and the extent to which differences are celebrated or problematized, in order to offer an '*alternative vision for the future*' (Billington & Williams, 2017, p. 8).

The value of narrative approaches in raising marginalised voices and empowering individuals has influenced my daily practice greatly. Through narrative, a greater understanding of the ways in which individuals make sense of their reality can be reached (Tellis-James & Fox, 2016). As well as developing my understanding of participant experiences, the approach appeared to aid participants in reflecting on their own experiences, enabling them to make sense of *'what has happened or what is happening'* to them and to others (Tellis-James & Fox, 2016, p. 327). I hope to continue to bring such elements of narrative practice into my daily work with CYP, families and professionals. Integral to this is reflecting on the complexity of the human experience, including a recognition of the complex relationship between words and meaning (e.g. Frankham and Kerr, 2009). As Craib (2000) suggests, life stories can conceal as well as reveal. Narrative allows individuals to *'bring their pertinent issues to discussions rather than constraining their voices to our own topics'* (Warham, 2012). This research journey has emphasised the role and power of narrative in shaping and *'re-storying'* identities, in paying attention to those stories that have *'healing potential'* (White & Epston, 1990, p. ix). In this way, narrative presents a powerful possibility for both personal and societal change.

I have been able to consider relational challenges, particularly when acknowledgement is given to the *'presence and impact of the researcher'* (Billington & Williams, 2017, p.9). I acknowledge that my role as a TEP within the LA may have influenced the narratives of participants. This has highlighted the importance of reflection and reflexivity in my daily practice. As Billington (2006) highlights, *'the practitioner who is required to be an active and reflexive researcher at ease with the principles of critical thinking and evaluation of practice could begin to engage more creatively with children and young people'* (p. 14).

Limitations and suggestions for future research

This research presents one case study regarding a 'school swap' within one specific local authority. Where case studies are carried out in sufficient numbers, this can lead to knowledge and understanding about *'general trends and the typicality of occurrences'* (Willig, 2008, p. 86). Furthermore, the expression of individual narratives develops and widens our understanding (Cefai & Cooper, 2009). Hence, this research contributes to our (limited) understanding of the effects of such practices, both for schools, families and young people. With the growing number of such 'grey' exclusions occurring in the UK, it is essential that research continues within this area.

Limitations of the present case study include the limited perspectives drawn upon. As stated, due to ethical considerations, with my research supervisor I decided not to

interview Owen's dad. I also decided to speak with Miss Williams, rather than the teaching assistant who knew Owen well, due to Miss Williams having specific knowledge about the FAP system. Stake (1978, 1994) refers to the fact that case studies are most useful where they incorporate multiple perspectives. Thomas (2017) also refers to the usefulness of case studies, whereby 'a rich set' of 'multiple perspectives' is gathered (p. 254, 258). Future research could consider including additional perspectives, so as to add to the richness of understanding regarding the case under inquiry.

Throughout this narrative research process, I sought to allow participants to become story tellers, facilitated by my listening and stance of genuine curiosity (e.g. Morgan, 2000). However, I recognise that I had the ultimate decisions about how the narratives would be edited and what would be included. Although narratives were co-constructed through the relational nature of the interviews, the analyses represent my own interpretations of participant stories. I decided not to share analyses with participants due to the sensitive nature of these interpretations. Future research could consider a more co-constructive approach to narrative research, whereby participants can truly own their stories. As Warham (2012) states: '*By working with young people as co-researchers, we assume their competence and move away from a model of researcher as expert*' (p. 84).

Research should seek to further examine practices within academies, as literature here is extremely limited (Messeter & Soni, 2018). It is only through these revelations that we can come to understand and challenge practices that marginalise. Research should examine the longer term impacts for CYP and families, since it is possible that '*difficulties may manifest over time*' (Messeter & Soni, 2018, p. 182).

Conclusions

This research thesis has presented the perspective of one young person, parent and staff member regarding their 'school swap' experience. I would argue that whilst such an approach 'falls short' of official 'exclusion', it is nevertheless exclusionary (Power & Taylor, 2018.) As a result, I argue that both Owen and Sarah were left feeling isolated, helpless and afraid it may happen again. Rather than being supported to learn from and make sense of 'the incident' which led to the swap, Owen was left feeling guilt and shame, often expressed as frustration and anger. 'Within-child' explanations appeared to place blame on Owen for his behaviour, rather than considering the complex interaction between him and wider systemic factors, including home life, upbringing and relational factors.

The swap process itself appeared to be stressful for both Owen and his family. A lack of communication between them and professionals seemed to be central to this.

Power hierarchies are very visible throughout, whereby Owen and Sarah appear to be very much silenced. Owen missed much of his education for a significant period of time, as a result of 'internal exclusion' during the lead up to the 'swap'. This was inconvenient for his parents who had to provide additional education and childcare.

Positive factors at Owen's new school reflect good practice within the literature base. These include opportunities to develop positive relationships with both peers and staff. Involvement in 'student voice' seems to be developing feelings of connectedness and belonging, resilience and motivation. High and consistent expectations serve to provide a sense of safety, security and motivation. The notion of a 'fresh start' helps to provide a positive outlook for Owen, however it also leaves him feeling accountable for his behavior and without opportunity to make sense of what has happened. As Frankham and Kerr (2009) highlight, moving forward requires a consideration of the past, whilst not letting it prescribe the future. I argue that a focus on such good practice should be universal, in order to support CYP to prevent a 'move' in the first place. As is highlighted by Billington (2000):

'For we live in a culture in which children are removed from one school and placed elsewhere just because their differences are deemed unacceptable...I consider that such solutions are devised often in accordance with the needs of the government rather than necessarily what the child might choose for themselves, and thus constitute punitive acts of authority in which children's differences are identified prior to the imposition upon them of a social exclusion. I suggest that the effects of such separations may be detrimental and long lasting' (p. 2).

Alongside the recommendations for the local authority and implications for EP practice (see appendix 8 and 13), some practice implications would be suggested for both parents, children and school staff, should they find themselves in a 'swap' process or similar. For young people, I feel that having someone to talk to who has gone through the systems would be helpful, such as a buddy peer. Reassuring young people regarding the mixed emotions that they will be feeling will no doubt be helpful. This will come from having a key adult to speak to throughout the process, so that they can make sense of what is happening. Encouraging young people to talk to and open up to parents, siblings and friends will be a good support network for them, as well as possible independent services. Likewise for parents, it would no doubt be helpful to be put in touch with other parents who have gone through a similar process, in order to offer advice and support. It is important that parents are aware of support systems that are available, such as independent services including SENDIASS. Such services will help parents to understand their rights, and to feel

confident to express their worries and views. Parents should also be guided towards information so that they fully understand their rights in the process, including legislations around exclusions, as well as behavior and sanction frameworks and policies within school.

However, many things explored and revealed in this paper are beyond the control of parents and young people. It is the responsibility of the local authority and school staff to ensure that processes are fair and CYP and parents are fully involved throughout. It would be helpful for school staff to be aware of the following good practice recommendations. First, staff should understand the vital importance of gathering information regarding the young person's needs. This should involve speaking with the old school as well as the pupil themselves and parents. It will be important that transition is tailored based on these needs as well as the wishes of parents and young people. Factors that may be helpful include assigning key adults and buddy peers, particularly during the initial stages of the transition. Having regular reviews involving the parent and pupil, even if they are seemingly doing 'well' will be important. Whilst a focus on the positive will be important, staff should understand that pupils may likely benefit from some opportunity to make sense of the swap, which would likely have been traumatic for them (see appendix 8 and 14 for further recommendations).

Finally, this research thesis adds to the growing body of literature which demonstrates that current government educational agendas, including an emphasis on 'league tables' and 'academic attainment', are incompatible with the notion of 'inclusion'. Such educational policy leads to the marginalization of children and families who do not 'fit' within this results-driven educational arena. This is leading to the growing emergence of 'grey' exclusionary practices, such as this process of a 'school swap'. I would argue that these practices serve to reduce and 'mask' the rates of 'official' exclusion in schools, and fail to address the reasons which led to the 'move' in the first place. Educational professionals, including EPs, have an important task in challenging these societal processes. This thesis presents a way of working with CYP, families and professionals, to prevent those who are most vulnerable from being left behind.

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Appendix 1: Narrative based interview prompts

Tell me about....

Tell me more about...

Can you remember a time when...

How did that feel...

What was that like for you?

Were there any other occasions...

How does ___ see you

Who else knows that about you

What would ___ think about that

Did anyone else notice?

How can you tell....

Is that important to you

Is that something you normally feel

What has changed

What effect did that have?

What makes you think that?

Clarification

What do you mean by....

You said that....

What is that...?

Can you give an example....?

Exceptions

Who sees you differently

When was it better

When was it different

When have you not felt...

Appendix 2: Alternative methodologies

1. Phenomenological Methods

Many diverse strands of phenomenology exist, whereby each makes different assumptions about certain issues, such as the nature of being human and human action, as well as the role of language and interpretation (Willig, 2008). Willig (2008) states

'Phenomenology is interested in the world as it is experienced by human beings within particular contexts and at particular times... the appearance of an object varies depending on the perceiver's location and context, angle of perception and impartiality, and the perceiver's mental orientation' (p. 52).

Some approaches to phenomenology assume that it is possible for the researcher to suspend judgement, presuppositions, assumptions and interpretations in order to experience the phenomenon as it is experienced by the research participant (Willig, 2008). Conversely in the present study, I see the research process as very much a co-construction between myself and the participants (due to the relational nature of research), and that 'bracketing' all past knowledge is an impossible if not extremely challenging task (also see Watts, 2014). Interpretative phenomenological analysis is *'concerned with examining experience, as far as possible...without being overly influenced by prior psychological theorizing or by personal proclivities of the researcher'* (Smith, 2017, p. 302). However, whilst IPA recognises the importance of the researcher's perspective more than some of the other phenomenological approaches, *'it does not actually tell us how to incorporate this insight into the research process an does not show us how the researcher's own conceptions are implicated in a piece of analysis'* (Willig, 2008, p. 70). Hence, it does not quite fit with my social constructionist positionality, since themes are said to *'emerge and be discovered in a way that invokes grounded theory rather than social constructionism'* (Willig, 2008 p. 70). A further reason why IPA was rejected is due to the fact that it assumes the *'representational validity of language'* and that *'language provides participants with the necessary tools to capture that experience'* (Willig, 2008, p. 66). However, I would argue that rather than describing reality, language constructs it, therefore *'language can never simply give expression to experience'* (Willig, 2008, p. 67). Furthermore, it assumes that participants are able to communicate the richness of their experiences, which is difficult particularly for those with perhaps marginalised voices, who are not used to doing so (Willig, 2008). I hope that in this research journey I am able to provide a reflexive and reflective account on these issues.

2. Discursive Methods

Discursive methods were a further option for my study. Discursive psychology sees language as constituting knowledge (Seymour-Smith, 2017). Discursive methods are said to be social constructionist in their epistemological positioning, whereby versions of reality are '*talked into being*' (Willig, 2008, p. 108). There are two approaches to the analysis of discourse, including discursive psychology and Foucauldian discourse analysis (FDA). Whilst the former is concerned primarily with how discursive resources are used to achieve interpersonal objectives in social interactions, FDA goes further in its claims about the relationships between language, human subjectivity, social and power relations (Willig, 2008). Limitations of such an approach for myself in the present research journey are detailed in literature. First is the question of the formation of personal identity, and whether discourse is all that is required here. For example the role of past experiences is unclear, which is something that I hope to reflect upon in my tentative interpretations. Furthermore, how individual differences in subject positions are accounted for is also unclear (Willig, 2008). Although discourse analysis would have produced an interesting and different focus to my research, I felt that narrative analysis would afford better opportunities to answer my research questions and look beyond language as a 'tool' to '*manage interactions and pursue objectives*' (Willig, 2008, p. 107). Rather, I hope to focus on the '*understanding, interpretation and explication of meaning*' (Watts, 2014, p.4).

Appendix 3: Ethical Approval letter



Downloaded: 03/05/2019
Approved: 07/06/2018

Helen Rowe
Registration number: 160102383
School of Education
Programme: Doctor of Educational and Child Psychology

Dear Helen

PROJECT TITLE: The stories of young people, parents and staff who have been involved in a School SWAP.
APPLICATION: Reference Number 018762

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 07/06/2018 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 018762 (dated 31/05/2018).
- Participant information sheet 1042798 version 2 (31/05/2018).
- Participant consent form 1042804 version 2 (31/05/2018).

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 4: Information and consent sheets

a. Staff information sheet

[Participant Information sheet: Staff](#)

[Research Project title: The stories of young people, parents and staff who have been involved in a 'School SWAP'.](#)

Dear _____

My name is Helen Rowe and you are being invited to take part in my research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take the time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like



more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

[What is the purpose of the project?](#)

The research project involves listening to the experiences of young people as well as their parent/carer and staff member who have been involved in their 'school swap'. I believe that your views are important as they can help to improve support for young people. I hope that my research will help to inform what is helpful and what is not, what works and what does not, when a young person undergoes a 'swap' so that young people, their parents/carers and staff can be supported effectively.

[Why have I been chosen?](#)

You have been identified as a potential participant since you have been involved with a child who has undergone a 'school swap' in the last 12 months

[What will this involve?](#)

If you decide to take part I would like to talk to you about your experiences in working with the child who has undergone a 'school swap'. I would like to know how you felt at different times and what you felt worked, and what did not. As part of this we might make a visual image of the timeline of events to guide our discussion. I will probably meet you a couple of times, for around an hour each time over the next few weeks.



[Do I have to take part?](#)

Taking part in this research is entirely voluntary and if you decide you do not want to take part you do not have to do anything or give any reason. I hope that taking part in this research will be a positive experience for you. However I understand that some things may be upsetting or difficult for you to talk about. If you do decide to take part you can decide which experiences you do and do not want to talk about with me. You can also stop the

conversation or decide that you no longer want to take part in the research at any time and you do not have to give a reason.

[What will happen to my information and will my taking part be confidential?](#)

I would like to audio record our conversation so that I can write down what is said. As soon as I have written it down I will delete the recording. I will get your permission to include the information that you give me and it will only be included if you agree. If you would like me to show you the transcript of the conversation so that you can check the content and remove anything that you do not want to be included, we can arrange this. I will not include your or the child's real name in the research and all other names of people and places will be changed. All the information that I collect about you and the child during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications.

Due to the nature of this research it is very likely that other researchers may find the data collected to be useful in answering future research questions. I will ask for your explicit consent for your data to be shared in this way and if you agree, I will ensure that the data collected about you is untraceable back to you before allowing others to use it.

The information that the other people give me about their experience in the 'school swap' (e.g. your child and a staff member) is also strictly confidential which means that no one will know what they say except me. This means you will not be able to know what they have said, and they will not know what you have said. It is important that you feel comfortable with this before you agree to take part.

[Who has ethically reviewed the project?](#)

This project has been ethically approved via the Education Department's ethics review procedure.



[What if something goes wrong?](#)

If you feel unhappy at any time during the project or if you have any complaints I hope that you will feel able to talk to me. You can also contact my supervisor Dr Tom Billington at the University of Sheffield (email: t.billington@sheffield.ac.uk, phone number 0114 222 8177) or or David Hyatt (Chair of Ethics at The University of Sheffield) d.hyatt@sheffield.ac.uk.

[What happens next?](#)

If you would like to take part in the study please sign the consent form and return it to me. If you do not want to take part you do not have to do anything and you do not have to say why.

Thank you for reading this letter. Please contact me (Helen Rowe) if you would like any more information (07922643905, hrowe1@sheffield.ac.uk).

You will be able to keep this information sheet for your own records as well as a copy of the signed consent form to keep if you wish to take part.

b. Parent information sheet

Participant Information sheet: Parent

Research Project title: The stories of young people, parents and staff who have been involved in a 'School SWAP'.

Dear _____

My name is Helen Rowe and you are being invited to take part in my research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take the time to read the following information carefully and discuss it with others if you wish. Please ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.



What is the purpose of the project?

The research project involves listening to the experiences of young people as well as their parent/carer and staff member who have been involved in their 'school swap'. I believe that your views are important as they can help to improve support for young people. I hope that my research will help to inform what is helpful and what is not, what works and what does not, when a young person undergoes a 'swap' so that young people, their parents/carers and staff can be supported effectively.

Why have I been chosen?

You have been identified as a potential participant since your child has undergone a 'school swap' in the last 12 months.

What will this involve?

If you decide to take part I would like to talk to you about your own and your child's experiences of the 'school swap' that they went through. With your permission this will probably include a discussion around the time before and leading up to the swap, yours and your child's experiences during the swap as well as after, and your hopes for your child's future. I would like to know how you felt at different times and what you felt worked, and what did not. As part of this we might make a visual image of the timeline of events to guide our discussion. I will probably meet you a couple of times for around an hour each time over the next few weeks.



Do I have to take part?

Taking part in this research is entirely voluntary and if you decide you do not want to take part you do not have to do anything or give any reason. I hope that taking part in this research will be a positive experience for you. However I understand that some things may be upsetting for you to talk about. If you do decide to take part you can decide which experiences you do and do not want to talk about with me. You can also stop the conversation or decide that you no longer want to take part in the research at any time and you do not have to give a reason.



What will happen to my information and will my taking part be confidential?

I would like to audio record our conversation so that I can write down what is said. As soon as I have written it down I will delete the recording. I will get your permission to include the information that you give me and it will only be included if you agree. If you would like me to show you the transcript of the conversation so that you can check the content and remove anything that you do not want to be included, we can arrange this. I will not include yours or your child's real name in the research and all other names of people and places will be changed. All the information that I collect about you during the course of the research will be kept strictly confidential. You will not be able to be identified in any reports or publications.

Due to the nature of this research it is very likely that other researchers may find the data collected to be useful in answering future research questions. I will ask for your explicit consent for you and your child's data to be shared in this way and if you agree, I will ensure that the data collected about you is untraceable back to you before allowing others to use it.

The information that the other people give me about their experience in the 'school swap' (e.g. your child and a staff member) is also strictly confidential which means that no one will know what they say except me. This means you will not be able to know what they have said, and they will not know what you have said. It is important that you feel comfortable with this before you agree to take part.

Who has ethically reviewed the project?

This project has been ethically approved via the Education Department's ethics review procedure.

What if something goes wrong?

If you feel unhappy at any time during the project or if you have any complaints I hope that you will feel able to talk to me. You can also contact my supervisor Dr Tom Billington at the University of Sheffield (email: t.billington@sheffield.ac.uk, phone number 0114 222 8177) or David Hyatt (Chair of Ethics at The University of Sheffield) d.hyatt@sheffield.ac.uk.



What happens next?

If you would like to take part in the study please sign the consent form and return it to me. If you do not want to take part you do not have to do anything and you do not have to say why.

Thank you for reading this letter. Please contact me (Helen Rowe) if you would like any more information (07922643905, hrowe1@sheffield.ac.uk).

You will be able to keep this information sheet for your own records as well as a copy of the signed consent form to keep if you wish to take part.

c. Young person information sheet

Participant Information sheet: young person

Dear _____

My name is Helen Rowe and I am training to become an Educational Psychologist at the University of Sheffield. I am writing to ask whether you would like to take part in my research project. Please read this information sheet with your parent or carer so that you can decide together whether you would like to take part.



What is the research project?

The research project involves listening to the experiences of young people as well as your parent/carer and a staff member who have been involved in your 'school swap'. I believe that your views as well as their views are important as they can help to improve support for young people.

What will this involve?

If you decide to take part I would like to talk to you about experiences that have been important to you both in and out of school and your ideas for the future. This will also involve drawing a visual timeline of your experiences using pictures and words. I will probably meet you a couple of times for an hour each time over the next few weeks.

Do I have to take part?



I hope that taking part in this research will be a positive experience for you. However I understand that some things might be upsetting for you to talk about. If you decide to take part you can choose which experiences you would like to talk to me about. You can also stop the conversation or decide that you no longer want to take part in the research at any time and you do not have to give a reason.

What will happen to my information?



I would like to audio record our conversation so that I can write down what is said. As soon as I have written it down I will delete the recording. I will get your permission to include the information that you give me and it will only be included if you agree. I will not include your real name in the research and all other names of people and places will be changed. If you like I can show you a copy of the written conversation and you can decide if there is anything you want to take out.

I hope that you will feel comfortable to speak to me about anything. If you tell me any information that makes me concerned for your safety I will have to speak to someone in your school about this and I will tell you if this needs to happen.

The information that the other people give me about their experience in your 'school swap' (e.g. a staff member at your school and your parent/carer) is also confidential which means that no one will know what they say except me. This means you will not be able to know what they have said, and they will not know what you have said. It is important that you feel comfortable with this before you agree to take part.

What if something goes wrong?

If you feel unhappy at any time during the project I hope that you will feel able to talk to me. You can also contact my supervisor Dr Tom Billington at the University of Sheffield (email: t.billington@sheffield.ac.uk, phone number 0114 222 8177) or David Hyatt (Chair of Ethics at The University of Sheffield) d.hyatt@sheffield.ac.uk.



What happens next?

If you would like to take part in the study both you and your parent/carer will need to sign the consent form and return it to me. If you do not want to take part you do not have to do anything and you do not have to say why.

Thank you for reading this letter. Please contact me (Helen) if you would like any more information (07922643905, hrowe1@sheffield.ac.uk).

Research Project: The stories of young people, parents and staff who have been involved in a 'School Swap'.

Name of Researcher: Helen Rowe

Participant Identification Number for this project:

1. I have read the information letter and I have had the opportunity to ask questions about the research.

2. I understand that it is up to me whether I take part in the research. I can decide to stop taking part at any time and I do not need to explain why.

3. I understand that my interview will be audio recorded and then deleted once it is written down. What I say may be included in other research.

4. I understand that my real name will not be included in the research and that all other names of people and places will be changed.

5. I understand that I will not be able to know what other people in the research have said about me and their experience in my 'school swap'.

6. I understand that my parent or carer will also need to give their permission before I can take part in the research.

7. **I agree to take part in the research.**

Name of Participant
(young person)

Date

Signature

Name of Researcher

Date

Signature

f. Parent/Carer Consent Form (permission for child to participate)

Research Project: The stories of young people, parents and staff who have been involved in a 'School Swap'.

Name of Researcher: Helen Rowe

Participant Identification Number for this project:

1. I have read the information letter and I have had the opportunity to ask questions about the research.
2. I understand that my consent is voluntary and that I can withdraw consent at any time.
3. I understand that the interview with my child will be audio recorded and that what they say will be written down. The audio recording will then be deleted.
4. I understand that my child's real name will not be included in the research and that all other names of people and places will be changed.
5. I understand that I will not be able to know what other people in the research have said about my child and their experience in the 'school swap'.
6. I agree for my child's anonymised data to be used in future research.
7. **I agree to my child taking part in the research.**

Name of Participant (parent) Date Signature

Name of Researcher Date Signature

g. Parent/Carer Consent Form

Research Project: The stories of young people, parents and staff who have been involved in a 'School Swap'.

Name of Researcher: Helen Rowe

Participant Identification Number for this project:

1. I have read the information letter and I have had the opportunity to ask questions about the research.

2. I understand that my participation is voluntary and that I am free to withdraw at any point without giving any reason. In addition if I do not wish to answer any particular question or questions, I am free to decline.

3. I understand that my interview will be audio recorded and that what I say will be written down. The audio recording will then be deleted.

4. I understand that my real name will not be included in the research and that all other names of people and places will be changed. I understand that I will not be identified or identifiable in the reports that result from the research.

5. I understand that I will not be able to know what other people in the research have said about their experience in the 'school swap'.

6. I agree for my anonymised data to be used in future research.

7. **I agree to take part in the research.**

Name of Participant (parent) Date Signature

Name of Researcher Date Signature

Appendix 5: Transcription conventions and pseudonyms used for anonymisation

a) **Transcription conventions (from Jefferson, 2004)**

| Symbol | Meaning |
|-------------------|--------------------------|
| (.) | Pause less than 1 second |
| (3) | Pause length in seconds |
| ((laughs)) | Non-verbal communication |
| [] | Speech overlaps |
| <u>Underscore</u> | Emphasis |
| ??? | Inaudible |

b) **Pseudonyms used for anonymity**

| | |
|--------------------------------------|-----------------------------------|
| <i>R</i> | Researcher |
| <i>O</i> | Owen- (young person-participant) |
| <i>S</i> | Sarah (mum-participant) |
| <i>W</i> | Miss Williams (staff-participant) |
| <i>Xold school</i> | Old school |
| <i>Xthis school</i> | Present school (new) |
| <i>Xschool</i> | School name |
| <i>Mr X</i> | Teacher name |
| <i>XTA</i> | Teaching Assistant |
| <i>Xstaff member</i> | Staff member |
| <i>Xeducational psychologist</i> | Educational Psychologist |
| <i>Xpeer</i> | Peer |
| <i>Xtutoring service</i> | Tutoring service |
| <i>Xschool mental health support</i> | School mental health support |
| <i>Xplace</i> | Place name |
| <i>Xlocal authority</i> | Local authority |
| <i>Xthis local authority</i> | Local Authority where the |

| | |
|-----------------------|---------------------|
| | research took place |
| <i>Aunty X</i> | Aunty |
| <i>Xfootball team</i> | Football team |
| <i>Xwebsite</i> | Website name |

Appendix 6: Pilot study

a: Reflections on the Pilot Study

A short pilot study was carried out with a year 10 student 'Anna' who had recently undergone a school 'swap'. The purpose of my pilot study was practice using the recording device, as well as my interview techniques, including using the narrative based prompts and the semi-structured interview prompts. During the pilot study I also tested out using a visual tool based on the 'Life Grid' (Wilson, Cunningham-Burley, Bancroft, Backett, Millburn & Masters, 2007). This is a visual tool which can aid in the mapping of important life events against the passage of time in order to prompt wide-ranging discussion (Wilson et al., 2007). Such an approach is said to be advantageous in creating a more relaxed atmosphere due to the process of co-construction and mutual collaboration, as well as helping participants to reflect on significant events. Further, it is said to facilitate discussion around sensitive issues (Wilson et al, 2007). I had wondered whether to use such a tool either before the narrative interview or during, to act as a discussion aid.

During the pilot study I asked Anna what she would prefer in this respect, and she said that she would prefer to start talking and that we could complete the 'life grid' as we went along. I asked her if she wanted to fill it out or whether I should, and she said she would prefer if I did it. On reflection I felt that whilst this tool was useful for myself in helping me to make notes about what was being said, it did not appear to add any value from the young person's perspective. I asked Anna if she had found it useful and she indicated that it had neither been helpful or a hindrance. I felt that at times it stalled a naturally occurring conversation as she was occasionally waiting for me to add something to the timeline. I wondered whether it would have been more useful for her to write a few ideas on the timeline prior to the interview, in order to help her to organise her thoughts. After reflection with my research supervisor, I decided to take a flexible approach in my interviews. I decided that I would ask Owen whether he wanted to plan his thoughts before we began the interview or not. I felt that the adult participants would probably not need this based on the interactions that I had had with them previously. During the interview itself, with all participants, I decided not to map out the 'life grid' unless participants were struggling to remember or articulate their thoughts.

As a result of the pilot I was also able to reflect on my approach to a narrative based interview, as well as the appropriateness of the semi-structured interview prompts (see appendix 5b for the pilot interview schedule). In general I felt that the prompts were too prescriptive and that I wanted to give participants more freedom in creating their own

narratives, without having specific 'questions' to answer. For example I started the interview asking Anna to start 'at the beginning' which I prescribed as being 'before the swap'. After reflection with my supervisor I decided to keep this open and to give participants the option regarding where they wanted to start. I decided that I would have some very general interview prompts (see appendix 7) in order to ensure that the interview data would help me to answer my research questions, without participants feeling restricted by prescribed questions. This is in line with my research aims in ensuring that the voice of participants is truly heard. As is cited by Dyson (1998), '*the subjects of research have themselves to participate in construction of knowledge about themselves*' (p. 4).

b: Pilot interview schedule

1. Introduction- points to discuss:

- Explanation about study
- Information & consent sheets
- Not looking for anything in particular: your story
- Confidential
- Don't have to talk about anything that you don't want to
- Can stop at any time, decide you don't want to do it any more at any time
- Recording
- Pseudonym
- Discussion about the interview at the end: what works/doesn't for next student.

1. Prompts for timeline activity

- Explain: Want to talk about time before the SWAP, what it was like in your old school.
- Teachers & students, friends, lessons
- Anything in place to help you? What was not helpful? How did you feel?
- What happened to make the SWAP happen
- During the SWAP (involvement in decisions, when told, what told)
- After
- Now
- Hopes for future
- Your voice/involvement in decisions

2. Narrative therapy based prompts (see appendix 1)

3. Anything you wish I had asked

4. Evaluation of session

Appendix 7: Interview schedules and semi-structured prompts

a. **Parent & Child**

Introduction- points to discuss

- Reminder about the study
- Reminders about info & consent sheets
- Right to withdraw
- Don't have to talk about anything you don't want to.
- Pseudonym
- Recording

Semi-structured prompts (general guide)

- Tell me about your experience with the school swap (start wherever you'd like).
- Old school?
- Lead up to swap?
- During swap?
- After swap?
- Now?
- Educational experiences to date?
- Involvement in decisions?
- What was helpful/not?
- What would have been better?
- What else would have helped?
- Hopes for the future?

See narrative-therapy based prompts (appendix 1)

b. **Staff**

Introduction- points to discuss

- Reminder about the study
- Reminders about info & consent sheets
- Right to withdraw
- Don't have to talk about anything you don't want to.
- Pseudonym
- Recording

Semi-structured prompts (general guide)

- Tell me about your experience with Owen (start wherever you'd like).
- Information from old school?
- Reasons for the swap?
- During swap?
- After swap?
- Now?
- What has been helpful/not?
- What would have been better?
- What else would have helped?
- Understanding of/thoughts on the Fair Access Panel/Swaps as an alternative to permanent exclusion?
- Hopes for Owen's future?

Appendix 8: Summary: Recommendations for the Local Authority

As a result of this research Thesis, it is advised that the following recommendations are made to the Local Authority:

- Schools to be supported to develop knowledge and practice in order to meet the needs of CYP with a range of Special Educational Needs, particularly SEMH needs.
- Schools to be supported to develop practice around meeting the needs of CYP and families deemed 'at risk' of exclusion. Such children to be prioritised with SENCO involvement, supported by involvement of outside agencies as needed.
- Schools to be supported to foster staff wellbeing and resilience, particularly in relation to working with pupils whose behaviour presents as 'challenging'.
- Schools to be supported to develop awareness and understanding of the SEN Code of Practice, and how this applies to their daily involvement with CYP and families.
- Schools to be supported to implement robust Assess-Plan-Do-Review practices.
- Develop the knowledge of staff regarding the role of outside agencies. In particular, the role of the Educational Psychology Service, and how EPs can support schools to support vulnerable CYP and families.
- Develop staff awareness of the damaging effects of 'moving' pupils (either through a 'managed move' or a 'permanent exclusion') particularly for those CYP with difficult home lives.
- Developing staff knowledge regarding government legislation and guidance regarding 'permanent', 'fixed term' and 'internal' inclusions, as well as processes such as 'managed moves'.
- Support schools within the LA to ensure that CYP are not missing education due to disciplinary sanctions.
- Professionals to be supported to develop practice in meaningfully and purposefully involving parents, carers and CYP within Fair Access Protocols and within education generally in the LA.
- Robust Fair Access Protocols to be in place, whereby schools are supported to **do everything they can** to meet CYP needs before considering 'moving' a pupil, either through a 'managed move', 'swap' or 'permanent exclusion'. Robust systems to be in place to ensure schools and academies are held accountable for this, and that the needs of the child are at the centre of all decision making processes.

- Where 'moving' a pupil is used as a last resort, schools and the LA to be supported to implement good practice guidelines regarding such practices, including:
 1. Ensuring that this is a 'voluntary agreement' by parents/carers and CYP, and that the threat of exclusion is never used to influence this decision.
 2. The involvement of an impartial 'mediator' who can oversee the move and ensure this is successful.
 3. Genuine collaboration with CYP and families at all stages of the process.
 4. Following good practice for transition support (considering before, during, after).
 5. Priority placed on the development of trusting and positive relationships with both staff and peers.
 6. Ensuring that staff are supported to understand CYP needs, and that provision meets these needs. Improving communication between schools and parents is central to this.

Appendix 9: Analysed transcripts

a. Owen interview 1 with analysis

| TRANSCRIPT | | COMMENTS |
|--|---------------------|---|
| 1. R: So (.) start wherever you want to (.) want to start what do you want to tell me about first? | | "injustice" |
| 2. O: (.) I just found it stupid being honest. | | I don't care? |
| 3. R: Yeah. | | Anger? |
| 4. O: Cos like (1) I understand why they did it cos they had to try and make an example (.) | voice is louder | masking true feelings? |
| 5. R: Mm | performing to me? | Understanding |
| 6. O: and like (.) but just having one hour in and then one hour here it just made it horrible and (.) awkward for everybody. (.) Cos like I weren't allowed out during them hours (.) so it made it awkward (1) for me to like (.) obviously want to interact with me mates outside of school | | Anger making vulnerabilities? |
| 7. R: Yeah. | | Inconvenient |
| 8. O: (1) and then like when I'm during the day (.) cos they just didn't wanna leave me on my own for those hours and they don't (.) and cos I can't be caught outside of school so I can't walk it. | | mates - important |
| 9. R: Mm hmm. | | Powerless |
| 10. O: I can't really (.) do much so like I'm basically (.) getting (.) I were getting someone to sit at home with me (.) and basically sit there all day (1) waiting. And then sticking me school uniform on (.) just for an hour. (1) "what's the point" | | inconvenient not beneficial |
| 11. R: So was that when you were at your old school? [What what] | | resignation |
| 12. O: [Yeah (.)] when I were like (.) cos they put me on what they call twilight. | | Powerless |
| 13. R: Right ok then. (.) Mm hmm. | | not my decision |
| 14. O: And it (.) I just found it stupid. | not joint decision | masking true feelings? making himself feel better? |
| 15. R: Ok. | | "they were useless" |
| 16. O: I were I mean when I were doing it (.) it (.) teacher that were setting it me which were me head of year were just (1) doing (1) well just giving me work that I had. (.) And if I didn't understand it (.) I literally just sat there (.) and did nowt. | | powerless feeling worthless? |
| 17. R: Mm | | not wanting to be seen by others? |
| 18. O: But (.) I were there during their break (.) which got proper busy (.) and (1) cos everyone didn't (1) everyone just kept coming in (1) where I were working (.) and everyone were saying to me trying to talk to me and interact with me so like | I am a good student | embarrassed? confidentious |
| 19. R: Mm | | |
| 20. O: I were thinking (.) I wanna get on with my work (.) | | |

cos I'm wanting to learn.

21. R: (.) Yeah.

22. O: But I couldn't cos of them were interacting with me (.) teachers didn't help me if I were struggling (3) ??? at one point ended up having to do summat outside of school (.) just so I weren't missing out on me learning.

23. R: Ok. (2) Erm (3) so (1) what does it mean then if you're on twilight?

24. O: (1) You (.) at me old school you literally went in I think cos school started (1) at (1) I think it were quarter to I think I'm not sure I can't remember.

25. R: Mm hmm

26. O: I think started at quarter to. (1) So I'd then go in 15 (1) minutes later. (.) So I'd be going in about nine o'clock. (1) I wouldn't leave I'd then leave at ten o'clock (.) but I'd then (.) go at two o'clock (.) and leave at three o'clock.

27. R: (3) So you were there for an hour in the morning and an hour in the afternoon.

28. O: Yeah but like (1) when I were doing that

29. R: (.) Mm hmm

30. O: (.) in (.) in between it I couldn't (.) go out (.) so I'm like restricting whoever's watching me from going out doing whatever they need to [do.]

31. R: [Yeah.] (1) And who so you what did you do in between the times then?

32. O: (.) All I had to do were sit at home (.) and (.) that were it. But but like that (.) me at one point me dad found me this place that (.) taught me either after it or (.) between when I were at school (.) which helped me a lot to keep (.) cos to stop me losing out on me learning.

33. R: (.) Yeah. (.) And is it important to you to be learning?

34. O: Yeah. (.)

35. R: Mm hmm.

36. O: If I (.) I can't just sit at home at do nowt. (1) If I'm like me (1) I can't (.) I've always (.) I like being on the go. (1) I'll get up at (.) I'll come to school about (.) half seven when I'm at me mums (.) and then won't be home till (.) about (.) four five o'clock. But (1) I don't I don't hate it I like it. (1) Like (.) if I'm bored (.) I'm just bored and I'll try and do summat but (.) I like being on the go or keep (.) or like doing me learning and that.

37. R: (.) Yeah well that's really good. (.) So you like to be doing things.

38. O: Yeah.

39. R: You don't like to just be sat with nothing to do.

Conscientious

also masking vulnerability?

"I was worthless"
"They were useless"

missed ed.

not joint
processes.
victim.

POWERLESS

GUILT ↔ Awkward for
others
FRUSTRATION

I don't agree with system

not worthy of
education?

conscientious

had to find education
elsewhere

whose voice? His? Parents?
teachers? Society?

ambitious
determined
agency.

"I'm a good student"
education gives
sense of worth?

grateful to
Dad

-reforming positive
narrative

"I hear you"

40. O: No.

41. R: (.) Ok. (.) SO how did that make you feel then being on his twilight?

42. O: (2) A bit (.) annoyed and like (.) stressed cos (1) annoyed because (1) I'm the one missing out on my learning. (.) It's not them (.) that're suffering from it it's me. And stressed because like (1) I feel (.) like I were restricting everybody. (.) And stressed cos like they were giving me this work that I didn't understand. (1) And then like (1) they expected me to do it when I don't understand it and

43. R: Mm

44. O: ((sighs)) I can't understand how they expect me to do summat (.) I've not learned.

45. R: (1) Yeah course well that's understandable (1) So what did you have to do then were you (r) were you like in a room by yourself or what

46. O: I were like (.) we had head of department on top floor (.) and I were (.) second (.) I (.) think it were (.) third floor (1) so I were in this like little department area (.) where (1) heads of year (.) and (1) my head of year literally just (1) did nothing. (.) Because it were near Christmas they like got me to help 'em do little jobs cos cos they had a Christmas tree

47. R: Right

48. O: and he said I got told (.) I helped to set up that so like (2) yeah. (.)

49. R: Ok. (1) And (1) so were you (.) who who gave you your work to do then for those couple of hours?

50. O: Head of year.

51. R: (1) Right. (.) And do you think they got it from your teacher?

52. O: No. (.)

53. R: No they didn't.

54. O: No they didn't cos he said (.) I got given this piece (.) cos you have one music lesson there.

55. R: Mm hmm.

56. O: (.) I got given this piece of Bob Marley that I had to fill in. (1) I've never listened to a song of Bob Marley. (.) He (.) all I knew is he (laughs) (.) used to be a signer songwriter.

57. R: Who Bob Marley did you say?

58. O: Yeah.

59. R: ((laughs)) Oh right.

60. O: And (.) he literally said this isn't from any of your teachers none of work I give you is. (.) This is just what I had when this lad broke his leg outside of school.

61. R: Right I [see]

62. O: [I gave] it to him.

making vulnerability?

me -

sceptical/disappointed of it

missed learning

guilt

restricting others

struggling to make sense of it all.

feeling not worthy?

being open/honest.

Has he ever disbelieved these things before?

empathising

not worthy of education

he was an inconvenience to staff?

quick response

not worthy of getting work from tr.

disbelief

"look what they made me do"

"I knew it's not right"

"they are useless"/ incompetent.

defence mechanism!

also agreeing that it sounds odd

63. R: (.) So you had a little bit of music work to do and did you have any other things to do?
64. O: I had (.) I literally had this maths book (1) where basically I did what I wanted out of it. (.) I had an eng like this English book where I literally just read a bit of it and wrote something.
65. R: Mm hmm.
66. O: Er with questions and then I had like occasionally "I'd get given my science book what I'd go through and I had history one."
67. R: Right.
68. O: One of heads of year were an history teacher as well.
69. R: (.) So were you sat in a room on your own then or were you with a staff member?
70. O: I were sat in a room on me own. (1) Cos like there's these double doors that you have through (.)
71. R: Yeah.
72. O: And you have (.) two tables (.) with a chair (.) and like oh and a settee on the other side. (.) And I literally sat on one of desks (.) and did me work there with people coming in and out cos there's like a classroom at side of me (.) I don't know what it were for but I knew kids got taught in it like year 11's.
73. R: Mm.
74. O: At their breaks they'd all go and sit outside on chairs. (.) And then they're all trying to talk with me
75. R: Mm
76. O: And like I'm just trying to get on with me work.
77. R: (.) Yeah ok. (.) And did you know them? Did you know those students?
78. O: ((laughs)) No but by end of it I ended up knowing them really well cos (1) if there were a piece of work that I didn't know (.) I'd like (.) I'd rather talk to someone than just sit there being pored if you know what I [mean].
79. R: [Yeah] course. (1) Ok. (1) Erm (1) what would have been more helpful do you think? (.) For you?
80. O: If I actually had someone there who'd help me (1) Cos like (.) they literally just sat in their office or ran around school doing whatever. (.) And I literally got to just sit there
81. R: Mm
82. O: and do whatever I knew. (.) And (.) all work they were giving me weren't (.) exactly challenging me (2) Cos like (1) I'm better at maths and English now than were then but (.) they didn't help me.
83. R: Mm hmm.
84. O: In maths ((exasperated laugh)) they didn't help me.

I'm being honest-
here

defense mechanism?
listen to how bad they
were"

isolated

people saw me
embarrassed?

"I don't want to be
seen"

conscientious

solvable
isolated
lonely

defense mechanism?
trying to portray narrative
or humble to me "I'm
conscientious" Agency /

not worthy
cry for help
I'm cleaner

Agency /
Conscientious

"good riddance"
it's better now"

them vs me

85. R: Mmm. (.) How long were you doing it for then?
 86. O: (1) Couple of weeks.
 87. R: Right. (2) So you went in for 9 and then did somebody have to pick you up then at like 10 o'clock?
 88. O: Yeah. (1) They'd lock me out er receptionist (.) would (.) let me in in morning and at night. (.) And they'd let me go when (.) at times.
 89. R: Mm hmm.
 90. O: (.) And (.) I always ended up being metted by someone outside.
 91. R: (.) Like your mum or your dad was it?
 92. O: Yeah. (.) Or my aunty.
 93. R: (.) Oh your aunty.
 94. O: (1) yeah.
 95. R: (1) And what did you do when you were when you were at home then or when you left school?
 96. O: I sat down and (.) did nowt. (.) Like cos if I go if they give me homework (.) I'd do that homework. (1) But (.) then I'd have nowt to do and take me (.) like 5 minutes whereas (.) cos I were on twilight once I finished at 3 (1) I then got in (.) had my tea (.) did me homework and by then it were already like 5 so I'm thinking (1) and it's already dark so there'd be like no point in me going out.
 97. R: (.) Yeah yeah (.) yeah.
 98. O: Cos then I'm missing out on like going out with me mates and that.
 99. R: (.) Is it important for you to be with your with your mates?
 100. O: Yeah.
 101. R: Mm hmm.
 102. O: But like (.) cos I think (.) I fly apart from me mates at my mum's side. (.) But twilight hasn't helped me cos like (.) they've l've started to slowly fade away cos of twilight cos I've obviously not been able to spend as much time with [them.]
 103. R: [Yeah]
 104. O: And then (.) I'm now just left out of things completely so I think (.) what's the point in me asking them
 105. R: Mmm
 106. O: when they're just gonna say (.) oh (.) we've not seen you for however long (.) why should we start hanging back out again?
 107. R: Yeah. (.) I see what you mean. (1) And so when you were doing the twilight you didn't really see those friends did you not?
 108. O: No.
 109. R: Right. (.) And when would you have

powerless
like a prisoner

not worthy
I was bored.
conscientious

isolated from mates
resignation

isolated
become unimportant

resignation

voice of friends
become dismissive of him.

wanting to empathise
he wants to talk about
all this + make sense of it

normally seen them?

110. O: (.) Er (.) I'd have normally (1) walked up to school with someone when I were at me mums. (.) I'd have met 'em one of 'em at school an talked with them and that. (.) At breaks and dinners and before school. (.) I'd meet up with them after school. (.) Walk home (.) we'd all go get changed and then we'd meet up and then (.) we'd be out until about (.) six seven o'clock.

111. R: [Yeah]

112. O: [Which] cos it were drawing in and cold (1) whereas in summer we were out till like 9 ish.

113. R: Mm. (1) So when you were doing this twilight you weren't (.) you didn't see them very much.

114. O: No I didn't.

115. R: Right. (1) And what do you think they thought of it all?

116. O: I don't know. (1)

117. R: If you could guess what do you think they might have been thinking?

118. O: (2) I were just thinking they thought oh they don't care about us so why should we care about him.

119. R: Mm. (.) Do you think they (.) did they know why you were doing the twilight or anything?

120. O: (1) A lot of kids at school knew why I were doing it I think. (1) But a lot of kids didn't know (.) what it were I were doing. (1) Cos I saw (.) a lot of 'em (1) like so I'd go in and (.) some of 'em (.) had seen me there cos some of 'em were (.) were late or (.) got sent out of like got told to do summat or this that and other. (2) And then I'd see 'em (.) when I were leaving at break. (2) At their (.) well during their break. (.) And then I'd (.) see 'em when I'm coming in (.) and sometimes they'd see me if I were doing like little jobs up and down.

121. R: Mm.

122. O: Cos like I were I did this like art project thing.

123. R: Right.

124. O: ((laughs)) That I had to do (.) and (.) a lot of me mates saw me when I were taking that down which were only 30 seconds job but I (.) got seen by a lot of 'em.

125. R: And do you did they ask did they talk to you or did they ask you anything?

126. O: No. (.) They just said oh hi Owen.

127. R: (1) Ok. (2) Ok. (1) Erm (1) so (1) what (.)

I'm a good friend
I'm popular
FRIENDS - important.
 contrasts with him being pleased to be away from "idiots + thickos"

Sad?
voice of friends → they became dismissive or unimportant him?
unimportant
worthless
isolated
 others "knowing" is upsetting

got seen embarrassed?
humiliated?

friends - dismissive or him
isolated quiet voice again

contrasts to voice @ start, saying things were "stupid"

what about erm (.) shall we talk about (.) why you (.) so why did you end up doing this twilight then what (.) what had happened?

128. O: (.) Cos when I were at school in primary as well (.) there were this kid who used to always pick on me we'd play football I'd tackle him. (.) Because I'm the only one who'd tackle him (.) he got right stressed saying oh you're dirty this that and other [to]

129. R: [Mm]

130. O: proper wind me up (.) So then if I said owt to him he'd start crying his eyes out tell a teacher (.) or whatever. (1) And like so then I just thought ignore him and then (1) he said stuff to me like oh just die this that and other. (.) And then like (1) he started square up to me (.) and (.) we got in a fight. (1) But cos he were down and everyone were around me saying oh kick him kick him kick him (.) and I were being shoved and all of that and everyone were going like that ((shows finger moving)) symbolizing kicking. (1) I ended up doing it (.) thinking (.) oh this'll make me more popular.

131. R: Mm

132. O: But (.) cos he threw first punch I thought oh nowt'll happen to me. (.) Whereas instead (.) he got told to go to hospital cos he were being sick (.) and I just got told (.) oh you're in (.) exclusion. (.) But then (.) some people (.) it turned out some people had recorded it (.) so I end up (.) off school for two days. (1) And ended up spending (.) I were gonna meant to be spending one day (.) in exclusion. (.) Instead I spent (.) three days in exclusion which (.) drove my absolute head in.

133. R: (1) Right. (2) And (.) and this three days in exclusion what did that involve?

134. O: You literally (.) you go to (1) school a bit later (.) but your school day's longer you finish like an hour later (1) and that. (.) Cos I were going at normal time finishing (.) at normal time (1) and all I were doing were literally sitting there with a book in front of me doing what I wanted. (.) But every morning (.) I had to write (.) why I were in there. (.) And (.) whenever I wrote summat that were true (.) all the teachers looked right shocked and said (.) oh you can't write that in cos we cos we don't (.) know that's not truth and I goes (.) what you don't know that he punched me first. (.) And (.) saying I'm (.) racist and that. (.) Cos apparently I called him (.) an N word (.) when I didn't

135. R: (1) Right. (.) Who said that? Who said you'd

- cautious, does he want to talk about it?
louder voice - wants to be heard?

VICTIM
POWERLESS

he is emotional: talking about the fight.
Sensible

justifying it
friends - important
being very honest

became unimportant
others dismissed him
feeling betrayed

making vulnerability?? - anger used to hide more vulnerable feelings?

not worthy of education
like a criminal
VICTIM
no one believing him.
feels unheard

mortified by it

- done that?
136. O: (1) Some of other kids. (.) But all the kids (2) that were actually there during it (.) know I didn't (.) and knew that he started it.
137. R: Yeah ok. (1) So you used to have to go in (.) so were you in the same room as you were in for the twilight?
138. O: No.
139. R: Right.
140. O: It's like (2) now (.) here we have like a few warnings and there it were same but (.) instead of re-allocations you got (.) on call. (.) Where you got picked up and you got sent (.) to that room. (.) And I were there for an hour extra as well.
141. R: (.) Ok. (2) So you came in on a morning and you had to write down why you were in there.
142. O: Yeah.
143. R: So (.) and so you were like writing down what (.) what had happened.
144. O: Yeah.
145. R: (.) And (1) and did you say that you thought they didn't believe you?
146. O: Yeah.
147. R: Right. (1) Why do you think they didn't believe you?
148. O: Cos like (3) erm (.) when I were writing it (.) they'd like cos I were only one in there they just looked over your shoulder and watched you do it. (.) And then like you'd say oh yeah here look I've done it.
149. R: Mm.
150. O: Just looked at you and say (.) right you can write another one (1) because I doubt that's the truth.
151. R: Mm hmm. (1) Ok. (.) So how did all that make you feel?
152. O: (.) A bit frustrated but (.) what made it worse is (.) when we were in fight everyone were always asking oh is he alright is he alright. (1) It took me (.) to ask them (.) if I ((voice cracks)) said (.) oh does no one care about me?
153. R: Yeah.
154. O: Cos I'm one who's been in fight as well (.) for all you know (.) I've (.) broken a rib (.) but n no one's asked me if I'm all right [have you.] ((voice cracks))
155. R: [Yeah] course. (.) So you felt as if they were they were bothered about him but they weren't so bothered about you.
156. O: Yeah.
157. R: Do you want a tissue?

feels let down
unheard
justification
VICTIM

clarifying

VICTIM
 felt like a criminal

unheard
justification

mixed feelings

VICTIM
 very emotional about it

SOLATED "no one cares"

It was overwhelming for him?

"I'm listening"

158. O: No I'm all right.
159. R: You sure?
160. O: Yeah ((laughs))
161. R: (1) This is all really helpful so thank you for telling me all of this. (1) Cos like I was saying (1) we erm (.) we don't often get to hear like your side of things
162. O: yeah.
163. R: You know like what's what's happened that's made you (.) you know change schools and (.) erm (.) and it's really important that we know (.) because (.) you know we (.) we want to improve it all for (.) for the future and things like that and (.) erm (1) and it's not very good that you feel like (.) you know (.) nobody was (2) erm (.)
164. O: Well I mean (.) if I (.) I'd rather be at this school than other school cos it's a lot better (.) despite (.) me mum getting on at me for picking this school (.) and all of that
165. R: Yeah [right]
166. O: [I'd still] rather be here because (.) I'm getting better education (.) I've got better mates (.) and (1) it's just (.) a better school all round I mean
167. R: Ah [right]
168. O: [Sure it's] stricter.
169. R: Yeah.
170. O: But I'd rather be at a strict school where all ??? than be at a school full of (.) all the idiots and thicks that always want to mess about and get into scraps all the time.
171. R: Yeah. (.) Well that's good that you're that you like it here.
172. O: Yeah.
173. R: Yeah. (.) Erm (1) so what what (1) so with your old school then it was Xold school wasn't it?
174. O: Yeah.
175. R: (1) Erm (1) and so what was it maybe that you didn't like so much about that school?
176. O: (2) Fights were (.) when everyone's going round (.) you'd literally walk in school (.) and first thing you hear heard from the kid's mouth were a swear word.
177. R: Mm.
178. O: (1) Or you were (.) like (1) there were a fight (.) near enough every break (.) and dinner (.) were like (.) there were kids there that were smoking going round saying (.) oh have a cig have a cig (.) or or like having (.) what looked (.) what only way I can describe it were like little gummy bears but they

RESILIENCE

Agency

Has he learned he just has to be OK??

Wanting to show gratitude. To help him feel better

masking vulnerability? story he tells himself?

this school = better AGENCY DETERMINATION

family struggles "better here"

whose voice? parents / society / school?

anger at those peers / at the situation Adult voice

adult voice keen to say "oh I didn't like the school anyway" "I'm not like that" "I'm conscientious"

didn't look like gummy bears if you know what I mean.

179. R: Mm hmm.

180. O: (2) And (1) just the whole thing about it cos I mean (.) all teachers (1) literally just sat there you can do what you want. (.) And as long as you wrote a title and date in your book (.) and (.) a couple of lines (.) teachers were happy.

"they were useless"

181. R: (1) Right. (1) Ok. (.) And what's it like here then?

182. O: It's a lot better cos you actually get to do work.

Confident

183. R: Mm hmm.

184. O: I mean but (.) it's not just easy work it's work that's actually challenging you.

185. R: Mm hmm.

186. O: I mean (1) at Xold school (.) I were in (.) like (3) second set (.) for English. (1) Second set for everything except but top for maths. (.) And (.) it were just (1) horrible. (.) Cos I mean like (1) only reason I wanted a higher set were because I weren't being challenged. (1) It were literally just easy work. (.) For maths it were easy work.

I want to do well

187. R: Mm hmm. (.) At Xold school you mean?

188. O: Yeah where as now I'm like getting challenging work and I've moved up to first set. (2) They've helped (.) he's helped me build my confidence with me drawing and that cos me (.) I remember (.) in Primary and in Xold school (.) if I've gotta sit over there and do drawing (.) I cried me eyes out over it.

School - sense of achievement / belonging

189. R: You cried your eyes out when?

190. O: Where I were (.) you know Xold school

191. R: yeah.

192. O: I'd cry me eyes out if I got set a piece of work where as cos these have helped (.) here's helped me build (.) me confidence up with me drawing (.) some one asks me to draw and I'd happily do it.

mature/adult

193. R: Now you mean?

194. O: Yeah.

195. R: Did you not use to like drawing?

196. O: No.

197. R: Ok.

198. O: I'd do everything I could to get out of it.

199. R: Did you. (.) And what have they done to help you build your confidence here then?

200. O: (3) Having nice teachers that are like (.) encouraging and that.

this school are helping me

proud of self grateful

belonging

201. R: (1) Mm hmm.

teachers are nice

| | |
|--|---|
| <p>202. O: And just like (.) came (.) came here (.) teacher that taught me were Mr X for German but he's left now. And (2) he helped me with my German (.) I've never heard a word of German ((laughs)) apart from me uncle who (1) swears in German ((laughs))</p> | <p>Showing a maturity Wanting to improve his skills</p> |
| <p>203. R: ((laughs)) does he. <i>relationships</i></p> <p>204. O: Cos he's a lorry driver and it makes 'em (.) all back away.</p> | <p><i>PROUD</i> of myself</p> |
| <p>205. R: ((laughs))</p> <p>206. O: (2) So it were like first (.) words of German I heard and (.) I were in top set cos I (.) think (.) they thought (.) if we put him in top set then we can always work him down. (.) And I still haven't been moved down now (.) and (.) it's (1) it's like a second (.) me second language now.</p> | <p>The teachers help me here They are building my confidence I am good at things Feeling proud</p> <p><i>School = Sense of Worth</i></p> <p>↳ <i>Voice of staff.</i></p> <p><i>Proud vs Shame</i></p> |
| <p>207. R: ((laughs)) Is it?</p> <p>208. O: (1) I can find it (.) if I'm (.) in my lesson with me German book (.) I can (.) I can (1) I'm alright at it.</p> | <p>It's because of the teachers that I'm good at it</p> |
| <p>209. R: (2) That's really good so and you'd never done German before?</p> <p>210. O: No.</p> | <p><i>PROUD</i></p> <p>Proud of self Desperate to redeem self</p> |
| <p>211. R: (.) Before you came here. (1) That's good. (3) Mm hmm.</p> <p>212. O: (1) Yeah.</p> | <p><i>School = Sense of worth</i></p> <p><i>Agency</i></p> |
| <p>213. R: (1) So how does it make you feel that you've not had to be moved down then?</p> <p>214. O: (1) <i>Happy and proud.</i></p> <p>215. R: Mm hmm.</p> <p>216. O: Cos I think like (.) I've shown 'em (.) yeah (.) I've made a mistake. (1) But (1) I won't I'm just a smart boy whose made a stupid mistake.</p> | <p>I can do it</p> <p><i>defemined</i> <i>Resistance (refusing the label)</i></p> <p>↳ <i>that's not me</i> <i>I've shown them.</i> <i>stupid mistake.</i></p> |
| <p>217. R: Yeah (.) course. (.) And what do you think that they think?</p> <p>218. O: (1) What do you (.) who's?</p> | <p><i>Repetition: stupid</i> Proud Wants to be in top sets</p> |
| <p>219. R: Like teachers and stuff.</p> <p>220. O: I guess (.) I don't know. (2) But like (2) I like a lot of me teachers I like all me teachers.</p> | <p><i>like teachers</i> It was just a stupid mistake. I am a smart boy I'll show them.</p> |
| <p>221. R: Mm</p> <p>222. O: But I think like (1) I'll see (.) teachers (2) that I had last year and they all say oh hey up Owen this that and other and (3) yeah.</p> | <p><i>Acceptance</i> <i>TEACHERS like me</i> ↳ <i>Teachers - good relationship</i> <i>self esteem building.</i></p> |
| <p>223. R: Well that's really good. (1) Erm (.) what else do you think has been er good in this school then?</p> | <p>Like the teachers <i>abit directive?</i></p> |
| <p>224. O: (2) Kids are better (.) if I'm honest. (.) They're not all walking round looking for a fight or looking for someone who can give some cigarettes.</p> | <p><i>repetition - kids not fighting</i> <i>that's not me</i></p> |
| <p>225. R: Mm. (2) Yeah. (2) Cos you had a lot of friends as well didn't you in your old school?</p> <p>226. O: Yeah. (.) Whereas here (.) proper friendly I</p> | <p>Desperate to prove himself Seeking approval Staff say hi to him on the corridors</p> <p>↳ <i>kids friendly</i></p> |

class

child

adult

Confidential Student

| | |
|--|---|
| <p>mean (.) I followed Xpupil on my first day (.) and then (.) he start (.) and then on second day I got me (1) own plan and like (2) for first day (.)</p> | <p>That's not me I'm not a fighter I am better than that</p> |
| <p>227. R: Mm hmm</p> | <p><i>buddy</i></p> |
| <p>228. O: I didn't (.) know anyone like and (.) I had a (.) apart from older kids so I thought first (.) three or four weeks (.) I were mainly with (.) older kids that I knew (.) that are like (.) at the moment in year 10 and (.) year 10. (1) They're ones I hang out with. (.) And (.) now (1) I'm like (.) and then I started to (.) kinda make some friends that are in my year (.) and I just started going with friends that were in my year.</p> | <p><i>friendly</i> <i>important</i></p> <p>The students are friendly here Peer buddy</p> <p><i>PROUD</i></p> <p>I've made friends Proud of self Seeking acceptance Wanting to fit in</p> <p><i>agency</i></p> |
| <p>229. R: (1) That's good. (.) So do you feel like you've made some friends here?</p> | <p><i>popular</i></p> |
| <p>230. O: Yeah.</p> | <p></p> |
| <p>231. R: Yeah. (1) Ok. (.) And how do you feel about (.) about them?</p> | <p></p> |
| <p>232. O: (3) Happy cos they're me mates cos (.) they're nice.</p> | <p><i>emphasizing how bad the kids were here to make himself feel better?</i></p> |
| <p>233. R: Yeah.</p> | <p></p> |
| <p>234. O: Yeah.</p> | <p></p> |
| <p>235. R: (.) And how do they compare to your friends who were at Xold school then?</p> | <p><i>belonging + acceptance</i></p> |
| <p>236. O: They're not (.) at walking round acting like (.) they're hard (.) right hard or like (1) or when we go out they're not saying oh come on then (.) we'll have a fight or they've like (.) seen someone that accidently catches someone. (4) Plus (.) I think cos they're smart (.) it's encouraging me to try harder so I'm (1) cos like</p> | <p>Friends are nice</p> <p><i>adult</i> <i>good student</i> <i>conscientious</i></p> <p><i>Agency</i> <i>DETERMINED</i> <i>I'll SHOW THEM</i></p> <p><i>Repetition: kids not fighting</i></p> <p><i>narrative - parent influence?</i></p> |
| <p>237. R: Yeah</p> | <p></p> |
| <p>238. O: I'm competitive. (4) If I (.) I'll try and make friends with people that are smarter than me (.) cos then I think of it as a competition to try and get (.) even (.) smarter than they are. <i>- good relationships</i></p> | <p>Didn't like my old friends anyway I'm not like that</p> <p><i>Consistent</i> <i>Student</i></p> |
| <p>239. R: (Laughs) what do you mean smarter?</p> | <p></p> |
| <p>240. O: Like (1) they're like (.) smarter than I am (1)</p> | <p>Wanting to prove self</p> |
| <p>241. R: Sorry that's my phone ringing let me just put it off (5) yeah.</p> | <p><i>Determined</i> <i>Resilient</i> I want to be smart</p> |
| <p>242. O: (.) Yeah so like (2) I mean (1) they know more stuff (1) so like I'm trying to learn (1) more if you know what I mean</p> | <p>I am smart</p> |
| <p>243. R: Yeah (.) like in your lessons and things.</p> | <p></p> |
| <p>244. O: Yeah.</p> | <p></p> |
| <p>245. R: Well that's really good it sounds like you <i>really wanna do well</i></p> | <p><i>I'm wanting to build positive sense of self.</i></p> |
| <p>246. O: Yeah.</p> | <p></p> |
| <p>247. R: (.) Have you always been like that do you think?</p> | <p><i>I'm clever / a sponge</i> <i>likes it.</i></p> |
| <p>248. O: Yeah. (1) I've been described as a sponge</p> | <p>Yes it's true.</p> |

voice of old pupils

Proud Resilient

((laughs))
 249. R: Have you? (.) What do you think that means?
 250. O: Like (2) that (.) if I get told summat (.) I'll take it in best I can. (.) But (.) if I get told (.) not to do
 251. R: Yeah
 252. O: if (1) if I got told not to do summat cos this'll happen (1) I'm that person who'd have to end up finding it out for meself.
 253. R: ((laughs))
 254. O: Like me dad once told me not to touch an exhaust cos it's hot. (.) I still went and did it. ((laughs))
 255. R: ((laughs)) Yeah. (1) Who said who says that about you then that you're a sponge?
 256. O: Er (.) teachers at (.) me primary school (1) and (.) other people that I've met.
 257. R: Yeah. (.) do you think (.) like (.) do you what do you think about that do you
 258. O: I just take it as a complement.
 259. R: Do you. (.) Well that's good. (.) Yeah cos I guess it means that you're good at like taking stuff and in and learning stuff. - building positive
 260. O: Yeah. (.) Cos I mean like (1) there's no point taking it as being offended is it. - adult
 261. R: Yeah.
 262. O: I mean last thing you wanna do is work yourself down about it make yourself upset.
 263. R: No I think that sounds like a nice thing to say anyway. (1) Ok. (.) erm (2) is there anything else that you sort of want to tell me about? About your (.) about your when you changed schools or about your old school or
 264. O: No but (.) all I remember is I'm (.) me (.) is when I came here (.) I literally (.) got told (.) about cos I were coming here (.)
 265. R: Mmm
 266. O: er (.) on like when I got shown round (.) I got told it don't matter (.) if (.) or I didn't have to come in because I'm at (.) Xnew school (.) cos I were at Xnew school that day. (1) And I was like oh right (.) but (1) then (.) when I'm at home (.) I'm literally just sitting down watching TV (2) cos I can't (.) or (.) me dad'll like (.) take cos we've got a field behind us that no one goes on or he'll take me out and I'll have a kick about with him.
 267. R: Yeah. (1)
 268. O: Yeah.
 269. R: (1) So (.) what (.) so are you you were talking about your first day (.) were you? At Xnew

Caricatures / clever
voice of parents + teacher
 People think I'm clever
 I'm inquisitive
 Louder / more confident voice. Proud
 narrative from family
 they have to let me.
TEACHERS ENCOURAGING
 This is a narrative that others have built about him and he likes it.
 I am inquisitive
 I want to learn
 People think I'm clever
 sense of self
RESILIENT
 the approach he is taking here??
 I am resilient
 Flippant / Communication
 + I was wanted
 "not bothered but I am"
 Communication not good
 voice -> I'm not bothered
 They told me all of a sudden
 Not good communication
 Missed out on learning
 masking vulnerability
indifferent
grateful

go school taken away

school? (.) [Did you just say]

270. O: [No but like] (.) when I came for (.) cos that's when they were showing me round.

271. R: Ahh

272. O: Yeah.

273. R: And when was that then?

274. O: (1) Er a while ago er (.) my first (2) about (2) 18th of January. (.) Cos my first day on my timetable I think were 21st of January

275. R: Mm hmm

276. O: So (2) think my first (1) day at (.) like having a (.) like round like the school with me parents (.) were 18th of January.

277. R: So that's quite a long time after Christmas then?

278. O: Yeah.

279. R: So what were you doing after Christmas?

280. O: (1) I were still on twilight.

281. R: Ooh.

282. O: Incident happened before Christmas (.)

283. R: Mm hmm.

284. O: Happened before Halloween er but just after Halloween (.) I think (1) and I were on twilight for ages and (.) weren't benefiting from it (.) No one was.

285. R: Yeah.

286. O: Only thing it meant were (.) school were saying oh (.) we've still got an extra pupil. (1) And all it did were get me me mark which (.) I mean like (.) I were only doing two hours a day (.) I may as well be sat at home behind a computer googling stuff [haven't I] voice - they are useless

287. R: [Mmm] (.) Yeah. (.) especially if you haven't got a teacher in there.

288. O: Yeah.

289. R: (.) So erm (.) when did they tell you about you coming here then or what did they say to you?

290. O: Erm (.) I got asked (1) what do I what school I wanna go to and I straight away turned around and said Xthis school cos I know (.) older students that go there (1) and like (.) and (.) it's ?? and (.) it's already (.) and I mean it's a better school than this one (.) and I know that without even having a look at it. (.) All you need to do is ask me mates and (.) they'll say it's bent like but I mean (.) if you're saying this you wouldn't be gonna say the school's bad and because (.) not a lot of kids like school.

291. R: (.) Yeah. (.) So who who erm (.) so you were doing your twilight (.) yeah?

School were
going wrong
about them
voice
or staff

Agreeing

adult

emphasis
voice goes quieter
resigned
a sad face

Victim
accountable
INCONVENIENT

→ advertising parents
→ wasn't benefiting
no one was.
→ awkward for everyone

Theme: Nobody
Became unimportant
worthless

→ pointless.
missing learning

→ me-agreeing.
empathising
my real views

I missed my education
→ link to prior research. the research questions.

→ I wanted to come here anyway
making vulnerability

I was an inconvenience to school
→ I'm glad I'm here
Missing education

→ I don't care what peers think
I'm good.

→ but I do like school.

A good student

292. O: Yeah.

293. R: Erm (.) and and when did you find out that you weren't staying at (.) Xold school?

294. O: (.) Er I (.) don't know (2) don't know.

295. R: Who told you that you weren't staying?

296. O: (.) I were (.) I went in (.) I got told think it were week before (.) I got told oh no it's time you going to Xnew school for your (.) and then (.) after that you'll (.) no longer be at Xold school. (.) I thought (.) oh alright. (2) And then (.) I goes (1) and (.) I went in one of days (.) day before they said (.) oh tomorrow's your last day and I goes oh alright (.) so I went in next day and they says oh you don't need to be here cos you're at Xnew school today for your meeting. (.) And I thought (.) I got told yesterday that I needed to come in.

297. R: (1) Right. (.) So how did you feel when they told you then that you weren't staying at Xold school?

298. O: Happy. (.) Cos I were like leaving everything behind and I thought (.) better school here. (.) I've got like it's like a second chance for me.

299. R: (1) Yeah. (1) Yeah. (.) And did you like that's what you wanted a second chance?

300. O: Yeah.

301. R: Mm hmm.

302. O: My (1) but (.) I won't take it back cos I've been (.) I've made a lot more friends (.) I've got (1) a better education (.) I mean (1) it's just (.) better all together.

303. R: Well that's really good to hear.

304. O: Here I can do more after school clubs.

305. R: Yeah

306. O: At Xold school (.) yeah I did running and I were on football team (.) but (.) ??? cos like (1) all it's showing is I'm doing summat after school.

307. R: Yeah. (2) Erm (.) so you came to look around did you with your mum and your dad?

308. O: Yeah.

309. R: Right. (.) And what were they saying about everything?

310. O: (2) Me mum and me dad just end up arguing in front of (.) Miss Williams. (1) And (.) she took me off to side to show me like street area (.) and she turned round and said to me (.) do they always argue like that and I just said (.) yeah. (.) That's why no one likes them being in same room.

311. R: (laughs) Right. it's not funny but I'm going along with his defense mechanism

312. O: Cos (.) if you left them in a room together for long enough (.) they'd end up pulling each other's

Staff indifferent

Praising this school I chose it straight away

Staff were Flippant

Not a lot of kids like school but I do I don't care what my mates think (but he does)

I wasn't bothered. Was he though.

Communication not good Didn't know what was happening

Communication not good

I don't care that it's my last day I'm pleased to be leaving They are disorganised I'm glad I'm not there any more

want to leave it all behind

SECOND CHANCE hope

I wouldn't change it

A second chance Leave everything behind

BUT Actually he is still very upset by it all

mentioned again in convo 2 we 18/1

Things are better here Friends Education Everything

important More afterschool clubs here

quiet voice Resignation

Difficult family situation

adult

he is the sensible one - juggling

A coping mechanism "oh what are they like"

RESILIENT - humour

Voice of Staff

Coping

Agony

delivered despite self

to reclaim self

to reclaim self

⊕ CAUGHT IN MIDDLE ⊕

MONDAY OPEN

resigned voice

head's apart.

313. R: Really. (1) And was that was on your first visit was it?

314. O: Yeah. (.) But (.) me mum (1) my mum always says my dad's trying to get to her by through me whereas me dad's saying it's other way round and like (1) if (.) if my dad said it were Wed Friday today mum would say no it's not it's Saturday.

315. R: (1) Yeah. (.) How does that make you feel?

316. O: (.) I don't know cos like (.) they both blame on each other

317. R: Mmm

318. O: and like (1) I know and then me mum gets on at me dad when he's not told me summat. (.) Whereas (.) me mum then gets on at me dad (.) when he's told me summat (.) and then she's saying that she shouldn't have told it me. (.) So she could have told it me and I goes (.) what difference does it make? I've been told (.) now I know.

319. R: Yeah. (1) So they say like (.) two different things do they.

320. O: Yeah.

321. R: Mm hmm.

322. O: (.) Cos like (1) I (.) me mum (.) she ended up (.) I hate Mondays cos it's day of swap (1) And (1) it's just worst day.

323. R: That's they day that you change over from being with your mum or your dad is it?

324. O: Yeah.

325. R: Right ok. (.) Why what's it normally like on a Monday?

326. O: When I'm coming to me dad's it's quite (.) good or it's (.) nice (.) and good.

327. R: Mm hmm.

328. O: Whereas when I'm going to mum's (1) I'm (.) I can never sleep on that Sunday when I'm going back to me mum's.

329. R: Can you not.

330. O: No. (.) Cos if I have a good day at me (.) dad's or a good week (.) I can't sleep all night cos I'm just (.) scared of going to me (.) mum's. me-empathy

331. R: Mmm. (1) What is it that you're sort of thinking about or worrying about?

332. O: I don't know cos like me mum will get at me (.) for like owt and I'm just (1) scared that she's gonna (.) get on at me again for summat I haven't done.

333. R: Mmm. (1) Like what kind of thing?

334. O: Oh all sorts. (1) Cos (.) I once didn't tell her

Difficult home life
School is my safe space
People get me at school
I can be successful

A narrative- making a joke of it to be able to cope with it.

Being pulled - different directions

Difficult home life
Being pulled in different directions

in the middle of parents

adult voice
I'm the sensible one

I'm caught in middle
I'm vulnerable

He is the sensible one
In between both parents

School needs to be safe place as home isn't
Afraid of what might happen at home

Being pulled between both parents

I'm scared it could all go wrong

I'm vulnerable

① worried about things going wrong @ home
② worried about things going wrong @ school.

Afraid
Worried that things will go down hill
Feeling pressure to keep it together, keep everything positive

vulnerable, powerless
I'm the victim

Scared
↳ contrasts with → I don't care/ they are stupid any way

Parents get at him
Scared

afraid.

that I were doing running cos (.) she stopped taking me to football and every time I asked her she said (.) oh no cos your dad knows where I am. (.) And (.) so I didn't ask her if she'd take me to running cos like I thought no cos your dad knows where I am. (2) And she found out (.) and she started ranting at me saying oh why didn't you tell me and I goes (1) because you didn't ask me (.) you said I'm you're not taking me to football (.) cos me dad knows where I am and she goes oh yeah but running's different and I goes how is it he still knows where you are don't he. (.) So then she says you're either going to pick football or running so I picked football.

335. R: Mmm. (.) Right ok and you do foot and you still go to football?

336. O: Yeah.

337. R: Yeah. (.) Ok. (.) What do you think erm (.) your mum and your dad thought about (.) like (.) the incident and stuff that happened at Xold school?

338. O: (.) I don't know.

339. R: (3) Did they say anything?

340. O: (.) I know (.) my mum just (.) looked upset (.) and me dad were there say and me dad were trying to stick up for me (.) whereas me mum ??? if I'd have forged I once forged a signature cos I got dared to (.) and she were there ranting and raving at me saying oh next time I'll call police and I'm like (.) what kinda parent does that ((voice breaks)).

341. R: So what was that about?

342. O: Er cos I once forgot (1) cos I er I once forgot to sign my planner I thought I don't want detention cos I've got this tonight. (.) So (1) I forged the signature and she started ranting at me saying (.) oh you should get sent oh next time I'm ringing police this that and other ((voice breaks)) (.) and I like (.) and then me dad's there saying oh he's only a kid it's a silly mistake it's not like (.) owt massive's gonna happen to you.

343. R: Yeah.

344. O: (.) And then (.) like it's like me mum's wanting to get me in trouble at times ((voice breaks))

345. R: Mmm

346. O: Whereas me dad's sticking up and sees things from different points

347. R: Yeah

348. O: of view

349. R: Yeah. (1) it's hard sometimes isn't it especially when (.) when you erm (1) I suppose when there's when they're telling you like two different

Not listened to
Accused

unpredictable home life

Parentless

victim

Treading on egg shells

He's trying to help

Caught in the middle

Resigned voice.

directing him towards research questions

voice or dad
victim
upset people

repeated.

VICTIM / child

I upset parents

My dad listens to me - sticks up for me

He's trying his best.
Yes I make mistakes

Difficult relationship with mum
victim
child

I'm only a kid

also his voice
victim

School systems can cause problems

EMOTIONAL HOT SPOT
mum - he is confused

I'm just a kid
It's a silly mistake
Repeated - sticking up

no one else does

-empathous

Mum wants to get me in trouble
Struggling to understand motives

me trying to empathise

Dad makes him feel better

victim

adult

14

| | |
|---|--|
| things. | |
| 350. O: Yeah. | |
| 351. R: Yeah. (1) Well it sounds like you're doing really really well (.) erm and I'm really pleased that it's going well for you here. | me- want to build his confidence |
| 352. O: Yeah. | |
| 353. R: Erm (1) sb erm so you know when they (1) er when Xold school told you about changing schools. | |
| 354. O: [Yeah] | |
| 355. R: [Yeah] (.) did they just say what school do you wanna go to or what did they say? | me wanting to find out about the swap process. |
| 356. O: I literally got which school I wanna go to (.) I said Xthis school (1) they asked me mum and me dad. (.) Me dad said Xthis school and I don't know what me mum said. (.) But (.) before I went to Xold school (.) I were saying (.) I don't wanna go to Xold school (.) I wanna go to Xschool (.) or Xthis school. (.) Cos Xschool's in middle (.) but Xthis school's (.) Xthis school's got best (1) school. | maybe true but also making vulnerability Didn't want to go 2 old school anyway of parents. literally stuck in middle |
| 357. R: Yeah. | Caught in the middle of parents Difficult decisions to make |
| 358. O: And she goes (.) oh no they haven't er she's looking through internet trying to find all these bad things about Xthis school (1) and she come across this one (.) where this lass broke her arm (.) like her hand or her arm (.) and (.) they said (.) oh she's just sprained it and I goes (1) mum they aint got an X-ray machine. (.) Any school would have said the same thing ((laughs)). (1) I mean what would you guess and she goes oh I don't know I haven't seen photo and I goes right then so stop trying to slate the school (.) when you don't know what it were like. | mum trying to pick fault. needs to be the ADULT I am the sensible one Having weight on shoulders |
| 359. R: Yeah. | |
| 360. O: For all you know (.) she were still moving it. | |
| 361. R: (2) Why do you think she was doing all of that? | Difficult decisions to make Tring to make the best of it |
| 362. O: Cos she didn't want me to do it. | |
| 363. R: To come here? | |
| 364. O: She didn't want me to come here cos like she was saying (.) oh if you go to Xthis school you aint you're making your own way there and your own way back here and I goes (.) so then when I were turning round and saying I'll just stop at me dad's (.) and come and visit you every other weekend (.) she went oh no you aint blah blah blah (.) And I goes right then you take me and (1) she (.) tryna argue. | Stuck in middle -> mum upsets him she's got her own issues. I'm the problem solver she's stupid but I'm actually upset |
| 365. R: Yeah. | He knows why she says things- because she wants me to be close to her It's difficult |
| 366. O: Yeah. | |
| 367. R: (.) Yeah. (.) It sound like you've er (.) you you're doing really well (.) erm (2) to do everything | |

I want to help him
He is resilient

that you're doing (.) with everything you've got going on. (1) Erm (1) ok. (.) So let's think about (.) erm (1) what about your first day at er here (.) What was that like?

directing the conversation

368. O: It were good.

369. R: Mm hmm.

370. O: It were (3) very (2) it were very strange cos like (.) you'd talk (.) you know cos you knew that like talk of class and that (.) So I came (1) and (.) think it were drama I had first and then like (.) I've done drama before and I were all right at it.

kind of likes it?

wanting to prove self

I'm cleaner

371. R: Mm.

372. O: Er (.) so I did it and (.) Miss that like were proper praising me for it (.) and I'm swapping her as me drama teacher.

Praise

I was the talk of the class
It was a big deal

pleased that he fit in on first day

desperate to fit in

373. R: Oh.

374. O: Luckily.

375. R: (1) And what teacher was that again?

376. O: Miss X.

377. R: Ok. (.) And she's your drama teacher?

378. O: She was my drama teacher now it's (2) er a Sir.

I like the teachers
She was praising me

379. R: Ok.

380. O: And (.) that (5) and then (2) but then next day I had (.) PE but I heard some of lads talking that they had PE so I said to me I got home I said to me dad (.) can I take my PE kit cos I (.) I've heard some of lads on about (.) that they've got PE tomorrow so I says I might have it as well cos like (.) I don't know (2) so I took it just incase and .

need good communication to help with first days

I use my initiative.

Doesn't want to be caught out.

381. R: Mm hmm

382. O: I did as well

proud of self

figured it out

I wanted to make sure I was prepared
I am a good student

383. R: Mm hmm

384. O: (1) And I mean I think it were football we were doing and that and they ended up doing (1) that (.) and (1) yeah.

385. R: (1) Yeah. (1) So how so did you er so you did drama on your first day

386. O: yeah.

387. R: and did you like that?

388. O: Yeah.

389. R: Mm hmm. Did you say you'd never done it before?

390. O: (2) I did it a little bit [but like]

391. R: [Yeah]

392. O: (1) not (.) proper like drama lessons at me old school we did drama but it were like (1) it weren't drama it were just (.) sitting in a room (.) talking about what you'd do if you were (2) an actress or actor.

Education better here

look how rubbish it was at my old school

old school not good

| | |
|---|--|
| <p>393. R: Oh ok ((laughs)) (.) and so what was different here?</p> | |
| <p>394. O: You're actually doing stuff.</p> | |
| <p>395. R: Yeah.</p> | |
| <p>396. O: And you like (.) get (.) you like (.) actually (.) you know actually doing it.</p> | <p>We do proper lessons here Better education here</p> |
| <p>397. R: Yeah. (1) Mm hmm. (1) How did you feel then on your first day coming here like in the morning and things?</p> | <p>→ directing - research Q</p> |
| <p>398. O: Nervous but excited.</p> | |
| <p>399. R: Mm (2) what were you hoping was gonna happen?</p> | |
| <p>400. O: (2) Just <u>hoping</u> that I'd have a good (.) day.</p> | <p>Always hopeful that it would go well</p> |
| <p>401. R: Yeah.</p> | |
| <p>402. O: yeah.</p> | <p>desperate to have a good day</p> |
| <p>403. R: And did it go as well as you wanted it to?</p> | |
| <p>404. O: Yeah.</p> | |
| <p>405. R: yeah. (1) What do you think er (.) the other students were thinking (1) about you?</p> | |
| <p>406. O: I don't know. (2) I mean (.) not one of em tried tormenting me they were all (.) right nice and (.) you know (1) trying to introduce themselves and that.</p> | <p>Suddenly were all nice Feeling the pressure- first day SS making an effort</p> |
| <p>407. R: (1) Yeah (.) they were introducing you were they to people themselves?</p> | |
| <p>408. O: Yeah.</p> | |
| <p>409. R: Mm hmm.</p> <p>410. O: (.) And (.) trying to like make me friends and make me feel better like (.) I got told what were on like this (.) when and (.) where (1) and it were really good.</p> | <p>metaphor no one else did B/C I WASN'T FEELING GOOD Need to know what I'm doing. All the students are really nice They introduced themselves COMMUNICATION good here</p> |
| <p>411. R: Yeah. (.) Well that was good then (.) So how did you feel at the end of the day?</p> | |
| <p>412. O: (1) Er (.) I felt happy and I thought (.) this is the school I should (.) belong at.</p> | <p>WANT TO BELONG BELONGING I belong here recognition that I don't</p> |
| <p>413. R: Yeah. (.) Well that's good to hear. (1) Erm (.) so you were talking about that drama teacher did you say she she was praising you? What was that about?</p> | <p>They helped to prepare me for what was happening HOPE</p> |
| <p>414. O: Like cos we did this drama thing and like (.) cos I did well was I thought (.) was like I literally just acted like I would have if it were real li- real (.) in real (.) life. (.) Cos I mean it's basically what (.) you've got to do everything except for melodrama.</p> | <p>confident. Proud of self RESILIENT Belonging is important Determined Desperate to fit in</p> |
| <p>415. R: Yeah ok (.) mm hmm. (.) And how did you feel about her praising you?</p> | |
| <p>416. O: I felt really (.) happy and proud.</p> | <p>HAPPY PROUD protective factors</p> |
| <p>417. R: Did you</p> | |
| <p>418. O: Yeah ((smiles))</p> | <p>emotional hotspot School = acceptance + sense of worth</p> |

| | |
|--|---|
| 419. R: (1) And do you (.) erm did you tell anybody else about that? | Proud of self |
| 420. O: (1) I told me parents. | I want to feel proud Want parents to be proud |
| 421. R: What did they say? | Teachers make me feel proud Proving self |
| 422. O: They were really proud. | |
| 423. R: Were they | |
| 424. O: Yeah. | |
| 425. R: Well that's good. (2) Is there anything (.) when you (.) is there anything er (.) since you've been here (.) that you think (.) would have made it even better? | I want my parents to feel proud |
| 426. O: (3) No. | |
| 427. R: (1) No? | |
| 428. O: No. | everything good here |
| 429. R: (1) Everything's been good. | grateful |
| 430. O: Yeah. | directing a bit? |
| 431. R: (.) What about erm (1) is there anything that maybe you've not liked as much about coming here? | |
| 432. O: (2) Er (2) there's no (.) I can't owt bad about it ((laughs)) | say |
| 433. R: ((laughs)) (1) Yeah. (1) So you really like the teachers and the students | |
| 434. O: [Yeah] | Everything is great here Don't want to look back |
| 435. R: [and the] lessons. | |
| 436. O: Yeah. | |
| 437. R: Is there any other way that it's different then to Xold school? | |
| 438. O: (.) Yeah (.) we start at different time. | |
| 439. R: Oh right ok. | |
| 440. O: Like (.) here we finish at half past whereas at Xold school we finished at quarter to. | |
| 441. R: Mm hmm. | |
| 442. O: (1) And (2) you've more a variety of food and like (.) at Xold school (.) you got your food and you went outside. (.) Here (.) it's the complete opposite. (.) A lot of people get their food (.) eat it inside then go outside. | |
| 443. R: Right. | |
| 444. O: Or if (.) or like me (.) I'll get summat to eat (.) er eat it and then go to football on astro-turf. | be laughs |
| 445. R: Ah right ok. (.) And who do you do that with? | Everything is better here |
| 446. O: (.) Er (.) PE department go on it (.) but I play on with lads in my year (1) year group and it's always proper funny and that. | Theme Having a laugh with mates @ playtime |
| 447. R: Is it. | Good friend |
| 448. O: Yeah. | Playing sports with peers at lunchtime |

I am a
god friend /
member of community

| | | |
|------|--|---|
| 449. | R: Is that at lunchtime? | Belonging |
| 450. | O: Yeah. | Sense of community |
| 451. | R: Well that sounds good. | |
| 452. | O: (2) I have (1) ev- (1) like everyone's friends if you know what I mean like (.) no one says owt bad about each other like (.) I sit on (.) in maths I have Xpeer and Xpeer on my table. (.) I didn't really knew them when I started it but like me and Ben has built (.) up like (.) a friendship. | grateful → there's no negativity I have made friends I am a good friend |
| 453. | R: Mm hmm. | |
| 454. | O: We don't like (.) we're not always with eachother but we are friends if you know what I mean. | proud |
| 455. | R: Yeah. (.) Well that's good everyone's friendly. | Like a big family |
| 456. | O: Yeah. | |
| 457. | R: Mm hmm. (1) And it wasn't so much like that at Xold school? | I have built friendships Feel proud of myself Everyone is nice |
| 458. | O: No. | |
| 459. | R: Was was there was there anything you liked about Xold school then? | |
| 460. | O: (1) Er (5) only thing I liked (.) were maths teachers. | → teachers are important Houses → belonging / identity. |
| 461. | R: Mm. | |
| 462. | O: (1) And I (3) and (1) they did like (.) you had houses but (1) you (1) it were awkward for you (.) to know what house you were in cos like (.) you'd you literally you had a tie for your year group | |
| 463. | R: mm hmm | |
| 464. | O: which literally just symbolized your year group whereas (.) you're having (.) with someone you don't know what house they're in where as here (1) you know what house you're in like me I've got yellow ???: | One teacher was nice at my old school Teachers are important |
| 465. | R: (1) Yeah. (.) So it's a lot clearer. | Things need to be clear in school Need to know where you stand |
| 466. | O: yeah plus (.) yeah. | |
| 467. | R: (1) Would you (1) if you could like go back time would you change anything? | Determined Redemption + reconciliation. |
| 468. | O: No. (2) No cos if I think (.) if I changed owt (.) I might not be where I am today. | → I am doing better now |
| 469. | R: (.) Yeah (.) ok (.) well that's good. (.) What about er like in the future where (.) if we think so how old are you now? | |
| 470. | O: Twelve. | Determined. |
| 471. | R: Twelve so you'll be 13 14 15 16 so say when you're like erm (.) when you've left school what would you like to be doing? | |
| 472. | O: Lawyer. | Don't want to look back Things are going well now and I'm desperate for it to continue I am a success story |
| 473. | R: Ooh. | |

474. O: (.) wanna be (.) a lawyer.

475. R: (1) Why do you wanna be a [lawyer?]

476. O: [Cos I just] (1) cos I just think (3) I just wanna be a lawyer.

477. R: Mm hmm.

478. O: I don't know but (.) cos I'm I've said cos like I've thought with me dad about it sometimes and erm (1) and he said (1) and I always say I wanna be a lawyer (1) or I wanna be like a police officer but I wanna be a high ranking officer. (2) And that and (.) or (.) erm cos me (.) and he says but you're German's going really well so you could always be a translator and I goes (.) or I could be a lawyer (.) but also a translator in me spare time.

479. R: Mmmm that would be interesting.

480. O: Cos I'll be making a lot of money.

481. R: Yeah.

482. O: Cos they both (.) can be a lot of money as it (.) without (.) other one.

483. R: (1) So do you know what subjects you would need to be a lawyer?

484. O: (.) English (3) I know you need English and I always forget other one (1) maybe a bit of maths like cos (2) and (.) then you'd (.) need (1) er (.) you'd (.) obviously need to know about law and that.

485. R: (2) So do you think you would need to like go to university or anything?

486. O: Yeah. (2) Go to university to study law.

487. R: (1) What university do you think you'd like to go to?

488. O: I don't know.

489. R: (1) You'll have you've got time to think.

490. O: Yeah.

491. R: ((Laughs)) Who so your dad knows you wanna be a lawyer does he?

492. O: ((nods))

493. R: Does anyone else know?

494. O: Me mum.

495. R: What does she think of it?

496. O: She's really happy about it cos (.) me dad's a plumber and he always says (.) why do you wanna be a lawyer and I always go (.) cos I wanna me brain not me hands ((laughs))

497. R: ((laughs)) Well that's fair enough. (.) And what about other things then do you what do you what do you imagine (.) do you imagine your life er (.) the same friends as you've got now (.) do you think you'll be living here or

498. O: I don't (.) know.

am determined & resilient
I have made the best of it
→ I know them

Determined
Ambitious
Future career is important

hopeful

I want to make my parents proud
I won't settle for any old job
I want to be successful

Determined to have a good life

voices → real voice
~~I want to make my parents happy~~
SmokeScreen - I'm stupid
→ contrasting voice

I'm clever.
I want to prove myself
wants to make
mum + dad
proud

prove self



| | | |
|------|--|--|
| 499. | R: (3) Just see what happens. | |
| 500. | O: Yeah. | I want to make my parents proud I am clever |
| 501. | R: Ok (.) well that all sounds really good. We've not got a lot of time left before the bell's gonna go (.) erm (.) is there anything else you wanna tell me about quickly? | I am determined I want to prove myself |
| 502. | O: No. | |
| 503. | R: (.) Well that's really helpful thanks Owen. I'll just pause this for now. | |
| 504. | 46:13- total end time | |

what I am trying to do
I am clever
I am determined
I want to prove myself
I want to make my parents proud
I am clever
I am determined
I want to prove myself

What about
- people don't
NOT ONLY HONOR A/P

b. Owen interview 2 with analysis

■ key themes ■ narrative voice. Owen 2. ■ Contrapuntal voices
■ Repetition ■ my emotional response/influence.

499. R: (3) Just see what happens.

500. O: Yeah.

501. R: 'Ok (.) well that all sounds really good.
 We've not got a lot of time left before the bell's gonna go (.) erm (.) is there anything else you wanna tell me about quickly?

502. O: No.

503. R: (.) Well that's really helpful thanks Owen. I'll just pause this for now.

PART 2

504. R: So yeah you told me loads of erm (2) really useful stuff the last time and it was really helpful. (.) So we were talking about er like your old school and when you (.) changed schools and (.) all about your school now and things like that.

505. O: Yeah.

506. R: Erm (1) yeah cos you were talking about (.) erm your old school (1) and (.) you said that you liked this school a lot more didn't you?

507. O: Yeah.

508. R: Yeah. (1) Erm (.) I was just wondering if (.) erm (2) you could think of like a (.) sort of like a good time in your last school like a time that you remember when things were good?

509. O: (5) I've got one (.)

510. R: Oh (.) I'm just thinking cos you weren't there for very long anyway were you?

511. O: (2) No about 6 months.

512. R: Yeah.

513. O: I think. (1) But I know I remember one (2) erm (.) it were (.) opening evening and I remember being with me mates and that havin' a right mess about and that.

514. R: (3) Mm hmm on the open evening (.) like before you started there you mean or

515. O: (1) No when I were there cos (.) we were all helping out.

516. R: Aaah

517. O: (1) So we ended up having some right good mess about and I remember (1) as well when I were doing cross country with 'em (1) erm (2) with me (.) cos only two of me mates went (.) and that (1) having mess abouts with them.

518. R: Ah right ok. (.) So what was the open evening for?

519. O: Erm (1) for (.) to let year sixes and fives to have a look around.

520. R: Aah right so (.) what did you have to do?

Directing conversation?

mates/friendship

belonging

conscientious

521. O: (1) I (.) literally (.) er took people around school (1) but when there were nobody they basically said (.) go and do what you want.
522. R: Oh right ((laughs))
523. O: Erm cos it were like (1) it opened at about (.) 3/4
524. R: Yeah
525. O: And stopped at about 7/6.
526. R: Ok.
527. O: 6 or 7 (.) one of them two. (.) And I remember about (1) 5 it just went dead so ((laughs)) me and me mates were (.) running up and down school having loads of fun and messing about.
528. R: ((laughs))
529. O: Had a go on all the activities.
530. R: (1) And you what sorry?
531. O: Had a go on all the activities ((laughs)).
532. R: Ah ok. (1) So what it was on till seven but there was nobody there was there not?
533. O: No.
534. R: Ok. (.) Ah right well that sounds fun. (.) Erm (.) and what was the other time that you said?
535. O: (1) When I were at cross country.
536. R: Yeah. (.) What was that?
537. O: (1) Like (2) it (.) just remember all of us (1) what were on bus and just having a mess about and all that and then at events we'd do our race cos (.) year sevens (.) were first.
538. R: Uh huh.
539. O: So I'd end up having a mess about then.
540. R: (2) So were you on a bus going somewhere for the
541. O: Yeah
542. R: cross country
543. O: Yeah.
544. R: Where did you have to go?
545. O: (1) erm (.) I don't know which event it were for. (2) I know where places events were at.
546. R: Yeah.
547. O: (1) I remember at last event (.) I had to take part in year eight's race
548. R: Oh yeah
549. O: Cos we arrived late.
550. R: Oh ok.
551. O: (2) And we thought we'd signed in.
552. R: ((laughs)) (1) So you had to race against the year eights did you?
553. O: Still came same place.
554. R: ((laughs)) (.) What position did you

Conscientious

helping
belonging

good relationship
natural

good time with
mates

come?

555. O: Eleven in every single event.
556. R: (1) You came eleven? (1) Like eleven eleventh?
557. O: Eleventh.
558. R: In every single event? ((laughs))
559. O: Yeah. (1) And then this year I came (.) 6 (.) 6 (.) 11.
560. R: ((laughs)) (1) Do you think eleven's your lucky number?
561. O: I don't know.
562. R: ((laughs)) (4) Ok. (1) Yeah (.) so what about like a (1) cos you've told me a lot about this school anyway haven't you but (1) would there be like a (1) a time where you erm (1) that you think's been really good in this school (.) so far?
563. O: (2) All of it.
564. R: (1) Mm hmm.
565. O: (3) I think (2) one of me favourite (.) I like (1) I just like all of it.
566. R: (3) What would you say like (.) erm (2) has there been like a time that's been like (.) better than the others?
567. O: No I'm just enjoying it all sp.
568. R: (1) Well that's good.
569. O: (1) Probably but I liked it (1) I have this (1) probably it's probably me favourite. (1) I were doing football after school (.) in year seven (.) and erm (1) cos there was snow on astro turf. (.) And it were Mr X and in end we ended up playing this other game. (1) We didn't know what it were like (.) but we had to run from (.) one of (.) from one side of pitch to other.
570. R: Mm hmm.
571. O: (1) While all the others were chucking snowballs at us.
572. R: ((laughs)) (2) What was good about that then?
573. O: (1) ((laughs)) I don't know I just really liked it.
574. R: ((laughs))
575. O: Having a mess about and that.
576. R: ((laughs)) (.) So you were allowed to do that then were you?
577. O: (1) Yeah.
578. R: ((laughs)) (.) Was that when it was really snowy?
579. O: Yeah.
580. R: Yeah.
581. O: (1) We'd just got (.) most of snow off of the pitches.
582. R: Yeah.

→ directing conversation

positive about new school

determined to make it work gratebut.

mates

sense of belonging

583. O: So (1) we said we we're still we're still doing it. (.) And I remember he he picked us and he said (1) erm (.) I'm not telling you what it is but do you wanna take part in this like mini game? (.) And we were all like (.) we don't know what you mean (1) and he says (.) right we're doing a game (1) I'm not telling you what it is you're either doing it or you're not. (.) And er I ended up (.) saying yeah cos I thought (.) what's worst thing that can happen like.

relationship
with teachers

584. R: ((laughs))

585. O: (1) So yeah. (.) Ended up being us having to run from one side of pitch to other without getting hit by loadsa kids chucking snowballs at us.

Resilient
positive
hopeful.

586. R: ((laughs)) (1) Sounds good yeah cos there was loads of snow wasn't there earlier in the year.

"I give things my
best shot"

587. O: Yeah. (1) Yeah.

588. R: (2) Ok. (.) Erm (1) oh yeah cos you al- you did you say that you liked your maths teacher at your old school?

who has fostered
this in him?

589. O: (3) I can't remember.

590. R: (5) Do you did you like your maths teacher?

belonging at school
important - does he
get it at home?

591. O: Yeah.

592. R: Yeah. (1) What did you like about them?

593. O: Just (2) funny. (.) They'd have a laugh mess about with me and all that.

594. R: Yeah. (2) Like what kind of thing?

595. O: (1) All sorts. (1) Just (2) you'd go in you'd (1) you could have a mess around do whatever as long as you did your work ((laughs)).

Relationships with
staff.

belonging.

Wants mutual
respect.

596. R: Ah.

597. O: And they'd have a mess about with you.

598. R: Ok that's all right then.

599. O: (1) Yeah.

600. R: Were they was that your favourite teacher?

601. O: (2) It were either (.) him (.) or my PE teache.

602. R: Mm. (1) What did you like about your PE teacher?

603. O: (2) ((laughs)) Just have a mess about with you and all that.

604. R: (1) So they were like kinda not too serious?

605. O: Yeah (.) like (.) they weren't serious (.) but they were if you know what I mean?

606. R: Yeah. (2) And is there any teachers like

"I'm a good student"
like the high expectations

that here?

607. O: (1) Yeah. (2) Pretty much all of 'em ((laughs))

608. R: Are they?

609. O: (.) Yeah Mr X he'll have a mess about with you. (1) He always does ((laughs)). (>) Mr X he'll have a mess about with you as long as you stay on right side [of him.]

610. R: [Ok]

611. O: A lot of me teachers are like that.

612. R: (.) SO you like them all.

613. O: Yeah.

614. R: That's good. (3) Erm (5) yeah cos we were talking about er (1) like your mum and dad and things as well (1) erm (3) and er (3) like cos you went on twilight first didn't you?

615. O: Yeah.

616. R: What do you think they thought about that about you being on that twilight?

617. O: (1) Er (4) I don't think either of them really liked it [I don't think]

618. R: mm hmm

619. O: any of us liked it cos (1) my mum kept saying how (.) how much she didn't (.) like it cos obviously (.) I miss out on me learning it's (1) not easy for her.

620. R: Yeah.

621. O: Cos I can't even walk it home like (.) incase I bump into any (1) that. (1) Me dad (1) he didn't like it cos I were missing out on me learning.

622. R: Mmm

623. O: I mean (.) I'd be getting back (1) and (1) if (1) he'd pop through (.) to see me at dinner (.) on when he were on his (.) and he'd always come and he'd write me like loads of maths questions cos (2) it gave me summat to do or he'd give me a challenge to do for when he gets home.

624. R: (3) Right. (2) So he was having to er like give you work to do. *empathizing*

625. O: Yeah.

626. R: (4) Yeah.

627. O: (1) And I ended up having to and then I ended up (1) going to Xtutoring service.

628. R: (1) Oh yeah. *inconvenient*
O: Just so I didn't (1) cos I didn't want me learning and that to drop down.

629. R: (3) And what did you do there then?

630. O: Erm they basically (2) they're basically tutors. (1) You do it all on laptops and that they'll set you work and (.) that.

631. R: (1) Mm hmm.

wants mutual respect.
wants to do well

like staff here.

VICTIM/POWERLESS/ANGRY

twilight

feeling guilty - parents
inconvenient

empathy towards parents vs I don't understand parents / they don't understand me

Doesn't want to be a burden. understanding
guilt? Accountable?

I am clever grateful to dad
conscientious student
motivated

Powerless
Resignation

632. O: And (1) you get (1) they even give you homework which (.) I'd get home and do it straight away. (2) Erm (.) so yeah. I'd be doing that I'd either do that (1) between 'em (.) so like (.) I'd go in (1) to school and come out I'd go to Xtutoring service (.) I'd then go to school (1)
633. R: Mm hmm
634. O: again. (.) I'd then do it after sch er (.) I've done me two hours.
635. R: (2) Yeah.
636. O: (2) Yeah. (2) And found that really good cos I mean (1) it (1) it helped me to not drop (.) me standards cos I mean (.) cos it's not exactly (.) easy work they're doing and it's one to one.
637. R: Mm hmm
638. O: You get a lot more done and it (1) comes a lot more easier so (1) I mean I went (1) only thing I were in top set for at me old school (1) were (.) maths (.) which and PE. (1) Whereas now I'm top set for everything.
639. R: (1) That's good and do you think that that's like (.) partly because of the Xtutoring service
640. O: Yeah.
641. R: stuff?
642. O: (2) I got me dad to keep number cos I said if I ever feel like I'm dropping down I'm gonna go straight back there cos of how much they've helped me.
643. R: That's good then. (1) How long did you go there for?
644. O: Erm (.) entire time I were on twilight.
645. R: Aah. (.) Whose idea was it then (.) to do that?
646. O: (1) Me auntie's.
647. R: Oh right. (2) Why what did she say?
648. O: She said erm (.) we've found you this place (.) that you can go to (.) so you're not losing out on your learning and that and she goes (1) you don't have to go if you don't want to but (.) try it once cos (1) I thought (1) I may as well try it.
649. R: Mm hm.
650. O: (1) So I tried it and all that and it (.) turned out really (.) good so I said I wanna keep going. (1) But you also got prizes and that (.) when you (1) cos like I think it were (.) every four times you went you (.) got a prize (2) cos I were going five times a week.
651. R: Oh right. (2) What sort of prize did you get?
652. O: (1) like (1) no (1) er you got (2) little (2) trying to think how to describe (1) got like (.)

CONSCIENTIOUS

grateful
conscientious

→ "look how bad the teaching was"

Proud of self
I'll show them
I want to prove myself
Determined CONSCIENTIOUS
I am mature/motivated
School = refuge.
At home - doesn't belong?
Sense of achievement.
Wants to prove self.

narrative of himself →
I'm clever

I'll give it a go
grateful
determined
Sense of achievement
Sense of belonging
felt valued

could be owt could be rubbers

653. R: Ah right.
654. O: could be pens (.) could be like little soft toys.
655. R: (2) Well that's good. (1) So did you get some?
656. O: Yeah. (1) I've erm I got two footballs. (1) And I still play with 'em now.
657. R: ((laughs))
658. O: I've got (.) I've picked two like ice lolly rubbers (.) I've still got 'em in my stationary kit.
659. R: ((laughs)) Have you. (1) And was the (.) did you always see like one (.) teacher or were there different ones?
660. O: (1) It were always same person. (1) But cos I also (.) did it through Christmas (1) at Christmas they'd give you like (.) these (1) like santa hats (.) and some of the stuff you know said Merry Christmas and that.
661. R: That's good. (.) So you did it through the holidays?
662. O: (1) Yeah.
663. R: (1) Did you not mind doing it in the holidays? - *admire him*
664. O: No. (1) Cos I know it'd benefit me in the long run.
665. R: That's good and was it every day in the holidays?
666. O: (1) No not every day.
667. R: Mmm.
668. O: (1) Cos (.) I want to play out and that with me mates.
669. R: Yeah.
670. O: Cos
671. R: You've gotta have a break at Christmas.
672. O: Yeah.
673. R: Did you still go four times a week?
674. O: (1) About.
675. R: Mm hmm. (.) Maybe a bit less [in the hol]
676. O: [Maybe a bit less.]
677. R: Was the (.) teachers nice there?
678. O: Yeah. (2) Lovely.
679. R: That's good. (1) All right then. (.) Erm (4) can't remember what it was that I that I asked you about there. (.) Why we started talking about that. Oh it was about your mum and dad wasn't it and what they [thought]
680. O: [yeah]
681. R: about it. (1) Er (.) yeah about what they thought about you doing the erm (2) twilight. (2) Erm (2) so so (.) what do you think your mum and

Proud

grateful
sense achievement
belonging

narrative from parents

I'm mature
I want to learn.
I want to prove myself
Determined / grateful /
hopeful.

Mates / friendship

grateful.
desperate for this?
wants to hit in.

dad think of everything now?

682. O: (2) My mum still don't like fact I go to this school.

683. R: Mm.

684. O: (1) But (2) like I say to her (1) it's (.) my decision (.) it's not her whose in school for five years is it. (.) Whereas me dad (1) my dad's happy cos he can see how much progress I've made. (2) From obviously being at Xold school to how I am now. (.) I mean (2) I go out with a lot more people round here now and I do a lot more things. (1) I mean (2) half of kids who I meet up with now (.) I wouldn't have known if I'd never made (.) that mistake. I made a mistake

685. R: Mm hmm. (2) Yeah. (.) And erm (1) does your dad live round here did you say?

686. O: He lives down Xplace.

687. R: Oh right. (1) So (.) when your're at your dads do you see people from school?

688. O: Yeah.

689. R: Mm hmm. (1) What about when you're at your mum's?

690. O: (2) Erm (2) I'll catch bus with 'em (.) to like Xtown and that (1) after school. (1) But other than that I don't see 'em out (.) side. (2) There's a lass that (.) was in my year who I talk to a bit (.) who goes and we'll catch bus together and that.

691. R: When you're at your mums you do?

692. O: Yeah.

693. R: What do they come to this school or

694. O: (1) They come to this school.

695. R: Oh right so they live a little bit further away.

696. O: (2) They live in Xarea as well.

697. R: Where your mum lives?

698. O: Yeah.

699. R: Oh ok. (1) Well that's alright then at least there's someone there. genuinely want best for him

700. O: Yeah.

701. R: Mm hmm. (2) Ok. (.) Erm (2) so do you think they're pleased with how everything's going your mum and dad?

702. O: Me dad is I don't think me mum is though.

703. R: What makes you think that?

704. O: Because she's just (.) I don't think she's happy with school choice.

705. R: Mmm

706. O: Which (.) school I've gone to cos I it's not (.) practical for (.) anyone in me family for if I'm poorly or owt. (1) But like I've always said to if I'm poorly (2) just (.) ring me dad up (1) and I

torn / in middle of mum + dad

wants control but wants her approval

adult vs child prone self to dad? proud belonging mates

grateful.

looking on bright side resilient

genuinely want best for him

caught between parents understanding vs incomprehension

INCONVENIENT UNDERSTANDING NOT WANTING TO BE A BURDEN ACCOUNTABLE

↓ don't worry about me.

I am sensible ADULT

mean (.) if I'm poorly if not (.) just tell school to let me walk it and I'll walk it down to me dad's. (1)

707. R: Mm hmm.

708. O: If not (.) and if I can't walk it to me dad's (.) I'll ring somebody up and get me aunty X or whoever to come through and pick me up.

709. R: (2) Yeah. (2) I suppose you're not poorly that much anyway are you?

710. O: Mmm (1) I were sick on Tuesday.

711. R: Were you?

712. O: (2) Yeah but I didn't get sent home.

713. R: (1) Are you feeling better?

714. O: (1) Yeah but I've had a cold for a while.

715. R: Ah.

716. O: I literally just got rid of it (1) in time to just (.) for me football training (.) yesterday.

717. R: Ah (1) is that here that you do that (1) the football?

718. O: No (2) I play for Xteam

719. R: Ah right.

720. O: In (1) at winter we train at Xtown (1) cos they have (2) an astro turf.

721. R: Yeah.

722. O: Whereas in winter (.) I train (.) any other time [but in winter]

723. R: [Yeah]

724. O: I train at Xplace.

725. R: Ah.

726. O: At we play us games (.) home games at Xplace.

727. R: (1) Who got you into that then?

728. O: Football?

729. R: Mm hmm.

730. O: (2) I've just always been into it but

731. R: Yeah

732. O: I jointed (.) that team (1) it started off as Xteam but they changed the name (2) um so (2) but it were me mum who got me into football into that team.

733. R: Mm hmm.

734. O: (1) She were one who found out about it and said (1) I've found this team for you (.) would you like to join it. (.) And I goes (1) I'll give it a shot. (1) And I mean I've stuck with it for a fair bit now ((laughs))

735. R: ((laughs)) (2) How long have you been there?

736. O: (2) I wouldn't know.

737. R: A long time?

738. O: Er (1) over a year.

739. R: Mm hmm (.) And you like it.

BE LONGING
COMMUNITY.

GRATEFUL.

Mum doesn't care vs
She does care

Determination
I try my best
I give things a go

740. O: Yeah.
741. R: So (.) the kids who are on that team (.) do any of them come to this school?
742. O: No.
743. R: (2) What school do they go to?
744. O: (1) Xschool.
745. R: Oh ((laughs)).
746. O: A lot of 'em either go to Xschool (1) Xschool (1) or somewhere else.
747. R: Ok. (1) And are you friends with them?
748. O: Yeah.
749. R: (3) Do you see them like (1) outside of football or only when you play football?
750. O: Only when I play football.
751. R: Ok. (.) What is it that you like about (.) about that er (1) playing for that team then?
752. O: Just (2) I don't know I just really like it.
753. R: Mm hmm. (2) Is it once a week?
754. O: (2) Training's once a week.
755. R: Mm hmm.
756. O: And you normally play (.) and you (.) play your games on Sundays.
757. R: Ah right.
758. O: But when (.) we're not having a we didn't have a game last week (.) and we're not having a game this week.
759. R: Ah.
760. O: Us next (1) games not till this Sunday but nest Sunday.
761. R: Ah ok.
762. O: And that's because I've got ??? cup.
763. R: (1) Ah right ok. (1) So you've got a (.) you've got two free weekends.
764. O: Yeah.
765. R: ((laughs)) (2) Is that good or not?
766. O: (5) I hate it. (.) I just (.) cos I'll wake cos I'm used to waking up (.) not early early but earlyish for me football. (1) I'll (1) just (.) don't like not having it you know
767. R: Yeah
768. O: it feels weird (.) waking up on a Sunday (.) but not going to a [football]
769. R: [Yeah]
770. O: match.
771. R: Yeah (.) you like to get up and go.
772. O: Yeah.
773. R: What will you do instead do you think?
774. O: (1) Go out with me mates (.) for longer I mean. (.) I would do me football match (.) and like (.) I'll tell 'em what time kick off is (.) and they'll guess when abouts I finish (.) and second I'm in car (.) I'll just look at my phone and I'll end

Football = belonging
I like to be involved/
busy / on the go
achievement

mates.

→ belonging
I am wanted

up ringing 'em all saying I'm on me way I'm on me way don't worry.

775. R: ((laughs)) (1) Well at least you'll still see them (2) yeah.

776. O: yeah.

777. R: (1) Erm (4) lets see what else I was gonna ask you about. (1) Erm (.) oh yeah. (1) You said that you thought it was stricter here than your old school?

778. O: Yeah.

779. R: What did I was just wondering if you can tell me a bit more about that.

780. O: (1) At me old school (.) you could literally make as much noise as you want moving and you didn't have to be single file you could walk wherever. (.) Here like you have to be on (1) left hand side single file and silent. (2) And then (1) there (1) second you you (.) could (1) you could do owt. (2) And (1) and (1) if (1) you could literally do owt (1) and most likely you wouldn't (.) get a warning or owt. (1) I mean you could mess about and that. (1) You could do whatever and you wouldn't get owt where as here (1) it's (.) plus I think this school is a lot more organized (.) cos they have obviously time limits and that. (.) Whereas at old school they'd be like oh yeah do this stick it (.) and just put your pen down when you're done. (.) So you'd have kids there taking half an hour just to write one word (1) cos they were (.) just messing about and that so you didn't get as much learning done.

781. R: (1) Yeah. (1) What do you mean the time limits?

782. O: (1) Like (1) say you're writing your date and title (.) they'll give you like a minute for that. You do buzz and go which is (.) when you pass it round on your table so you'll have (.) you'll have (.) either a minute a minute thirty seconds and fifteen. (.) Or two two minutes (1) a minute (.) thirty fifteen.

783. R: (2) Right.

784. O: So you have (2) you get given time to do it instead of (1) oh let us know when you've done.

785. R: (2) Do you think that's better then?

786. O: Yeah.

787. R: (1) Why do you think it's better?

788. O: (2) Because it's just (1) feels a lot more organized plus (1) it feels like it's more challenging so like if you get if you (.) it's like getting told (1) write (.) summat (.) in a week (2) it's not gonna be as challenging if you get told to

belonging

criticizing old school.

"I'm glad I'm not here now"
"Wasn't a good school anyway"
hiding vulnerability?

I'm mature/adult

I want to learn

I'm conscientious

now - likes high expectations

conscientious

wanting to fit in/prove self?

I am cleaner.

do it in 3 days is it.

789. R: Yeah. (1) And I suppose it like makes you do it.
790. O: Yeah.
791. R: (1) Erm what's buzz and go?
792. O: Buzz and go it's like (1) you're sat on a ta- right there's normally four people on a table (1) so you have a person here here here and here.
793. R: Mm hmm
794. O: (1) So (.) you'll have your whiteboards out and you'll (.) get given like (.) questions or summat to write about. (1) It's basically similar to four times better. (.) And you get top (.) like say two minutes to write (1) you get two minutes to write on your own. (.) Then you swap it give it to next person who has a minute to write on yours. (.) Then (.) next person has 30 seconds (1) then (.) person after that has 15 (.) and then you get you write one back. (1) But (.) so you write on everybody's whiteboards. (1) And the four times better is (.) same apart from you get the same time.
795. R: Right (.) and what so are you all writing about the same thing?
796. O: Unless it's questions.
797. R: Ok. (1) And is it quite fun doing that?
798. O: Yeah.
799. R: (1) Sounds good do you do that in all lessons?
800. O: (1) Yeah.
801. R: Mmm hmm (2) What about the walking in silence and all that then what do you think about that?
802. O: (3) I don't mind it really cos like (2) it (.) it just (2) it's like when you're walking in the street (1) you don't have to talk walking do you. (1) Looks a lot more organizes and (.) better. (.) Only problem is (.) if you're late to lesson then (.) you'll get shouted at (.) even when you could have someone that's in front of you whose walking right slow (1) but it's not your fault.
803. R: Mmm.
804. O: Summat else I don't understand (.) you can be late to school but you can't be late to your lesson. (1) Cos you have to be in school for twenty past even though your lesson doesn't start till twenty-five past.
805. R: (2) What happens if you're late for your lesson?
806. O: (1) You get an EL.
807. R: (1) What's that?

likes structure
allows sense achievement?

I am an amateur
adult
I like the rules
wanting to fit in
Understanding
vs
Incomprehension RE: rules

808. O: (1) You have like (.) EL one
 809. R: Mm hm.
 810. O: EL two EL three. (1) EL one's like your first one EL two's your second one and
 811. R: Ah
 812. O: if you get an EL three it (.) it's reallocation and a detention after school. (1) If you don't go to that reallocation you think (.) you get (.) next day (.) is in cons.
 813. R: (2) Does that happen very much with you then?
 814. O: No (2) think I've only ever got like (.) one or two EL's.
 815. R: That's good.
 816. O: And I've never got ((laughs)) onto EL two's only EL one.
 817. R: How do you feel about (.) about that then about not getting any?
 818. O: (3) Happy.
 819. R: (3) Did you use to have that kinda thing in your old school?
 820. O: (1) Er yeah you'd get like (.) Warning one warning two warning three. (.) Whereas only difference is if you got a warning three here (.) you'd get put in isolation.
 821. R: Mm hmm
 822. O: And you'd (.) have an (.) your hour extra in isolation.
 823. R: (4) So you didn't use to get (.) erm (.) any of that in your old school did you not?
 824. O: No.
 825. R: Either.
 826. O: But I prefer (.) way it is here cos you're still getting to do your lessons. (.) Cos I mean like in there you could get it first lesson (.) you'd miss your next four lessons. (.) Whereas here (.) you say you get it lesson one you still get to do your other four lessons.
 827. R: (1) And then when do you have your isolation?
 828. O: (1) Er (.) you (.) you have your (.) detention
 829. R: Oh ok
 830. O: but if you don't go to your detention (.) that's when you have to do your isolation.
 831. R: Ah. And how long's the isolation?
 832. O: Erm (1) say (.) an hour longer than school. (1) [So]
 833. R: [Right]
 834. O: (1) It's about (.) seven hours I think.
 835. R: Ok is it? So you've got a full day.
 836. O: Yeah I think it is.

clear expectations

Proud

determined to prove self

SOCIAL CONTEXT
 DISCIPLINE SYSTEM
 IN SCHOOL.

missing lessons due to
 punishment
 conscientious

837. R: But you've not done it before.
838. O: (2) It's about (1) it's about an hour.
839. R: Right.
840. O: It's seven hours after (.) about seven hours is doing iso.
841. R: (1) Ok. (1) Erm (4) yeah you were saying about erm (4) when you (2) er the teachers here about how you feel they're more encouraging (.) I think you said that. (.) Erm and I was wondering if you could just (.) tell me a bit more about (.) that.
842. O: They won't just let you give up on first hurdle. (.) Like (.) if you were to say oh I don't get it I don't get it they'll come and help you.
843. R: Mm hmm.
844. O: And (.) they'll (.) encourage you to do it more. (1) They're more encouraging and (2) more (.) like at old school if you didn't understand summat you just got told to ask your (.) partner next to you. (.) If they didn't know just sit and wait
845. R: Mm hm.
846. O: for next task.
847. R: (3) Can you think of a time where it's happened (1) that (.) you've felt like the teachers are encouraging you here like a (.) an example?
848. O: (4) German. (1) When I (.) my first few weeks of German (.) cos I were (.) six months behind everybody else. (1) I just (1) couldn't find point in doing it cos I mean (.) I were doing completely different languages at me old school (.) I kept getting all the languages mixed up and that.
849. R: (1) Yeah.
850. O: Whereas then they helped (.) me.
851. R: (5) What did they teacher do that was helpful? "what works"
852. O: (1) Encouraged me helped me a lot and just (2) like if he saw my hand up he always said (.) if you need (.) if you're struggling just put your hand up but if you're really struggling put your (1) planner on red and arm up. (.) Cos then I'll come to you near enough straight away.
853. R: Ah right put your planner on what?
854. O: Red.
855. R: Ah
856. O: Cos you have traffic light colours you have (.) when you go in you have to put your planner on amber (2) if you're struggling you (.) you normally put your arm up or (.) flip it on red. (1) And (.) you don't normally use green but (1) if he asks you to (.) they'll sometimes ask you (.) show me how you're feeling (.) and that's when

SUPPORTIVE TEACHERS
 I am clearer
 I might need help
 Sometimes + that's OK

Old School - not so supportive

answers immediately
 I'm not always perfect
 reflects on past attitude

conscientious
 mature - recognising
 weakness

Grateful
 Good relationship/
 support from staff
 mutual respect
 clear systems -
 allow him to feel
 achievement.

you'll show red amber and green.

857. R: (1) Oh right that's interesting. (.) [Do you think]

858. O: [You know] (.) you show your colours show how you're feeling in maths.

859. R: Right. (1) Like if you feel like you understand it or not?

860. O: Yeah.

861. R: And what happens if you put it on red what will they do?

862. O: (1) In (.) I'll use maths as an example (.) if you're on red (.) Miss'll normally get everybody on red to sit in a certain table or area. (1) If there is only four of you (.) she'll (.) you'll all sit on a table together (1) she'll work you all on but if you're on amber (.) you then start question (.) one (.) and if you're on (.) green (.) you'll start on question five (.) four or five (.) depending how easy they are.

863. R: Ah right. (1) And do you think that's a good idea?

864. O: Yeah.

865. R: Mm hmm.

866. O: Cos then (1) cos you could be doing summat (.) finding it right easy (.) and still have to go from question one. (1) Cos then you but then you're not challenging yourself as much [are you?]

867. R: [Mmm]

868. O: Cos I mean if you do question one (1) you might get through more questions (1) but you're (.) not challenging yourself as much.

869. R: (1) And it's important for you to challenge yourself would you say?

870. O: Yeah.

871. R: Mm hmm. (2) So do you (.) what what colour's yours normally on?

872. O: (3) Amber or green.

873. R: Mm hmm

874. O: I don't think I've ever put it on red.

875. R: What what would happen if everyone put it on red?

876. O: Miss would run through it.

877. R: ((laughs))

878. O: ((laughs)) It once had it where most people had their planner on red (.) and miss er thingy (1) Miss X (.) she ran through (.) it again (.) she first (.) second question with us again again. (.) And then she said if you still don't understand and then (.) cos like when explained it to most of people (.) she then said if erm (.) you still don't understand it (1) put your arm up (.) and it were

clear systems
can reach potential.
proud of that he belongs
to this now?

I am conscientious

I want to prove myself
School - where I feel
successful. (I was taken
away?)

proud

only about handful of people that still didn't understand it.

879. R: ((laughs)) Oh (.) well that's OK then ((laughs)). (2) Ok (.) Erm (5) yeah you were (.) you were talking about er (2) when you first came here you said you thought you were like (.) sort of the talk of the class. (1)

880. O: Yeah.

881. R: Yeah (.) I was just wondering what you meant (.) by that really.

882. O: Like (.) I think it (.) happens to everybody you know when you're new kid in class

883. R: Yeah.

884. O: I think (.) ev- like (.) everybody's just (.) watching you and seeing what you're like and (1) you know all that and everybody's (.) talking about you and all (.) that. (3)

885. R: Mm hmm (2) How did that make you feel (1) knowing that (1) that was going on?

886. O: (1) I really weren't bothered just thought (1) act myself cos then (1) I can't get said I'm a liar and pretending to be summat other than (1) like (.) I'd rather be friends

887. R: Mm hmm **ADULT**

888. O: Like (.) be friends with somebody (.) cos (1) cos of who I am not cos of who they think I am.

889. R: (2) So (.) what do you (1) do you think they thought anything?

890. O: (2) I don't know what they (.) I don't know.

891. R: Yeah. (2) But you made friends quickly though didn't you?

892. O: Yeah.

893. R: (1) Mm hmm. (1) And do you think like (.) it was them (1) you were the talk of the class (.) cos that could be could or bad really can't it.

894. O: Depends what it's about.

895. R: Yeah. (1) So how do you think it was do you think it was in a good way or (2) → could be sensitive question. felt it was OK to ask.

896. O: I think it (2) it's like (1) not a good way but it's not a bad way it's like (.) everybody just being curious cos like it's like (1) it's like (.) a new kid at any school (1) if I mean if a new kid came my (1) in my lesson (2) everybody'd be like (.) oh who's he who's he or (.) this that (.) and but everybody tries making you feel welcomed and that and tries introducing themselves.

897. R: (1) That's good. (1) So people have been (.) erm trying to make you feel welcome have they? (1) I suppose not now cos you've been here [a while]

adult
mature voice
understanding

→ I see things from other's perspective
I don't let things bother me

But does he? masking?

→ I want to be myself
want to be liked for who I am

ADULT

could be sensitive question. felt it was OK to ask. conversation was equal but he was in control of telling his story
Understanding
Peers - welcoming
grateful

898. O: (((laughs)) not now] yeah
899. R: ((laughs)) What did they do to try and make you feel welcome?
900. O: (2) They explained everything to me. (.) But I remember (2) I got my (1) time (.) my first time ta- my own timetable my second day (.) and luckily enough I heard some of lads (.) talking about having PE next day so I thought (1) I got home and I said dad can I take my PE kit cos I think (1) some of lads have got (.) I've heard some of lads talking about how they've got PE tomorrow so I'm thinking if I've got it. (.) And erm (.) I ended up with me own timetable (1) I'd always meet up with older lads cos (1) they were only ones I knew. (1) And I started (.) with more and more of me lessons. Erm (.) I'd get curious cos I'd start talking so I've ended up in (1) with me friendship in friendship group I'm in now.
901. R: (1) So people would start talking to you would they from your year group?
902. O: Yeah.
903. R: (1) So how did you know the older (.) people?
904. O: (1) Erm (1) I knew (1) some (.) I knew (1) I either knew 'em through (1) friends that are older (1) cos I've got (.) there's some lads on my (.) street (1) that (.) I've always played with [so I]
905. R: [Mm hmm]
906. O: I'll (.) if I go anywhere (.) it'll be with them and that. (1) So (.) they then introduced me to their friends.
907. R: Mm hmm
908. O: So I then knew all (.) them and their friends. (.) So they were ones I were hanging out with.
909. R: (1) Right. (1) So then when you started here (1) they were the only ones you knew.
910. O: Yeah.
911. R: And did they (1) what did they do when you got here?
912. O: (2) They were all (2) just (.) really (1) they'd talk with me and that we'd all have a mess about (.) cos and (.) I'd walk it home with 'em.
913. R: That's good. (1) Do you still see them?
914. O: Yeah.
915. R: (2) What year are they in?
916. O: (1) Er (2) ten (1) wait I've got (1) one in eleven (1) two in ten (2) one in year nine.
917. R: OK (1) but mainly in your year now would you say or
918. O: Most of me friends are in my year now.
919. R: Yeah. (2) Ok (.) er (1) well that sounds

clear systems
I was in the loop

I use my initiative
~~and want~~
(wanting to fit in)
Proud of self.

Peers/made friendships.

friendships
grateful
welcoming

belonging

Proud
lots of friends

all really good I think that was all that I wanted to ask you really extra (.) Do you think there's anything else (.) that I haven't asked that you think (.) erm you wanna tell me about?

920. O: Mmm not that I can think of.

921. R: (1) OK (.) I'm gunna (.) stop this.

922.

c. Sarah Interview with analysis

| Transcript | Analysis |
|--|---|
| <p>SARAH ANALYSIS 2①</p> <p>1. R: Ok so just start from wherever you think is best in terms of the SWAP experience.</p> <p>2. S: First of all I'll apologise in case I get the erm (.) wording wrong on the processes</p> <p>3. R: Yeah no that's fine, that's fine</p> <p>4. S: Yeah, so initially Owen was (.) is it excluded for 3 days?</p> <p>5. R: Right</p> <p>6. S: Urm (.) and then he was going back into (.) school</p> <p>7. R: Mm hmm</p> <p>8. S: Urm (3) some children recorded a video (1) and I got assured that (.) what punishment had been put in place (.) would still stand so that were the exclusion</p> <p>9. R: Mm hmm</p> <p>10. S: Er (.) that came from Xold teacher 1 (.) Xold teacher 1 (.) erm showed it to somebody else and they said no, Owen had to go. So we'd got staff members and his head of year 7 saying that no, what's in place will remain in place (.) but then they did a U-turn and he had to leave.</p> <p>11. R: So what was that in place did you mean?</p> <p>12. S: He was only being excluded from school for 3 days</p> <p>13. R: Oh right. Ok.</p> <p>14. S: And they said that he'd be returning to that school.</p> <p>15. R: Mm hmm</p> <p>16. S: The day that he told us there was some form of meeting, but the school said that they didn't have the time to get the paperwork (.) ready and in. Well (1) to me, that's wrong</p> <p>17. R: [mmm]</p> <p>18. S: they could have notified and tried (.) somebody else. They could have delegated</p> <p>19. R: [mmm]</p> <p>20. S: in fairness (.) and (.) that's kinda (1) like November time (1) so (1) because they didn't have the time for the (.) for the paperwork and for the meeting (1) erm Owen could then only go to school (.) for two hours a day</p> <p>21. R: [Mm hmm]</p> <p>22. S: Erm (.) that's one hour in morning one hour in afternoon.</p> <p>23. R: and was that at the original...</p> | <p> — narrative voice / social context — contrapuntal voices — salient themes </p> <p>Reflections on myself</p> <p>Repetitions</p> <p>POWERLESS VICTIM?</p> <p>immediately suggests confusion regarding the process</p> <p>let down by staff</p> <p>ANGER</p> <p>RESIGNATION</p> <p>let down by staff</p> <p>clarifying</p> <p>FAPprovels communication</p> <p>CONFUSION AGENCY ASSERTIVE</p> <p>"I am assertive"</p> <p>became INSIGNIFICANT</p> <p>missing out on learning</p> <p>ANGER RESIGNATION</p> |

24. S: That's at the original school.
 25. R: What school was that again?
 26. S: Xold school School.
 27. R: Mm hmm (1) so he could only go (.) er for an hour in the morning (.) and an hour in the afternoon.
 28. S: Yep. That's right. Yeah. They weren't setting proper (.) school work
 29. R: [Mm hmm]
 30. S: What work he did wasn't getting marked (2) and (1) this went on (.) up until (.) Christmas. (2) So his schooling suffered (.) cos obviously he weren't there. Erm he were sat (.) placed outside in a corridor (.) so all the children could see him it were the break times and stuff (1) it wasn't to me (1) completely thought about
 31. R: [mmm]
 32. S: (2) there were times he would turn up and staff members weren't there
 33. R: [Right]
 34. S: or, he couldn't leave cos he had to wait for the staff members
 35. R: [Mm hmm]
 36. S: It were just
 37. R: So this was after he'd been excluded then or (.) what was going on?
 38. S: (1) He ??? I don't know if that's the correct word he were basically not allowed in school for 3 days
 39. R: [yeah] for 3 days
 40. S: and then obviously to go back in
 41. R: Yeah
 42. S: But because (1) they've got a duty of (1) kinda (.) schooling him
 43. R: [yeah (1) I see]
 44. S: he were put on twilight is it
 45. H[right OK (1) yeah]
 46. S: until another school (1) could be found
 47. R: Ok
 48. S: But the day I remember obviously I got told they were having that meeting that night
 49. R: [right]
 50. S: they said they didn't have time to sort the paperwork out. Well surely they could have passed that on at a later stage
 51. R: [Mm hmm]
 52. S: something could have been done. It could have been raised surely
 53. R: [yeah]
 54. S: To me at that point
 55. R: [yeah]

Missing out on learning
 ANGER RESIGNATION
 Work not being marked
 all chn he was humiliated
 could see him
 he became unimportant
 AGONY
 CONFUSION
 POWERLESS
 inconvenient
 "this is my perspective"
 "I realise there may be others"
 VULNERABLE
 confusion about process
 "I thought not know the words but I have my opinion on right + wrong"
 POWERLESS
 done to him
 powerless
 POWERLESS VICTIM
 FAP process
 not convenient
 I'm exasperated
 ANGER/CONFUSION
 POWERLESS
 Desperation
 desperate

TWILIGHT INCIDENT

- 56. S: Instead of waiting (1) a good month maybe 6 weeks
- 57. R: [Mm hmm]
- 58. S: For another meeting.
- 59. R: Mm hmm
- 60. S: Sp from from my (.) from a parents perspective (1) saying that that's the only punishment that he's coming back in to then being kicked out of school (1) I don't think that's acceptable
- 61. R: No
- 62. S: That's false promises false hopes
- 63. R: Yeah
- 64. S: It's ending the matter- well it's not. Owen got (.) obviously humiliated from that then happening
- 65. R: [mmm]
- 66. S: he lost (1) he didn't (.) get in touch with his friends
- 67. R: Right
- 68. S: Erm (1) because the school went on a witch hunt (1) having every back in (.) to find out about this video (1) that had been recorded
- 69. R: Ok
- 70. S: So it were all to protect the school not to protect (.) to look at the pupils
- 71. R: Yeah
- 72. S: It were to protect the school
- 73. R: Mm hmm. So (3) he was initially excluded for 3 days (1) and then he came back in and he was on this twilight. Is that right?
- 74. S: It were something like that yeah. He definitely did the twilight twice a day.
- 75. R: And at that time when he was doing this twilight how long did that go on for?
- 76. S: (3) over (4) over a month
- 77. R: Was it. And so he wasn't accessing full days
- 78. S: [yeah]
- 79. R: for a good while
- 80. S: yeah and they were giving him it wasn't enough I'm just trying to have a look
- 81. R: Mm hmm
- 82. S: (14) I think (.) the incident happened
- 83. R: mm
- 84. S: (2) erm (2) either before october half term
- 85. R: yeah
- 86. S: or just after
- 87. R: right ok
- 88. S: so e-ether way (.) you're talking a g- a good few weeks
- 89. R: yeah yeah (1) ok then. (1) And so when he

FAP process - waiting a long time

GOOD PARENT

communication not good

let down staff saying 1 thing then do another

Owen humiliated

lost touch w/ friends

US VS SCHOOL: NOT PARTNERSHIP

"School on witch hunt"

Sounds negative

SCHOOL INTERESTS

School protected not Owen

LET DOWN

INCONVENIENT

(AS WAITING FOR FAP)

emphasising how long twilight was. Missing out mainly

It's not just me
It's all parents
(I'm not unreasonable)

ANGER

(X)

(R)

VICTIM

INCIDENT / TWILIGHT

had that initial 3 day exclusion (.) what did school say to you about it did they (.) was it that

90. S: It's another matter

91. R: right

92. S: (2) and I'll be honest (1) I got sent the video

93. R: oh did you

94. S: [and I] I took it to the school

95. R: right

96. S: I blame myself I wish I hadn't have done

97. R: mm

98. S: because I wouldn't have liked it

99. R: mm mm

100. S: it's not because it were just my son it (.) what if that other parent got to see it

101. R: yeah

102. S: so I took it to the school

103. R: [yep]

104. S: and they reassured me that there were no repercussions (.) what they did with Owen stands and he goes back to normal

105. R: [yeah]

106. S: well (.) they lied

107. R: So when did you find out then?

108. S: (2) about the video?

109. R: er (.) that that he was going to be (1) you know going on a swap

110. S: (2) erm (1) a day or two after I showed the video

111. R: Right

112. S: it were never (2) when when he went in he were in inclusion he might not have been excluded he might have just been in inclusion

113. R: [yeah, yeah]

114. S: if that makes sense

115. R: yeah yeah

116. S: but erm then erm (.) that's they did they (u-turn) he were never allowed to go back into lets say mainstream school

117. R: mm. Right

118. S: but (1) if I hadn't of shown that video

119. R: mm hmm

120. S: it'd have been different wouldn't it because they weren't aware that it (1) had been posted out there

121. R: So what was er on the video then?

122. S: Erm (1) the (.) bit it showed basically (1) erm (2) when Owen was in primary school across the road (1) he'd been

HONEST / OPEN

Let down

trying to do right thing

GOOD PARENT

RESPONSIBLE

"I'm on my own in this"

Let down

ANGRY

VICTIM

VULNERABLE

Communication

some confusion

was going on;

about what

Let down

4

REGRET

FRUSTRATION

THE INCIDENT

| | |
|--|--|
| bullied by this child | bullied - let down by school |
| 123. R: Right | |
| 124. S: Not saying nice things | |
| 125. R: [right] | |
| 126. S: calling him gay boy | |
| 127. R: [yeah] | |
| 128. S: puff boy (.) erm (.) he's a waste of space | |
| 129. R: [yeah] | |
| 130. S: a waste of air, he should be dead (.) why are you living (.) you're not worth living. | ANGER |
| 131. R: Mm hmm | |
| 132. S: All these things went on | LET DOWN |
| 133. R: Mm Hmm | |
| 134. S: In primary school | HELPLESS |
| 135. R: [mm hmm mm hmm] | |
| 136. S: they didn't even pass a record (.) over to (.) XXXXXX XSchool | Communication - bullying RESIGNATION |
| 137. R: Mm hmm | |
| 138. S: to keep 'em apart (1) so from (.) listening to what (.) went off, this child had gone round telling people that (.) he'd fought my son and that he'd won (1) he's (1) he's racist he's gay, he's puff (.) all these things were coming back. Came back in (.) and (1) unfortunately (.) my son lost it | VICTIM bullying "could have been anyone" |
| 139. R: [mmm] | ASHAMED |
| 140. S: they (.) they ended up scrapping | POWERLESS |
| 141. R: and this was the same boy? | |
| 142. S: this were the same boy | |
| 143. R: Mm hm | |
| 144. S: so they end up scrapping (.) but (2) it it were worse than that because (.) erm (.) he were being egged on (.) to go back and (.) hit him while he were down which he did do (.) but he didn't just hit him. He kicked him in the head | "warrighs be popular" what peers saying important VICTIM |
| 145. R: right | Sad/ashamed/ about what he did |
| 146. S: (1) and it weren't a nice kick. | OPEN HONEST |
| 147. R: yes (4) mm hmm. And that was on the video. | |
| 148. S: That was (.) on the video. It turns out I only got a shortend | |
| 149. R: [right] | |
| 150. S: version of the video | |
| 151. R: Yeah | |
| 152. S: er (.) the school managed to get the (.) full length video | |
| 153. R: Ok. Mm hmm. Ok. | |
| 154. S: So he (.) had to (.) go | voice of school |
| 155. R: Right | |
| 156. S: which (1) how on earth school | |

let down

didn't (.) know about it prior (1) and (.) I think the school were more annoyed that I managed to get hold of it (trusts the school but the don't show it back) (1) but I di-to me I did the right thing by letting the school aware (1) but then it turned into a big witch hunt

GOOD PARENT

wanting to work with the school but was let down
I'm a good parent

157. R: [mm]
158. S: which weren't easing up because they pulled absolutely everybody (.) in (.) and they questioned and questioned and questioned. And I wouldn't tell them the source cos they did it in confidence

Witch hunt
VS VS SCHOOL

She wants understanding

159. R: [OK]
160. S: and they didn't want me to know and it came from a pupil

wanting to be loyal
Power - wanting some control

LOYAL

"I'm trustworthy"

161. R: yeah yeah
162. S: erm (.) my words to Xold teacher 1 is (.) it doesn't matter where it's come from (.) we (.) we've (.) it's here

AGENCY

ASSERTIVE

"I can be assertive"

163. R: [yeah]
164. S: so we know there's one. (.) and that (.) I'm showing you

165. R: yeah
166. S: and yeah no no further action were taken (.) bu- (.) but he did. They did. So why promise something me (.)

let down

VICTIM

POWERLESS

167. R: [to keep him in school]
168. S: they said that he'd stay in school yeah.

169. R: Mm hmm. Ok. So did you. Do you. What do you think they thought of the video? School.

HONESTY

170. S: Well, I'll be honest with you (.) it weren't a nice vid- it weren't nice

"I know where he did wasn't right"

VS VS SCHOOL

171. R: [mm hmm]
172. S: and I can recall (.) erm (.) the (1) the noise that it made (1) er (.) the child go to hospital just to be checked out

POWER

imposed on her

speaking to authority figure

School recognizing - one off incident. He's a good student

173. R: [yeah]
174. S: yes I'm aware police could have been called (speaking to authority figure?) (.) I'm fully aware of all this (.) but (.) the school saying he's a remarkable student and he's bright and everything else, they'd put things in place so is it 'Minds' (.) the- they'd got various things set up for Owen (.) knowing his emotional state

School wanting to give EMOTIONAL SUPPORT

175. R: ~~was it?~~ was it?
X mental health service

176. S: ~~yeah~~ yeah

177. R: Mm hmm

178. S: So they got all these things set up

EAP process

179. R: [yeah]

180. S: Willing to (1) help Owen (.) they identified problems. T... as a problem (2) and (1) it's (.) obviously (1) that's where it ends really.

181. R: Mm hmm

182. S: Erm

183. R: And this was all at Xold school school.

184. S: This was at Xold school yeah.

185. R: Yep.

186. S: Phoning up to try and find out if a meeting's taking place because we're going into (.) Christmas holidays (.) err (.) cos (.) they br- they Xold school actually broke up

187. R: Mm hmm

188. S: and I'd heard nothing

189. R: Right

190. S: Ddin't even know

191. R: and were you thinking he was staying there at this point?

192. S: Well I didn't know where he needed to be.

193. R: You didn't know.

194. S: I mean on 27th December (.) not knowing where your child

195. R: [yeah]

196. S: should be schooling (.) and if he's going to a new school he's gonna want a uniform

197. R: [yeah]

198. S: how on earth do you sort that out

199. R: course

200. S: (2) and that that's how it were.

201. R: yeah. (1) this is all really (1) useful to know (.) erm (.) so then (.) after you sh- after they'd seen this video (1) what (.) how did it come about that (.) erm (1) it was a possibility for him to move schools? What did school say to you? Clarifying

202. S: Well when I showed the video Xold teacher 1 said Owen would still remain in the s-

203. R: [Mm hmm]

204. S: whatever punishment they gave him (.) that remained the same that would not (.) there were no further action would be taken.

205. R: yeah

206. S: But he said Xold teacher 2 says (.) he cannot stay.

207. R: Ok. (2) and who was that the head

Background issues

School wanted to help him

bad as a problem

LET DOWN

POWERLESS

Communication not good

and I'd heard nothing

exhalperated / angus

POWERLESS

VICTIM

not just me (anyone wouldn't like it)

NOT CONVENIENT

communication

HELPLESS

wanting to show gratitude

"I couldn't do anything about it"

let down

RESIGNATION

One / will / will

EFFECT ON OWEN

teacher or...?

208. S: No (.) not a head teacher.

209. R: Right (1) just someone else in school.

210. S: [school]. Yeah.

211. R: and is that all you were told?

212. S: Yeah that he had to go and that he was going on twilight and (.) obviously (1)

213. R: Yeah

214. S: But the work the he were being given to do (.) it weren't proper school work, the teachers weren't making the work

215. R: Yeah

216. S: It were like (.) an inconvenience (.) to the school.

217. R: Right. And this was for about a month would you say?

218. S: A month or more. Yeah

219. R: [or more] Ok. (4) How do you think Owen was feeling about it all?

220. S: Owen (.) erm (.) said to be handle it well (.) there were times obviously (1) it must have been hard for him cos he's sitting in corridor seeing friends being asked questions

221. R: [mm hmm]

222. S: er (.) listening to conversations that's going on (1) it's (3) I recon he (.) he put on a show.

223. R: Yeah (1). To pretend he was OK you mean or..?

224. S: Yeah.

225. R: (4) and would he say anything to you sort of at the end of the day or (.) did you kind of (.) feel that he wasn't OK or (2)

226. S: Erm (2) he used to say that he he'd seen (.) people and they're asking him and that he's having to sit outside and that it's breakime (.) er he were entitled to his dinner (.) cos he get free school meals (.) er erm he have to be escorted everywhere (.) er Owen decided not to (.) and he (.) he kinda (2) I'm not say (.) we'll say (.) became (2) withdrawn (.) within himself. Like I said (.) he end up cutting (.) contact (1) erm (.) from his friends (2). He became isolated. To a degree.

227. R: Yeah. After the incident.

228. S: Yeah. Even now

229. R: Yeah. (4) Mm hmm. (10). And all this ~~xxxxxxx~~ and all that kind of thing, did anything happen with that? Did he kind of get any involvement?

POWERLESS

missing out on learning

HE WERE UNCONVENIENT

VICTIM

He is RESILIENT
SPECULATING

Being seen by peers

HUMILIATED

he pretended he was OK

He needs support

HUMILIATED

Seen by peers

humiliating for him

Withdrawn. self esteem affected

FRIENDS
BECAME ISOLATED

HE HAS STILL LOST CONTACT W/ FRIENDS

Does she think I'm going to be able to help?

xmental health service

First mtg at school

230. S: [Yeah] Yer he he got an appointment

231. R: Ok.

232. S: and I I were in touch with ~~xxxx~~ and they says 'well if he goes to Xsecond choice school or ~~xxxx~~ (.) er we work with those schools

233. R: [yeah]

234. S: so we'd just transfer over

235. R: [yeah]

236. S: (2) guess who put a stop to it?

237. R: mm (3)

238. S: Miss Williams.

239. R: [his dad]. Oh I thought you were going to say his dad.

240. S: Miss Williams.

241. R: Right.

242. S: (3). New start. New school. We'll decide.

243. R: Right right.

244. S: First meeting with her, shouting and bawling in front of Owen (1).

245. R: Right.

246. S: At me and his dad. (1) Don't think that's acceptable.

247. R: Right ok then.

248. S: That's because dad wanted two uniforms and I says 'new school new start' what happened

249. R: [yes]

250. S: at one school we're not having at other. (2) so one uniform cos he were make get changed out of uniform it it were unacceptable.

251. R: Yeah.

252. C: It weren't nice.

253. R: Mm hmm

254. C: (1) Erm (.) dad

255. R: [That] meeting you mean?

256. S: Er when when we found out (.) first meeting at Ham- er (.) Xnew school.

257. R: [Xnew school].

258. S: Er (.) dad had told Owen to tell (.) Xold school if they asked him (.) what school he wanted and to go for Xnew school (1) so that's what Owen did.

259. R: Ok

260. S: (2) Not the school knew that dad would go for Xnew school

261. R: [right]

262. S: Owen told them that (.) They'd asked Owen. And they also asked Owen what

xmental health
service

SEM

PARENTS NOT LISTENED TO

Power - from school
new school stopped mindspace

ANGER
RESIGNATION
POWERLESS
VICTIM.

Power / decisions IMPOSED
not listened to

Voice of school

power
felt like a child
not listened to

Agency
trying to be ASSERTIVE
HUMILIATED

power battle with dad

Agency Anger
masking vulnerability?

POWER
AGENCY

NOT LISTENED TO
communication - both parent
views not taken into account

RESIGNATION
POWERLESS

New School Decision

New School

(.) my thoughts on the school would be.

263. R: [mm hmm]

264. S: and our Owen said me mam would say Xsecond choice school because it's in between both houses.

265. R: [mm hmm mm hmm]

266. S: and (.) I can get transport to b both (1) which (.) is right

267. R: [yes] (2) So that would have been more convenient for you.

268. S: Yeah. (1) But they went with (.) this Xold teacher 2 and went to the meeting (1) and (.) it sounds like fought for Xnew school.

269. R: [right]

270. S: Not looking at (1) geographical

271. R: [yeah]

272. S: and anything else

273. R: Ok.

274. S: the practicalities of it

275. R: yeah.

276. S: I appreciate (.) ^{OW} it weren't practical for Owen's dad with Owen being at Xold school (.) but it were his choice

277. R: [Mm hmm]

278. S: and it were his school friends he he wanted to go with. He wanted to be with his friends.

279. R: Mm hmm

280. S: He went to (.) er Xnew school not knowing anybody. If he'd a gone to Xsecond choice school

281. R: [yeah]

282. S: he'd of known people from s-school.

283. R: [yeah]

284. S: Er (.) from (.) doing scouting from round here

285. R: [yeah]

286. S: so he'd got more chance of knowing people at Xsecond choice school

287. R: I see what you mean

288. S: than knowing nobody at Xnew school.

289. R: [yeah]

290. S: so we'd got (.) added pressure then

291. R: [yeah]

292. S: and (.) you've got (.) Xnew school (.) refusing to (.) allow access to to ~~XXXXXX~~ XMENTAL HEALTH

293. R: [yeah]

294. S: that had been set up. By the previous school

they didn't ask mum?

FAP meeting - mums views not listened to

POWERLESS RESIGNATION

school not practical for mum

UNDERSTANDING

I am understanding I see things from other's perspective

didn't know anyone @ new school.

COMMUNICATION - didn't speak a/b practicalities

more pressure as needs to make friends

power/decision making SEMH barriers put up

POWERLESS

FAP PROCESS

- 295. R: [mm hmm mm hmm]
- 296. S: (2) for his his emotional status.
- 297. R: yes.
- 298. S: So (1) no I don't think that both schools have been fair to be quite honest.
- 299. R: [mmm] mm hmm (3). The (.) so you got to Christmas at and he was still at Xold school (1) is that right?
- 300. S: Yes.
- 301. R: So what happened for it things to start moving along a bit?
- 302. S: I remember ge- the school had closed. (1) erm (.) they closed at 12 o'clock on the (2) tw- I think it were 22nd December.
- 303. R: [yeah] Ok.
- 304. S: They finished early for the (1) dinner
- 305. R: Yeah
- 306. S: Yes. They did Friday 22nd (.) about five half past five that day (.) I gets a phone call
- 307. R: the last day of term.
- 308. S: Yes so the school had already broken up
- 309. R: Yeah
- 310. S: (2) and Xold teacher 1 told me that Owen had got in at Xnew school and would no longer be returning to their school.
- 311. R: Right.
- 312. S: (1) Didn't know where to get any uniform from (1) cos both schools had closed
- 313. R: Yeah
- 314. S: (3) erm (.) I'd no idea (.) Owen was with his dad so I (1) turned up to the meeting (.) erm (5) I'm trying to think when (2) Xnew school phoned.
- 315. R: Mm hmm
- 316. S: Cos they're supposed to have phoned. (2) er (.) they were late at (.) phoning
- 317. R: Right.
- 318. S: I don't know if they did it (.) in the New year
- 319. R: [Ok]
- 320. S: (2) erm (3) but that's (1) how bad it was. I don't think any consideration into (2) Owen were (.) taken (.) er to the parents for (.) uniforms and things like that
- 321. R: [mm hmm]
- 322. S: (2) why would you have (.) one of those kinds of meetings (1) on (.) the last day as they break up from school?

"I have an opinion + it's valid"

NOT IN OWEN'S INTERESTS

She wants to be heard re: the difficulties there outweigh the positives

SWAP-Communication last minute

VICTIM POWERLESS

inconvenient.

CONFUSION.

Communication poor with new school

POWERLESS

Family practicalities not thought through

VICTIM

FAP timescales not good

FRUSTRATION

EXHAUSTION

First mtg - Decision making

| | | |
|------|---|---|
| 323. | R: Course, yeah. | |
| 324. | S: To me (.) you you wouldn't (1) | |
| 325. | R: It's very last minute. | |
| 326. | S: Yeah. (1) Now erm (3) I don't know how dad found out where (1) obviously you get the uniform from (.) but obviously dad's from there so there were there were some kids on his street that go to Xnew school | mum feeling not in control / out of loop |
| 327. | R: [Right Ok] | |
| 328. | S: but not in Owen's year so obviously he may have had to do some asking. | |
| 329. | R: yeah | |
| 330. | S: But then Owen was told to (1) tell people (.) if he gets asked why he comes to this school (.) it's cos he lives at his dad's. (1) | not listened to something issue under carpet |
| 331. | R: Right. | |
| 332. | S: (3) That came from Miss Williams. Really? (2) So we're encouraging a child to lie. | POWERLESS ANGER FRUSTRATION |
| 333. | R: Mm hmm | |
| 334. | S: (2) So obviously er that's what he's (.) gone with. | RESIGNATION |
| 335. | R: Yeah. And that's what he says to people. | |
| 336. | S: I totally disagree with it yeah. | power NOT listened to |
| 337. | R: Yeah. | |
| 338. | S: I'm not saying he should tell the truth | |
| 339. | R: Yes. | |
| 340. | S: (2) but he certainly shouldn't lie. | |
| 341. | R: So did she tell him to say that to people? | clarifying |
| 342. | S: Yeah. | |
| 343. | R: Right. | |
| 344. | S: Yes. And his dad piped up with | |
| 345. | R: Do you want a tissue? | |
| 346. | S: It's Ok ((laughs)) I've got some. | |
| 347. | R: Have you ((laughs)) | |
| 348. | S: So hi- his dad (1) piped up with (.) as I said (.) I told Owen to say that as well (.) and with a great big grin on his face. | powerless not listened to |
| 349. | R: Right. | |
| 350. | S: Not saying (.) tell the truth (1) but (1) to lie like that (1) it's (1) what are we encouraging this child (1) so that's a staff member (.) and dad | ganged up on |
| 351. | R: Yes. | |
| 352. | S: And I do disagree i- it shouldn't have been said like that. | agency |
| 353. | R: Was there any reason for it I mean did Owen feel as if he needed a reason? Were children asking or | "I have an opinion" |

FIRST DAY WEEK

- 354. S: No (.) it were Miss Williams saying if people ask
- 355. R: Right.
- 356. S: (1) what are you going to say (.) and she come up with that (.) I were like no.
- 357. R: And were you all there (,) n the meeting? At this point in?
- 358. S: Yes (1) which (.) erm (.) dad turned up late with Owen (2) and (1) dad got (.) told off
- 359. R: Mm
- 360. S: (2) erm (5) which er (.) dad told Owen this (.) later (.) I mean its not not good (.)
- 361. R: mm
- 362. S: you agree to go there (1) erm (1) but yeah (.) his dad were late (.) with Owen
- 363. R: Right
- 364. S: Er
- 365. R: And you were all you all had this meeting arranged.
- 366. S: Yes.
- 367. R: At at Xnew school.
- 368. S: Yes (.) cos Owen had to go there a little bit earlier (.) to (1) have a discussion or
- 369. R: Yeah [yeah]
- 370. S: Explain what were going on
- 371. R: [yeah]
- 372. S: and obviously turned late which (.) erm I I do understand it from school's point of view cos they'd set a child up they'd got a child ready (1) to kinda be a buddy with Owen
- 373. R: Oh right
- 374. S: So to get they'd got to introduce Owen to this child
- 375. R: [yeah]
- 376. S: (1) and then (.) obvious go through (.) various things he (1) I thin (.) how it were working were Owen was (.) going to this person's lessons
- 377. R: Right
- 378. S: until they got him a timetable
- 379. R: right
- 380. S: and (.) to (.) do things
- 381. R: Mm hm mm hm
- 382. S: until (1) but erm that (.) that's supposed to have lasted a week
- 383. R: Right.
- 384. S: I think it only lasted a day.
- 385. R: Ok
- 386. S: So (.) I mean

Power AGENCY but silenced
 not joint decision
 Did she say it or just think it? was she asked?
 Power like a child
 HUMILIATED BY STAFF TREATMENT
 ANGER masking vulnerability.
 "anyone would be frustrated by this"
 I am understanding/realisable
 BUDDY school were trying
 school did have things in place
 not wanting to recognise positives?
 BUDDY SYSTEM -ve
 Frustration

| | | |
|------|---|---|
| 387. | R: The buddy. | |
| 388. | S: Yeah (2) but (.) at end of day (2) a kid can have good grades | VOICE - she is say neg build to me wants to say it to school |
| 389. | R: [mm] | |
| 390. | S: a kid work be very academic (.) don't mean to say that they haven't got no (1) issues or me- medical conditions | his "SEM H" issues ignored |
| 391. | R: [Mm hmm] | |
| 392. | S: But when I (.) raised that with Miss Williams about him coming in Owen was aware (1) <u>no but I'll make my own decisions</u> | POWERLESS VOICE OF MISS W not listened to |
| 393. | R: What about the mindscape and all | RESIGNATION |
| 394. | S: [yeah] she stopped them | POWER STRUGGLE |
| 395. | R: Mm hmm | |
| 396. | S: (1) she stopped them. | Anger FRUSTRATION |
| 397. | R: Mm hmm | SEM H / not listened to |
| 398. | S: (1) so he's had no (1) intervention, no help to help this (.) emotional side | |
| 399. | R: since he's been there. | |
| 400. | S: yeah. | |
| 401. | R: Ok. | |
| 402. | S: (1) and there has been incidents in that school as well. | issues not addressed emphasis on the problems |
| 403. | R: Right (3) and what what what incidents have happened since he's been there? | |
| 404. | S: (1) he's (.) he's had older kids push him and bully him, bearing in mind she categorically stated that this is his last chance and if he gets kicked out of that school (1) no other school (.) he won't go to any other school. | "last chance" pressure on him HELPLESS AFRAID (made to feel) |
| 405. | R: Who said that? | |
| 406. | S: Miss Williams. | |
| 407. | R: Right. | |
| 408. | S: (1) So (.) from a parent (.) I'm saying well you can't even stick up for yourself | he's walking on egg shells |
| 409. | R: [mm] | |
| 410. | S: Owen now (.) you can't do anything (1) erm (1) so he's (1) he's been picked on erm before he broke up (1) for six weeks holidays (.) erm (1) in the hot weather they were out playing football | speaking to Owen picked on he is victim |
| 411. | R: [mm hmm] | |
| 412. | S: (.) er in PE | |
| 413. | R: mm | |
| 414. | S: (1) I ain't got a problem with that (1) er the PE teacher had said to the children if you're hot and sweaty (1) ask the goalie | speaking to staff |
| 415. | R: mm hmm | |
| 416. | S: to swap you places. | |

Almost doesn't want to recognize + ves
as feels not listened to
for so long

| | | |
|------|--|--|
| 417. | R: mm hmm | |
| 418. | S: So Owen had done that | |
| 419. | R: mm hmm | |
| 420. | S: the goalie refused (1) it sounds a bit (.) were were (.) er (.) words (2) from both of them | |
| 421. | R: Yeah. | |
| 422. | S: (1) that then spilled in to the (1) erm (2) changing rooms | |
| 423. | R: mm hmm ok. | |
| 424. | S: and then it escalated | |
| 425. | R: mm hmm | |
| 426. | S: into (1) a fight | |
| 427. | R: yeah | |
| 428. | S: (1) er (1) where (1) yet again (1) erm (5) Owen to me (3) Owen (.) I'm not saying (2) I said to Owen (.) he he told me that he'd got him in a head lock (.) school never mentioned this (1) [redacted]'s taught him this headlock | lack of communication powerless to dad influence |
| 429. | R: Right | |
| 430. | S: he's been doing it for (.) quite a while he's taught him years ago from being about 8. | VOICE → A CRY FOR HELP She is saying - we need to teach him the right way to manage his emotions FRUSTRATION |
| 431. | R: mmm | |
| 432. | S: which (.) is not to me, is not good | good parent |
| 433. | R: mm | |
| 434. | S: and I said that's an aggressive move | not heard |
| 435. | R: [Yeah] | |
| 436. | S: yet again (1) so Owen (.) is very (.) intelligent | UPBRINGING powerless to dad influence |
| 437. | R: mm hmm | |
| 438. | S: or (.) it's <u>learned behaviour</u> | |
| 439. | R: [yeah] | |
| 440. | S: whichever way you want to look at it | |
| 441. | R: [mm hmm] | |
| 442. | S: (1) responded with but I it's also a defensive move (2) well, I know that too (1) erm (.) I says (.) yes (.) but the fact that you hear this child talking about you | not heard |
| 443. | R: Yeah | |
| 444. | S: you've gone over and opened your mouth | speaking to Owen. |
| 445. | R: Yeah | |
| 446. | S: I says (.) what do you think were gonna happen? I says you should have kept your mouth shut | trying to be good parents but battle with dad YES HE NEEDS TO LEARN X he has been punished rather than supported |
| 447. | R: [mm] | |
| 448. | S: and been the bigger person | |
| 449. | R: [mm] | |
| 450. | S: and that's what I keep saying to | RESILIENT - keep fighting for him. |

INFLUENCE OF DAD

| | | |
|------|--|--|
| 451. | R: yes | dad - parenting |
| 452. | S: [unclear] dun't think he just reacts | |
| 453. | R: yes | |
| 454. | S: (1) and (1) it's no good | |
| 455. | R: yeah | |
| 456. | S: so you've got (2) well, it's come to my attention his his partner stays out of it because she wants a quiet life | DISAPPROVING |
| 457. | R: [Ok] | |
| 458. | S: So (1) the way that he (.) he talks sometimes to women and | parentally / learning from dad |
| 459. | R: [Ok] | |
| 460. | S: belittles (.) and I mean (2) I I do think that (.) he's not an angel no k infact I know no kid's are an angel | parenting emphasis - he isn't perfect. PROVES THE POINT |
| 461. | R: [mmm hmm] | |
| 462. | S: and I know Owen certainly isn't (1) but when he's come back an tell me things that he's been doing at his dad's | he isn't perfect HE NEEDS TO LEARN |
| 463. | R: [yeah] | |
| 464. | S: mouthing at adults | "I'm speaking honestly" |
| 465. | R: [Ok] | |
| 466. | S: and I'm like (1) what? (.) you no you don't | trying to be a good parent (wants to be) |
| 467. | R: [yes] | |
| 468. | S: you show respect | |
| 469. | R: [yes] | |
| 470. | S: you show respect (.) the fact that (.) just last (.) not last week, week before (1) I I phoned school up to tell them that Owen witnessed [unclear] being (.) verbally aggressive towards myself. | NOT HEARD crying out for help for herself as well as Owen let down by professionals to NOTICE |
| 471. | R: Right | |
| 472. | S: It's not it's not good | FRUSTRATION / ANGER |
| 473. | R: Yeah (.) Owen seeing (.) seeing (.) that. | |
| 474. | S: [yeah] but they're supposed to have (.) staff out watching children and stuff | |
| 475. | R: [yeah] | |
| 476. | S: but they weren't out (.) only this week alone (.) in the past few days (.) well sorry last week (.) are there members of staff | not heard. No one noticed diff's w/ dad SYSTEMS ARE NOT HELPING HER |
| 477. | R: Yeah | |
| 478. | S: That's half the things have been posted on social media (1) it's it's not good. | AN EMPHASIS ON WHAT SCHOOLS ARE DOING WRONG |
| 479. | R: yeah | |
| 480. | S: (1) erm (1) and I (2) I'm not saying that they would have been able to (.) stop his dad (.) being the way that he were (.) because obviously (.) they were on their | may seem petty but she's fighting a losing battle -> wants to be heard |
| 481. | R: mm hmm | |

OLD SCHOOL WERE STARTING TO HELP

ONE + V + E
STAFF MEMBER

482. S: er (.) but end of day (2) if their presence had of been there (.) his dad may have been different.

483. R: yeah yes.

484. S: I'm not saying he would have been (1) cos I've been (.) there in a mediation room with him when he's [redacted]

485. R: mm (.) right (.) who his dad?

486. S: Yeah (1) I've been there when he's [redacted]

487. R: [yeah]

488. S: I [redacted] (.) in in public

489. R: [yeah]

490. S: So I'm not saying it would have made a difference

491. R: [yeah]

492. S: but it might have done

493. R: yes

494. S: and my my whole onus is (.) everybody that I've spoken to have said that (.) [redacted]

495. R: [mmm]

496. S: well (.) (1) help me stop from using [redacted]

497. R: [mmm]

498. S: and then we can get Owen (.) to be the kid that he should be.

499. R: yes.

500. S: That he's entitled to be.

501. R: yes (1) course.

502. S: and that (.) that were starting to work (.) they saw (.) they saw straight through (.) his behaviour and his attitude

503. R: Ok who did?

504. S: Xold school (.) his dad's (.) with his dad's school.

505. R: Right I see (1) so they thought it was coming they thought they knew where it was coming from, you mean.

506. S: Yes (.) and then obviously that incident happened

507. R: [yeah]

508. S: and (.) I'm not saying that Xold teacher 1 didn't fight for Owen to stay in [redacted]

509. R: [yeah]

510. S: it's a shame that he didn't

511. R: [yeah, yeah]

512. S: stay in

513. R: Yeah

514. S: because he would have got the help.

515. R: yes.

WANTS SOMEONE TO NOTICE her difficulties

wanting a mene joined up approach school-home

LET DOWN

wanting help - dad

POWERLESS

LET DOWN

VICTIM
RESIGNATION

pleading

HELP -
A message to professionals to speaking to them

owen just a kid

issue w/ many schools. old school were starting to recognise problems

now here to start again BUT THEN IT WAS TAKEN AWAY has taken away from HER and OWEN.

clarifying

gratitude
individual staff member who tried to fight

grateful

he would have got the help here

LET DOWN

SENNA

DID HAVE
STAFF UNDERSTANDING

old school

DECISION
MEETING

FAA

516. S: And Xold teacher 1 knew that (.)
 [redacted] would have wanted xnew school

517. R: Yeah

518. S: and (2) that weren't in Owen's
 interests either

519. R: [yeah]

520. S: (.) but (.) obviously (1) he's there (.)
 in xnew school

521. R: It's happened

522. S: because (.) Owen's done yet again
 what [redacted] (.) and state (.)
 a school is instead of school dealing with it (.)
 and not asking the child (.)

523. R: looking at it from both sides.

524. S: yeah (1) and leaving it for (.) the
 meeting to decide what's best for that child.

525. R: yeah

526. S: I appreciate (.) that children have
 got voices UNDERSTANDING

527. R: yeah

528. S: and that they should be heard (1)
 but when it comes to (.) a situation like this
 and [redacted]

529. R: Mm hmm

530. S: So when it comes to situation like
 that sometimes (1) is it actually (.) right to
 ask that child

531. R: yeah

532. S: We've got to take it upon ourselves

533. R: Of course

534. S: are we making that decision

535. R: yeah, yeah

536. S (.) and to me (.) they should have (.)
 kinda left Owen out of it

537. R: yeah

538. S: I'm not saying ask the questions

539. R: yeah, yeah

540. S: er and then put 'em on the form

541. R: Yes

542. S: (.) cos that's what they've done.

543. R: Yeah

544. S: Or ask the questions and then think
 actually (.) we (.) we now know what's been
 said and we we know he's in dad's care

545. R: yeah

546. S: cos that's what's happened

547. R: yes

548. S: and then (1) ???

549. R: [and that's why] that's why he's
 made that decision.

550. S: Yes.

551. R: [So] how did it come about then

one staff member knew

school choice - not intended to

defeated voice
RESIGNATION

no support

School need to not do
joint decision making
FRUSTRATION

child doesn't always know best

"I am reasonable"
 cry for help

School need to think abt
CONTEXT + BACKGROUND

Speaking to those involved
wants team work
THIS IS HOW DECISIONS SHOULD BE MADE.

AGENCY

JOINT DECISIONS
 need to decide what's best

FRUSTRATION
 school not leading @ bigger picture

DECISION MAKING

with him deciding (.) with schools (.) did did you have a meeting to talk about it or what what happened?

552. S: [No] Owen was at [redacted] talking him into going to xnew school xnew school is the better school (1) er all your your friends that he plays with at his [redacted] in xnew school (.) he even told (.) xoldschool (.) that (1) he knew ?? and he knew people in xnewschool

parentless

NOT JOINT DECISIONS

553. R: mm

554. S: but he made it (.) sound like he knew people in year

had no friends.

555. R: sorry I'm just checking it's still on ((laughs))

556. S: that he knew people in year seven so he (.) got somebody to go

557. R: [right]

558. S: to that school with him year seven (.) but that were (.) lies

559. R: Ok.

560. S: (.) so yes he did know people in

561. R: [yes]

562. S: other years (.) but not in year seven.

FRUSTRATION
RESIGNATION

563. R: Yes, yes

564. S: (2) And that's where (.) we're at

565. R: [Yeah]

566. S: because (.) Miss Williams were led to believe he knew people in year seven

need to involve BOTH parents

567. R: [Ok]

568. S: (.) and you you haven't got time

569. R: [yeah]

570. S: and (.) the fact that (1) I mean (2) like I said (1) it could be that Miss Williams or whoever from xnew school phoned sooner than (.) er Xold teacher 1 from xold school

571. R: [mm hmm]

572. S: telling us what happened with the meeting (.) but at end of day I (1) the whole process of it (.) the way that it went on (1) were a shambles

FAP/SWAP = shambles

MARKING VULNERABILITY?

I have a voice

573. R: Right.

574. S: (1) and it to be fair absolutely appalling.

built up anger/frustration/parentlessness over many years

FRUSTRATION

575. R: Yeah

576. S: And then (.) things are being put in place by one school and then the other say no it can't happen

not listened to
no communication from one school to other

577. R: yeah.

578. S: Why? (.) You [don't know that

FAP

| | |
|---|---|
| <p>child]</p> <p>579. R: [You want it followed through.]</p> <p>580. S: Yeah (1) there's a reason that they've done what they've (.) done</p> <p>581. R: Yeah</p> <p>582. S: so why have you blocked it and that's what she's done.</p> <p>583. R: Yes.</p> <p>584. S: So she can tell you that he's a good student (.) I'm not disputing [that]</p> <p>585. R: [mm]</p> <p>586. S: (1) but (.) he does have his moments</p> <p>587. R: Mm hmm</p> <p>588. S: I mean he got sent home from school (.) on Wednesday</p> <p>589. R: mm hmm</p> <p>590. S: He had a (1) incident to his neck (.) and then er (.) an injury (1) and he erm (1) and to be monitored but dad took him to football.</p> <p>591. R: Right</p> <p>592. S: To play football.</p> <p>593. R: Right.</p> <p>594. S: Now (1) dealing with first aid and stuff obviously they were looking for concussion</p> <p>595. R: mm</p> <p>596. S: so he shouldn't have been at football (.) wouldn't have allowed him to go</p> <p>597. R: Yeah</p> <p>598. S: But (1) listening to Owen (.) he got kicked in head (1)</p> <p>599. R: At school.</p> <p>600. S: At school (1) buy an accident (.) by a friend (.) so (.) he obviously he's had a bit of a taste of (.) what accident can do but obviously (.) not to the force that Owen used (1) and it it were horrible (.) and I turned round and says Owen needs to stop (2) doing any sport (.) especially football (.) because even though it's supposed to be non-contact</p> <p>601. R: mm</p> <p>602. S: it is aggressive (1) and xold school agreed with me</p> <p>603. R: [yeah]</p> <p>604. S: [redacted] (.) and (.) carried on.</p> <p>605. R: Right.</p> <p>606. S: (2) new (.) I'm (.) you probably aware that (.) it don't matter what we do we can all show aggression</p> | <p>need joint/communication between schools re: need speaking to miss (W)</p> <p>power / not listened</p> <p>THE NEGATIVES OUTWEIGH THE POSITIVES. WANTS TO BE HEARD</p> <p>SGMH issues</p> <p>emphasis on issues</p> <p>parentless seeking power GOOD PARENT</p> <p>what he did</p> <p>NOT HEARD</p> <p>wanting some control. some say in his education/protection.</p> <p>parentless to dad</p> |
|---|---|

SGMH

POWER / TRUGGLE
DAD

SEMHI - protective

- 607. R: [mm]
- 608. S: in various ways
- 609. R: [mm mm]
- 610. S: we can do it in tears and stuff
- 611. R: mmm
- 612. S: th- there's a lot of ways
- 613. R: course
- 614. S: Xnew TA identified Owen as (.) er (.) tearful (.) yer he is (.) how do we stop that tearfulness?
- 615. R: yeah (.) and that's currently now in Xnew school.
- 616. S: Th- that was before he broke up
- 617. R: Right
- 618. S: for six weeks holidays yes
- 619. R: Right (1) what did she mean by that do you think?
- 620. S: (1) well erm (.) she wanted to speak to him about something and she had to take him into (.) a room er because she know he'd cry I forgot what it were (3) oh (.) about because the fight (.) he got erm (.) sent home
- 621. R: Right (.) right ok.
- 622. S: (.) so she had to take him to a room.
- 623. R: Right.
- 624. S: And (.) even (.) when we went for the meeting after (.) he he were (.) he were crying then.
- 625. R: Was he.
- 626. S: (2) So (1) it's not (2) I'm not saying it's not normal there's times when (.) we we're gonna cry
- 627. R: yeah
- 628. S: (1) but (.) I'm telling our Owen (1) don't be ashamed to cry
- 629. R: Yeah
- 630. S: but there's a time and place when to cry (.) do it behind closed doors so you don't get picked on.
- 631. R: Yeah
- 632. S: (1) but it sounds a bit (2) couldn't see anything [wrong]
- 633. R: [yeah]
- 634. S: in his behavior at Xold school (.) and he couldn't see anything wrong in his behavior (.) at Xnew school.
- 635. R: Yeah
- 636. S: And I'm saying you (.) caused that by going up and (1) saying (1) if you've got owt to say say it to my face.
- 637. R: His dad tells him to (.) say that to (.)

agreement

KNOWLEDGABLE / (KNOWING) exhauling for her to be the advocate.

SEMHI - he needs help
AGENCY
FRUSTRATION

SEMHI
he is emotional

he is emotional

he needs help
UNDERSTANDING

SEMHI
wants best for him but is their the right message

WANTS BEST FOR HIM
PROTECTIVE

AGENCY
ANGER
NOT HEARD / SILENCED
caught in middle-parenting

ISSUE AT NEW SCHOOL

other

638. S: I I don't know well that's [what] Owen did

639. R: [Yeah]

640. S: and that's why they end up fighting.

641. R: Yes.

642. S: Which (1) m me and you'd say that that there's no problem in [that]

643. R: [yeah]

644. S: but then what (.) happens after that (.) we're (.) liable for (.) so I (.) when I've had words with Owen I says you'd quite easily be kicked out of school for this

645. R: Mm hmm (.) and this was before the summer there was an incident.

646. S: Yes yeah.

647. R: What happened there do you know?

648. S: (1) er (.) the both children got sent away f (1) from school (.) I think they I don't know if they had to miss a day

649. R: mm

650. S: and then you have like an integrated meeting back in (1) and (.) they told (.) Xnew TA says that no further action [will]

651. R: [mm]

652. S: be taken with Owen (.) and that he would carry [on]

653. R: [yeah]

654. S: in school.

655. R: Yeah

656. S: Which obviously were (.) kinda (.) a blessing

657. R: yeah

658. S: (1) but you (1) it's like (.) walking on egg shells (1) because (1) for me (.) you've been told one thing by staff members

659. R: mmm

660. S: and they this (.) they've done the opposite (1) and now what is the next stage if he gets kicked out of school (.) even for defending [himself]

661. R: mmm

662. S: he's entitled to defend [himself]

663. R: [yeah] (.) yeah

664. S: But he's also (.) to me (.) showing learned behavior of his dad

665. R: yes

666. S: So

667. R: It's looking at the reasons behind

speaking to the adults involved

FRUSTRATION

RESPONSIBLE

EGG SHELLS

She wants him to learn right from wrong

but she wants the roots of the problem to be addressed

integrated meeting

WALKING ON EGG SHELLS

GRATEFUL

WALKING ON EGG SHELLS

Owen and parents

ANXIOUS

let down.

EXHASTATED

confusion/about current situation / communication

speaking to school

And he was in the worst place - school needs to look @ REASONS for behavior - not just rigidly sticking to rules

WE NEED TO TEACH

Dad-issues LEARNED BEHAV

children not just punish

Dad influence

668. S: yeah Owen actually once said (.) that (.) erm and I couldn't under I couldn't understand it (.) er in front of (.) Xold teacher and somebody else (.) he's gonna be two people (2) and I I didn't understand it. (1)

669. R: Mm hmm

670. S: He's gonna be (1) [redacted] dad's (1) and (1) another person at mine (2) and then (.) obviously (.) now it makes sense. (2)

671. R: Who said that to you?

672. S: Owen.

673. R: Right.

674. S: He said it in (.) in front of staff at Xold school (.) that he's going to be two people (.) and I'm like no you're one person [you've only gotta be one].

675. R: [yeah yeah]

676. S: And (.) I didn't (.) understand it (1) and (.) now I do (1)

677. R: Cos you feel like that's what's going on when he's at his (.) dad's

678. S: Yes (.) he's witnessing it (.) I think he's he's (.) seeing bits (.) and I do I have heard of a few incidents with with Owen (.) er [redacted] (2) with other children as well

679. R: Mm hm

680. S: erm adults (.) and Owen said that he were scared at the way his dad were.

681. R: Right.

682. S: He's told me (.) in in the past he's [redacted] (2) so (.) I mean what (.) what else can I do

683. R: Yeah

684. S: I can't (.) do anything.

685. R: Yeah.

686. S: (1) He's a sitting duck (1) [redacted] in his back garden.

687. R: Right.

688. S: Why teach a kid to shoot (.) to be better than

689. R: Yeah

690. S: others.

691. R: Yeah

692. S: And this is all because he were (.) doing a bit of rifle shooting with scouts.

693. R: Right.

694. S: All kids are the same (.)

695. R: Yeah

696. S: (1) So what if he's not as good as oth- the others

INCOMPREHENSION
REFLECTIVE

OWEN
CAUGHT BETWEEN 2 PARENTS
UNDER PRESSURE

RESPONSIBILITY
POWERLESS
ACCOUNTABILITY

FRUSTRATION
DESPAIR

SEM

CAUGHT IN MIDDLE/
he is scared BACKGROUND
of dad UNDER PRESSURE

Powerless

WALKING ON EGG SHELLS

Powerless to dad - parenting
despair

speaking to dad

WHAT HE WANTS TO SAY
TO HIS DAD

| | | |
|------|---|---|
| 697. | R: Yeah | |
| 698. | S: It's not about being good is it? | |
| 699. | R: Yeah (1) how do you think Owen feels about (.) about things now (.) in school? | |
| 700. | S: (2) I think he (1) I think he's like me (.) He'll just (.) diddle (.) <u>get his head down</u> | PROUD RESILIENCE SEMH JUST BECAUSE A CH/CD DOESN'T DRAW ATTENTION DOESN'T MEAN THEY DON'T NEED ATTENTION |
| 701. | R: mm | |
| 702. | S: and (.) focus on (.) <u>the work in school in hand</u> (.) that's why his (.) grades are so good (1) but it still has an impact (1) because (.) it's a bit like (2) we'll say (.) yourself (.) | SCHOOL IS HIS REFUGE "I just get on with it" |
| 703. | R: mm | |
| 704. | S: Whatever problems you've got at home (.) you go to work and you focus on work | School is his distraction |
| 705. | R: Yeah | |
| 706. | S: And then (.) you (.) <u>you deal with them</u> [when you] | |
| 707. | R: [yeah] | |
| 708. | S: <u>come home</u> (.) and I think that's (.) exactly what Owen's been doing for (.) quite a long time. | |
| 709. | R: Yeah. | |
| 710. | S: The fact that (.) this that's order that's in place he said told him to <u>say and tell</u> him what to say and (.) <u>Owen says</u> he got me to lie (.) I don't like it and kept saying he don't like this order he wanted it changing (.) erm (.) and he said won't acknowledge him (.) he (.) ignores him when he speaks to him (1) erm I'm not saying that he's doing that now (.) but (.) all this has an impact. | WANTS OWEN TO BE ON HER SIDE He wants to help he tries HE WANTS TO MAKE SENSE OF IT IT HAS LED TO FURTHER SHAME HIS BACKGROUND EMPATHY Feeling sorry for Owen |
| 711. | R: mm | |
| 712. | S: (.) It's like (.) I'm not going to say to you that I don't ignore Owen | ALWAYS EMPHASIS ON YES I'M NOT PERFECT BUT I MINK... (feel he needs to proud self?) |
| 713. | R: mm | |
| 714. | S: (1) and I do and I can tell you when that [is] | |
| 715. | R: [mm] | |
| 716. | S: when I'm driving that car (.) and I know that something's been said and I've not caught [it] | wants Owen to understand why adults make certain decisions "we all do it" |
| 717. | R: [yeah] | |
| 718. | S: cos <u>you're</u> concentrating. | ADULTS MAKE MISTAKES TOO |
| 719. | R: yeah course | |
| 720. | S: So when I say (.) I'm sorry Owen you've said something | |
| 721. | R: yeah | |
| 722. | S: repeat it he went (.) yer I know you were concentrating cos [I've explained it] | |
| 723. | R: [And he understands, yeah] | |

WE ALL MAKE MISTAKES

724. S: because I've explained (.) I don't just blatantly

725. R: yeah

726. S: so you ask me a question (.) oh (1) I'm not answering you

727. R: Yeah

728. S: I don't answer

729. R: yeah

730. S: I'm not that person

731. R: yeah

732. S: I (.) I've acknowledged you I've give him a reason

733. R: yeah

734. S: I think that's (1)

735. R: Important.

736. S: that's what we need to do with children (.) not just (.) ig- ignore

737. R: yeah

738. S: questions (.) if he asks me questions (1) erm (.) I'll answer them

739. R: yeah

740. S: (.) If I don't know the answer he gets (.) I don't know (.)

741. R: ((laughs))

742. S: er (.) shall we try google ((laughs))

743. R: ((laughs)) yeah

744. S: Do do you know what I mean

745. R: yeah

746. S: I'm not scared to [say]

747. R: [yeah course]

748. S: oh I don't know Owen.

749. R: Yeah

750. S: And I think that's part of (1) showing that we

751. R: that it's [OK]

752. S: [OK]

753. R: yeah

754. S: We're not gonna know all the answers

755. R: yeah

756. S: we are going to fail at things we are gonna make mistakes (.) so (.) if I've made a mistake at work (1) and we for whatever reason it it comes into study I'll tell them I've made a mistake (.)

757. R: mm

758. S: to show that I (.) I'm human (.)

759. R: course (.) and that's important.

760. S: Erm (.) as as for lies (1) he's caught his dad out in more lies than (1) anything

761. R: Ok.

762. S: I I don't know how (.) that (.)

Speaking to adults involved

Agency

likewise he needs to understand decisions adults make in school

VULNERABLE / OPEN

I by my best for him show vulnerabilities I don't know everything

GOOD PARENT

we all make mistakes!

Speaking to Owen / staff

He IS ONLY HUMAN TOO HE SHOULDN'T NEED TO FEEL SO BAD

It's only human to make mistakes -> Owen needs to know that

Background

HIS DAD LETS HIM DOWN

| | |
|---|---|
| <p>makes him feel (.) do you know what I mean? 763. R: Mm hmm. 764. S: For me (1) <u>we need to be honest (.)</u> <u>there's no need to</u> 765. R: Yeah. 766. S: put blame (.) blame the other one. 767. R: yes. 768. S: (.) er (2) but I mean Owen come back to me this week telling me his dad's in hospital. 769. R: Right. 770. S: So I've offered (.) to take Owen to see his dad 771. R: yeah yeah yeah 772. S: not for me to see his dad (.) but (1) and (2) I bet that (.) were (.) kind of awful for Owen (.) for me to (.) mention it (.) but (1) I <u>don't think he'll have took it the wrong way</u> 773. R: yeah 774. S: he'll know that I meant well 775. R: yeah 776. S: (.) the problem is <u>because if</u> <u>that were other way (.) it wouldn't have been</u> (.) I know when <u>been in hospital</u> before (.) I've offered (.) fair enough he's got a partner 777. R: mm 778. S: but at end of day (.) <u>it it's my (.) my</u> <u>child (.) why (.) if you can't (.) if you're in</u> <u>hospital</u> 779. R: yeah 780. S: (1) so (2) it's one less stress. 781. R: Yeah 782. S: Let (.) let me have him 783. R: yeah 784. S: (.) and (.) no it's not working (.) I mean 785. R: You try to be helpful. 786. S: Yeah. 787. R: Mm hmm 788. S: I mean our Owen come back to me and said (.) his partner just wanted to stop at (.) <u>hospital with (.) his dad</u> 789. R: Right. 790. S: <u>He's an adult for (.) god's sake.</u> 791. R: yeah yeah 792. S: (1) <u>but how does that kid feel then?</u> 793. R: Yes. 794. S: She's (.) looking after him 795. R: yes 796. S: but she'd rather be at hospital than (.) look at do you see where</p> | <p>HELPLESS need to be honest to children WANTS TO GENUINELY HELP / WORK TOGETHER</p> <p>ANXIETY Anxious abt how Owen perceived her "I want others to think well of me" I try to be fair try to be helpful.</p> <p>POWER AGENCY</p> <p>want to affirm it for her.</p> <p>he is rejected @ home</p> <p>ANGER HELPLESS feeling sorry for Owen.</p> |
|---|---|

check on
Owen

OLD SCHOOL
FAIR

NEW SCHOOL
BY RELATIONSHIP

797. R: Yeah yeah yeah
 798. S: and I'm thinking (.) my god (.) what (.) what is going on?
 799. R: Yes.
 800. S: So (.) so we've got (1) multiple people [involved]
 801. R: [yeah]
 802. S: (1) and (.) just (.) it (1) that small little thing
 803. R: yeah
 804. S: could quite easily go into
 805. R: yes
 806. S: (.) a big [thing]
 807. R: yes
 808. S: and (.) we're not experts
 809. R: yeah (1) do you think that school (.) erm (.) I mean you said that Xold teacher he had a sort of an understanding about his dad and that the impact that his dad might have on Owen and things (.) do you think that (.) Xnew school have got (.) any sort of
 810. S: No because erm (1) ██████ knows somebody that works inside Xnew school
 811. R: Right
 812. S: (.) so if anybody's been betrayed as the bad one it's me. (1)
 813. R: Right.
 814. S: (1) whereas they were able to see the situations from themselves so it don't matter whether it were me [or dad]
 815. R: [yes]
 816. S: that
 817. R: it was neutral
 818. S: it were neutral and they they were looking at (1) obviously everything.
 819. R: The big picture.
 820. S: Yeah (.) not just oh (.) well (.) either she's a nut case and (.) you're a problem (1) no (1)
 821. R: Right (1) what would (1) what would you say that school think of (.) er (.) you (1) now?
 822. S: (1) What er (.) Xnew school?
 823. R: Yeah.
 824. S: Even speaking to the receptionist it's absolutely atrocious 9.) they're making a (.) bigger problem themselves (1) I (.) I used to do scouting
 825. R: Mm hmm
 826. S: I was scout leader
 827. R: Mm hmm Mm hmm
 828. S: I quit (.) The reason I quit cos I

→ OVERWHELMED
OUT OF CONTROL

HONEST / OPEN
JOINT WORKING

Saying, let's work on this together / work it out

TROUBLEMAKER

mum clearly feels she is own insecurities seen as "the bad one"

POWERLESS / INFERIOR / VICTIM

OLD SCHOOL WERE FAIR

School needs to look @ bigger picture

→ school sees her as "nut case"

she feels but way INFERIOR / ASHAMED

RELATIONSHIP w/ school

do not make her feel valued

PROUD

SCHOOL NEED TO LOOK AT THE BIGGER PICTURE

↳ communication

QUIT
SCOUTS

TA =
Good
BUT

CONFIDENTIAL

couldn't guarantee the safety of those children

829. R: Mm hmm

830. S: [REDACTED]

831. R: Right.

832. S: [REDACTED]

appreciate (.) as scouts (.) we've got various equipment

833. R: Yeah

834. S: Having that (.) undermined and having adult to another adult when (.) you're teaching 'em (.) respect and everything else (2) is not good.

835. R: Course.

836. S: (1) so I end up having to (1) quit scouts

837. R: Mm hmm

838. S: [REDACTED] n

839. R: Mm hmm

840. S: [REDACTED]
respect (.) the environment (.) the [children]

841. R: [yeah]

842. S: the other people.

843. R: Yeah

844. S: (1) It it it were absolutely horrendous (.) so (2) the only person that's ever spoke (.) I've only ever met and spoken to (.) is Xnew TA. (X)

845. R: Right Ok.

846. S: (.) erm (.) she's she's lovely (.) er (.) but (.) I'm not gonna not challenge something (doesn't want to acknowledge)

847. R: yeah

848. S: if I like (.) like (.) yourself (1) I thought it were unacceptable leaving a voice mail I mean you can listen to the voice mail

849. R: Mm hmm

850. S: asking if I give permission (.) but I knew you'd been in week week [before].

851. R: [mm]

852. S: So (1) week one yeah

853. R: yeah

854. S: and how many other appointments you need (1) they shouldn't me contacting me

855. R: No

856. S: in my book (.) cos they've had that initial (2) say so.

857. R: Yeah yeah

858. S: Not (.) when you're trying to make another appointment .

859. R: Yes.

CONSCIOUSLY

"I am responsible"

she feels undermined

POWERLESS
INTELLECT

VICTIM

"I'm a good person"

→ probs w/ dad

communication w/ school
not good

good relationship w/
TA

Power AGENCY/RESILIENCE

WANTS TO BE HEARD

Seeking power
AGENCY

Communication w/
school not good

| | |
|--|--|
| <p>860. S: (.) And I don't know (1) er (.) what that (.) information is (.) or <u>why</u> [it's happened]</p> | <p>me - didn't want to say why it happened (because school knew I already had control)</p> |
| <p>861. R: [mm]</p> | |
| <p>862. S: but to me (.) it's [incorrect]</p> | |
| <p>863. R: [mm]</p> | |
| <p>864. S: and that's not safeguarding.</p> | |
| <p>865. R: yeah (1) the communication.</p> | <p>↳ just wanting to empathise/ hear</p> |
| <p>866. S: That's not safeguarding (1) children.</p> | |
| <p>867. R: Yeah.</p> | |
| <p>868. S: Cos Owen said to me (.) he ac he actually asked if he were in trouble (.)</p> | <p>→ <u>wanting control over this as she lacks control elsewhere?</u></p> |
| <p>869. R: Right.</p> | |
| <p>870. S: He didn't know (.) who (1) he was seeing (.) what for (2) nothing were explained to him</p> | <p>→ <u>communication</u> = Anxiety</p> |
| <p>871. R: yeah</p> | |
| <p>872. S: (1) Miss Williams wasn't the one that went for him</p> | |
| <p>873. R: Yeah.</p> | |
| <p>874. S: (1) and (.) the actual the person who (.) he were with (.) had to ask (.) reception (.)</p> | |
| <p>875. R: mm</p> | |
| <p>876. S: for them to say that no he's not in trouble.</p> | |
| <p>877. R: Yeah yeah yeah.</p> | |
| <p>878. S: (1) How bad's that?</p> | <p>→ <u>everything adds up. A small thing to school.</u></p> |
| <p>879. R: yeah.</p> | |
| <p>880. S: (2) [when]</p> | |
| <p>881. R: [The communication]</p> | |
| <p>882. S: Yeah (.) So they put him through that but of [anxiety]</p> | <p>→ <u>communication = anxiety</u></p> |
| <p>883. R: [yeah]</p> | |
| <p>884. S: (1) for what?</p> | |
| <p>885. R: Yeah.</p> | |
| <p>886. S: (2) But then on top of that (.) if they'd have said a name (1) cos obviously (.) he's rea- got your stuff (2) he might not have (.) twigged</p> | <p><u>frustration</u></p> |
| <p>887. R: Yeah</p> | |
| <p>888. S: who it were (.) but the minute you</p> | <p>→ <u>speaking to me</u></p> |
| <p>889. R: yeah</p> | |
| <p>890. S: started talking</p> | |
| <p>891. R: yeah</p> | |
| <p>892. S: he would a he would of twigged.</p> | |
| <p>893. R: Yeah (.) yeah course (.) yeah yeah.</p> | |
| <p>894. S: (.) but not knowing (1)</p> | |
| <p>895. R: yeah.</p> | |
| <p>896. S: So (1) and that</p> | |
| <p>897. R: It was unnecessary really.</p> | |

| | | |
|------|---|---|
| 898. | S: Yeah. | |
| 899. | R: To put him through like you say. | |
| 900. | S: (.) But obviously (.) what (1) his dad's been bitten by a dog. | → Wanting to empathise |
| 901. | R: Right. | |
| 902. | S: In work (1) er (2) [redacted] line (1) so I couldn't notify Owen (1) before he w [redacted] | victim Out of control |
| 903. | R: Mm hmm | |
| 904. | S: (2) See this is (.) [redacted] (1) [redacted] Owen. | victim |
| 905. | R: Yeah. | |
| 906. | S: For what (.) he were gonna walk into . | FRUSTRATION |
| 907. | R: Yes. | |
| 908. | S: (.) Obviously I I couldn't. | |
| 909. | R: Yeah. | |
| 910. | S: (2) So (2) you're (.) obviously your time going in you're not gonna know nobody knows what's going on in other people's lives. | → IMPORTANCE OF GOOD COMMUNICATION |
| 911. | R: mm | |
| 912. | S: (1) So (1) who knows what were going round Owen's (2) mind at that particular [point]. | ↓ communication = anxiety |
| 913. | R: [yes] | |
| 914. | S: (.) knowing obviously (.) that had happened with his [dad]. | → not always knowing what Owen's thinking |
| 915. | R: [Yes] right. | |
| 916. | S: (1) Then from what I gather (.) on the Thursday his dad's gone to hospital | |
| 917. | R: Right. | |
| 918. | S: and then got keped in. | |
| 919. | R: Right. | |
| 920. | S: (.) and he were due another (.) so he'd had the operation on the Saturday before | |
| 921. | R: mm | |
| 922. | S: he went back to his dads (1) and he were due another operation on the Saturday he came to myself | |
| 923. | R: Mm hmm | |
| 924. | S: and he'd not (.) had one | |
| 925. | R: Mm hmm. | |
| 926. | S: So there's (2) I I obviously (.) dad [redacted] doesn't dad's not an open book like me. | → I am open I want you to be open |
| 927. | R: mm | |
| 928. | S: (1) I I say it how it is (.) you ask me questions I will answer honestly. | |
| 929. | R: Yeah. | |
| 930. | S: I tell you no lies (1) I've got nowt to | |

| | |
|---|--|
| <p>hide.</p> <p>931. R: Yes.</p> <p>932. S: (1) The people that have got something to hide (2) we we know how it ends up do you know what I mean.</p> <p>933. R: Course yeah.</p> <p>934. S: (.) but (.) it (.) to me and I'll be honest (2) I've had dogs (.) and I've I've let him into my home</p> <p>935. R: mm</p> <p>936. S: when Owen's been ill and I've seen him kick me dogs</p> <p>937. R: mm</p> <p>938. S: (.) [REDACTED]</p> <p>[REDACTED]</p> <p>939. R: [yeah]</p> <p>940. S: on both [hands]</p> <p>941. R: [yeah yeah]</p> <p>942. S: (.) but at end of day</p> <p>943. R: Yeah</p> <p>944. S: what has (1) that person done</p> <p>945. R: The reason for it.</p> <p>946. S: Yeah. But that dog's gonna be put down [now].</p> <p>947. R: [Yeah] right.</p> <p>948. S: (2) But he could have been provoked.</p> <p>949. R: Yes yeah yeah yeah course (1) erm (2) so you were talking about is it Xnew TA?</p> <p>950. S: (1) Yeah</p> <p>951. R: What's been your involvement with her then? (1) or Owen's involvement with her do you know?</p> <p>952. S: Er (1) she (.) often checked in on him to make sure he were ok (.) she made sure she'd got she built that relationship up with him so that (.) he could go to her for (.) anything (.) and (1) obviously Owen's entitled to his privacy</p> <p>953. R: Mm</p> <p>954. S: (.) so he doesn't tell me (.) anything (.) I mean (.) Owen has started (1) now (.) becoming (.) secretive (.)</p> <p>955. R: Right.</p> <p>956. S: And (1) I've heard of (.) things that he tells me and (2) you see the look on his face as if to say (1) oh (1) I know what's coming now I shouldn't have told her.</p> <p>957. R: Right.</p> <p>958. S: (1) And that's the way that his (1) him and his friends are talking to other</p> | <p>RESISTANCE POWER DEFENSIVE</p> <p>Justifying that dad is a 'bad person'</p> <p>re-directing the conversation.</p> <p>Positive relationship with TA GRATEFUL</p> <p>Disappointed so com / w/ school needs to be good</p> <p>Anxious Owen caught in middle UNDER PRESSURE</p> |
|---|--|

TA

being the job of professionals

people (1) [redacted] (.) and it's acceptable (.) but it's not acceptable (1) it don't matter whether we know (.) people or not we show respect.

959. R: Yeah.

960. S: I appreciate should be earned

961. R: Yes.

962. S: (.) I mean I've seen it on (.) social media where (1) there's incidents at Xnew school (.) and they're saying that (1) people outside of (.) Xarea, Xarea and Xarea and that (1) can't go to Xnew school (.) that means Owen (1) but it don't mean to say he's a bad person (.) but (1) our Owen'll always tell me (1) I'm the best one I I I I don't lie and I don't mean that in a in a it's a competition way it's not a competition (.) but I'm having to (.) Kinda (.) be (1) more of (.) I know (.) we'll call it the horrible person.

963. R: Mm hmm

964. S: (1) er pointing all the bad things out what can happen

965. R: mm

966. S: (1) because he's seeing it he's living with it and he thinks it's normal but it's not normal (.) and how do you and I'm not an expert (1) when you (2) see (.) learned behavior

967. R: Yeah.

968. S: coming along (.) how do we (.) intercept it

969. R: Mm

970. S: how to we (.) correct it? (1) To me (2)

971. R: You're doing all you [can by the] sounds of it

972. S: [keep keep] keep away from (.) that negative that person (.) but when it's a week on or it can be

973. R: Yes

974. S: but it (.) I'll tell you what (.) he had him three weeks (1) er (2) school holidays (.) together (2) and I'll be honest (1) I I dreaded Owen coming back (1)

975. R: Yeah.

976. S: Cos I I knew full well (1) what a challenge it would be.

977. R: Ok (1) cos he'd been with him for so long [you mean yeah]

978. S: [Yeah and he] Owen (.) has said to people that (.) he hates Mondays (2) going back going to and forth.

SEM4

ANXIETY

talking to Owen?

Just saying her parenting lacks confidence in self? wants Owen to respect her + know where she's coming from

discrimination against students from different areas?

Owen caught in middle

IT IS EXHAUSTING FOR ME not being supported by dad

wanting to be good parent

Cry for help I need help lets walk together

effects of background

FRUSTRATION
DESPAIR SEM4

he needs help

CHILD NEED TO LEARN NOT JUST BE PUNISHED

me - trying to make her feel like she's doing a good job

5

importance of background

parental

DESPAIR / ACCOUNTABILITY

this upsets her that he is upset

HE IS CAUGHT IN THE MIDDLE

HATE Mondays

| | |
|--|--|
| <p>979. R: Cos that's the changeover you mean.</p> <p>980. S: Changeover day yeah (.) and that's the day he's gotta (1) change into that person that (1) we ex (1) we we we expect him [to be].</p> <p>981. R: [Yeah.] You feel as if he's (1) sort of (.) torn (.) he he he feels like he is (1) torn between</p> <p>982. S: (1) Maybe yeah (.) but also he's gotta then (.) change into the person we expect him to be.</p> <p>983. R: Yeah (3) yeah (.) Do you think school notice any (1) difference with him whether he's been with you or with his dad?</p> <p>984. S: I don't know but I do know that (.) like last week when there were that incident where they were sending him home (.) erm (1) they asked Owen (1) who he's with (2). How bad is that? (1) I mean his dad's (3) fair enough (.) I could write the dates down when (.)</p> <p>985. R: Yeah</p> <p>986. S: he should be with his dad (1) but (1) why should I? (2) Does that make sense?</p> <p>987. R: Yeah.</p> <p>988. S: Just to prevent (1) common sense (.) yeah Owen's gonna know where where he's with</p> <p>989. R: Yeah.</p> <p>990. S: or who he's with (1) but (2) they phone both parents any way (.) so (1) what is</p> <p>991. R: Why do you think they were asking that?</p> <p>992. S: (1) I think it's so they knew who to contact.</p> <p>993. R: Right.</p> <p>994. S: But they phoned us both [anyway]</p> <p>995. R: [Right] yes (2) and when was this incident?</p> <p>996. S: That were Wednesday (1) before you went in on the Thursday.</p> <p>997. R: (1) and what had happened?</p> <p>998. S: (1) Erm (2) he did PE (.) they were doing (.) I forgot what sport they were doing in PE (.) and he hurt his (.) neck (1) and then at lunch break he were playing football</p> <p>999. R: Mm hmm</p> <p>1000. S: and they (.) they (.) their voice mail said there were an accident.</p> <p>1001. R: And it was an accident?</p> <p>1002. S: (.) Our Owen said it were his friend</p> | <p>She knows he is caught in middle</p> <p>ACCOUNTABILITY</p> <p>OWEN CAUGHT IN MIDDLE</p> <p>he wants to please both parents</p> <p>not sure what she means?</p> <p>UNDERSTANDING.</p> <p>See it from their perspective</p> <p>conflict by torn between</p> <p>what is the right thing to do?</p> <p>clarifying - what she means.</p> |
|--|--|

| | |
|---|---|
| that kicked him in head | |
| 1003. R: Right. | |
| 1004. S: So I (1) I can only go with what | |
| 1005. R: Yeah yeah | |
| 1006. S: Owen's saying cos school (.) gave nothing [away] | COMMUNICATION RESIGNATION |
| 1007. R: [Yeah] | |
| 1008. S: they didn't tell me nothing. | FRUSTRATION |
| 1009. R: Yeah (.) Right Ok (2) Do you feel like erm (3) Owen (1) is (.) I know you said he didn't have any friends when he started what's the situation with that now do you think? | directing conversation - what I want to find out |
| 1010. S: He's got friends. | |
| 1011. R: Mm hmm | |
| 1012. S: (1) erm (2) I'm encouraging him to (.) see 'em out side of school. | wants him to have friends |
| 1013. R: Yeah. | |
| 1014. S: And (.) the response I got were (2) if I do that I'm not coming back here. | ANXIETY VICTIM |
| 1015. R: (3) And what did he mean by that do you think? | he is caught in middle of parents |
| 1016. S: (.) Because they're over at his dad's. | DESPAIR |
| 1017. R: (.) The friends? (.) Right. (3) Mm hmm. | |
| 1018. S: (1) Which (1) he'll of been told to say. | |
| 1019. R: Right. | |
| 1020. S: (.) That's not Owen at all. | "I know my son" |
| 1021. R: Yeah. (3) And what (.) do you think do you think he meant by it? (1) Do you think he knew what he was saying or? | clarifying DECISIONS AFFECTED RELATIONSHIP |
| 1022. S: (2) I don't know. | |
| 1023. R: Mm hmm | |
| 1024. S: I honestly don't know | |
| 1025. R: mm | |
| 1026. S: (1) I don't know it hurt ((choking up)) | due to school location she is losing contact with him |
| 1027. R: Yeah (2) yeah. | ACCOUNTABILITY |
| 1028. S: You think this poor kid: | JUST A KID |
| 1029. R: (2) Yeah. | she knows it's not his fault |
| 1030. S: (1) I get (2) there's no reason why he can't (1) go see his friends (.) even if it means me go picking him up because (.) it is two busses. | INCONVENIENT - school location |
| 1031. R: Of course, | UNDERSTANDING |
| 1032. S: (2) There's no reason why they can't come here. | trying to be flexible even though it's hard |
| 1033. R: Yeah. | |
| 1034. S: (1) But clearly (1) there is (1) and I aint got to the bottom of that yet. | UNCERTAINTY |

relationship
 with
 Mum
 son's

| | |
|---|--|
| 1035. R: Right. | |
| 1036. S: (2) So he's been in (.) that school since January (.) he's talked about his friends. | |
| 1037. R: Mm hmm | |
| 1038. S: (3) And (3) I don't think (3) I think reading between the lines I mean I caught him the other day and he he wouldn't (1) a friend (.) had text him (1) aint a problem with [that] | communication not always positive mother-son relationship |
| 1039. R: [Yeah] | |
| 1040. S: and I went ooh (.) it were a bit late (.) and he eventually (.) showed me this picture (.) and he told me that (.) he (1) he'd sent it to this friend (.) and said it's about bad hair (1) er person having bad hair | |
| 1041. R: Mm hmm | |
| 1042. S: (.) and er it's Agnes this is one of his friends and (.) he goes to Xnew school | |
| 1043. R: Mm hmm | |
| 1044. S: But he lives up Xarea | |
| 1045. R: Right | |
| 1046. S: (2) and (.) er (2) I says well (.) that's not nice I says would you like that (.) how would you feel if that were (.) about you? (1) He went it were a laugh I went (.) but is it really? | trying to be a good parent He is easily INFLUENCED as he wants friends? |
| 1047. R: Yeah. | |
| 1048. S: I says cos that can also be classed as bullying | I'm a good parent |
| 1049. R: Yes. | |
| 1050. S: (2) I'm going to bed. | I'm trying |
| 1051. R: Yeah. | |
| 1052. S: And that's what he did | |
| 1053. R: Right | |
| 1054. S: (.) So do you see what I mean [about] | |
| 1055. R: [Yeah] | |
| 1056. S: It falls into place [now] | |
| 1057. R: [yes] | |
| 1058. S: about being two different [people]. | DESPAIR UNCERTAINTY FRUSTRATED |
| 1059. R: [yeah] yeah | |
| 1060. S: What's acceptable to [one] | |
| 1061. R: [yeah] | |
| 1062. S: (.) and what's acceptable to [another] | mixed messages from parents CAUGHT IN MIDDLE |
| 1063. R: [to the other] | |
| 1064. S: and we should be o both be on the same page | FRUSTRATED |
| 1065. R: Yes. | |
| 1066. S: (1) but (1) I'll tell you something now (1) not only, I've got two children, not only did I ever read 'em (.) story books | |

| | | |
|-------|--|--|
| 1067. | R: mm | |
| 1068. | S: (1) I used to (1) make stories up. | |
| 1069. | R: Mm | |
| 1070. | S: (1) They used to (.) ask me to make stories up they loved making stories up (.) and (1) this particular time I made (.) a story up and (.) I mentioned (1) [redacted] | nostalgic. |
| 1071. | R: Mm hmm | |
| 1072. | S: [redacted] | |
| 1073. | R: Mm | |
| 1074. | S: [redacted] | VICTIM OPEN! |
| 1075. | R: Right. | |
| 1076. | S: (1) And (.) our Owen started crying (.) [and] | |
| 1077. | R: [why?] | |
| 1078. | S: I couldn't understand why (1) and he went (1) it were [redacted] | caught between parents. |
| 1079. | R: Aaah | |
| 1080. | S: (2) and (.) I went no he went it were (.) he went (.) because (.) all my [redacted] | ACCOUNTABLE WANTS TO PROTECT OWEN |
| 1081. | R: Right. | |
| 1082. | S: (1) and despite me saying no (1) and I so that were the last I ever (.) made anything up. | she wants to protect them from their dad |
| 1083. | R: Yeah. | |
| 1084. | S: (2) So (1) do you know what I mean [so] | |
| 1085. | R: [yeah] | |
| 1086. | S: if people can do that (.) I mean (.) on his phone (.) er (4) [redacted] (1) he's gotta ask permission for various things. | |
| 1087. | R: mm | |
| 1088. | S: And it it's a way of (.) basically (1) I think it's set up (.) and I could (.) if I wanted to (.) cos I I work with phones | |
| 1089. | R: Yeah. | |
| 1090. | S: I could quite easily go in (.) and disable everything (.) but I know full well it'll be set up (.) for every movement (.) that (1) [redacted] (1) I know that. | issues w/ dad - monitoring where they are |
| 1091. | R: (1) Right. | |
| 1092. | S: (1) It were that bad a one point I'd got people asking me to take my car to the garage to the garage (.) to have a look to see [redacted] | RESIGNATION VICTIM |
| 1093. | R: Right. | |
| 1094. | S: Or (.) and things because he were [redacted] | |
| 1095. | R: Really. | |
| 1096. | S: [redacted] | |

just dropped Owen off (1) How he'd know (.) where [I were I've no idea]

1097. R: [Right ok]

1098. S: So (.) there's a lot of things [behind]

1099. R: [Yeah yeah] yeah

1100. S: behind it

1101. R: Yeah

1102. S: (1) but this kid is technically (.) I'm not saying the behaviour's right

1103. R: Yeah

1104. S: (1) cos (.) by (.) no [means]

1105. R: [yeah]

1106. S: and I'm not (1) I don't condone it

1107. R: Yes (.) it's looking at where it comes from (2) having that understanding.

1108. S: (1) my children have witnessed a [redacted]

1109. R: Yeah

1110. [redacted] out.

1111. R: Yes.

1112. S: (1) but obviously (.) Owen still [redacted]

1113. R: [yeah]

1114. S: Fair enough (1) er (.) I can't tell you the last time [redacted] physically attacking me

1115. R: Mm

1116. S: (2) but (1) that don't mean to say that he's not (.) witnessing (.) anything.

1117. R: Yeah. (2) Do you think Owen's happy at Xnew school?

1118. S: (4) er (4) I think Owen will throw his self into school (1) to (1) impress his dad because he knows [redacted] friends in there (2) but Owen (.) would do that at any [school]

1119. R: [yeah]

1120. S: (.) not to impress people.

1121. R: Yeah

1122. S: He (1) he'd want to (1) do himself good.

1123. R: He likes to do well.

1124. S: Yes.

1125. R: (1) mm hmm

1126. S: But he's turning into somebody that doesn't like losing (1) and (1) I've tried telling him that it's not always about winning cos I left his dad (1) I didn't (1) I knew I had had a battle in kicking him out of the house so

1127. R: Mm hm

difficult background
 school referee

Sums IT UP -
 there are reasons for
 his behaviour

agree with her

difficult background

Agency
 RESILIENCE

OV

School is his refuge
 he wants to be accepted

wants to do well
 he is self motivated
 resilience

he is so bothered a/b
 being 'great' that he
 doesn't like losing?

UNDER PRESSURE
 TO PROVE HIMSELF
 egg shells

difficult background

PROUD

VECTIM

diff background

AGENCY

1128. S: (.) I just left (.) and just took our stuff didn't take anything didn't take him for the house (.) didn't take him for nothing. (1) So and I'm (.) bringing our Owen up differently (.) I've I'll be honest with you I've I've had problems with my (.) my daughter

1129. R: Mm

1130. S: (1) er (1)

1131. R: She's older [did you say].

1132. S: [she she's] older [she's (.) witness] [redacted]

1133. R: Mm

1134. S: and (.) looking back (1) er the way that [redacted]

1135. R: yeah

1136. S: (2) and (1) so yeah I've had (.) problems (.) with her (.) and (.) I see Owen going the same way.

1137. R: Right.

1138. S: There's no two ways about it (1) it were (1) it's awful because (.) I couldn't see (.) at that point (2) I I know that I used to say [redacted]

[redacted]

her to go out (1) but that weren't good enough (1) er (.) d'you know what I mean (1) but (1) I just (.) don't know (.) I do know that (1) er parents have complained when Owen started playing football (.) and the way that [redacted]

1139. R: At Xnew school?

1140. S: (.) no at this football club.

1141. R: I see right.

1142. S: (1) er (1) I refused to take Owen [because]

1143. R: [mm]

1144. [redacted] were turning up on (.) when the weeks it were mine

1145. R: Mm

1146. S: [redacted] and I stayed away (.) but then he were being aggressive [and it's like]

1147. R: Right

1148. S: (1) Owen (.) I'm gonna have to stop you from going (.) because (.) I don't want to (1) but (.) it's not fair what's happening every time I take you.

1149. R: Who Owen was being aggressive you mean [cos he didn't want] [redacted]

1150. S: [redacted] were being coming over [and being horrible]

ACCOUNTABLE

affected by background
She wants school to know all this a/b his background - she is telling me getting it out. wants to be heard

ACCOUNTABLE
GUILT

Someone has noticed his difficulties w/dad. wants someone to notice. cry for help

ACCOUNTABLE

POWERLESS

AGENCY

She wants to do best for Owen but struggles due to dad

GOOD PARENT

SARAH ANALYSIS (2) continued...

| | | |
|-------|--|--|
| 1151. | R: [ahhh] | |
| 1152. | S: towards me other people and Owen were witnessing it so I kept away I asked the club (.) to step in and | feels she need witness to prone it |
| 1153. | R: [yeah] | |
| 1154. | S: [redacted] I respect his ?? [to keep away] | AGENCY |
| 1155. | R: [yeah yeah yeah yeah] | LET DOWN. |
| 1156. | S: and they wouldn't | |
| 1157. | R: yeah | |
| 1158. | S: (1) so I didn't (.) he's not even told me he's signed him up | communication between parents not good |
| 1159. | R: Right | |
| 1160. | S: he (.) signed him up for things including running | she need to facilitate it |
| 1161. | R: Yes | FRUSTRATION |
| 1162. | S: and and they clash | |
| 1163. | R: yeah | |
| 1164. | S: Wh why (.) do that | power struggle. Mum & Dad in the swap even more important. |
| 1165. | R: yeah yeah yeah yeah | |
| 1166. | S: (.) erm (1) Owen (2) we're all competitive (1) there's no two ways about it (1) Owen (1) I have brought Owen up (.) to do his best at everything | PARENT SUPPORT GOOD PARENT |
| 1167. | R: mm | |
| 1168. | S: but if he don't win (.) it's the participating that | |
| 1169. | R: Course yeah | |
| 1170. | S: (1) but when somebody else says something different | but dad wants him to WIN makes Owen feel worse? Pressure |
| 1171. | R: yeah (.) the mixed messages. | Powerless |
| 1172. | S: Yes. | |
| 1173. | R: mm hmm | |
| 1174. | S: Don't help a kid does it. | |
| 1175. | R: Yeah yeah yeah (.) do you ever (.) do you have much contact with school at the minute er or have you had sort of since January (.) is it (.) do they (.) kinda tell you how Owen's doing or (1) | re focusing the conversation |
| 1176. | S: No (1) er term you might get (1) they call it a report it's it's not a report it's (.) absolutely rubbish (.) It just tells you the predicted grades (.) er whether it's expected to be (1) that's it | FRUSTRATION > ANGER |
| 1177. | R: yeah | |
| 1178. | S: (1) that's all you get (.) nothing (1) the fact like I said (.) don't know about parents evening it don't get passed on. | communication w/ school lacking |
| 1179. | R: Did his dad go or | RESIGNATION |
| 1180. | S: (1) They can't tell me that (1) but Owen were with me (.) so his dad didn't know | |

power struggle

com with school

d.

| | | |
|-------|--|---|
| 1181. | R: Right | |
| 1182. | S: but (.) going back to football (1) even though (.) he were doing football they were being (1) er (1) first presentation (.) Owen didn't know about it and (.) I don't know about it (.) and if I'd have got something on I'd have said to dad well take him him he deserves to go | (not) clear related → but communication is important ESPECIALLY due to parents separated |
| 1183. | R: Yeah | |
| 1184. | S: (1) er (.) Owen missed out | want best for him |
| 1185. | R: mm | |
| 1186. | S: (2) it's it's somebody else has took over (.) and I didn't know he he were signed up the only time I knew he got signed up for this (1) er other team (1) were when the messaged me the day before (1.) to take him to a match. | |
| 1187. | R: Right. | |
| 1188. | S: (1) like (1) <u>no</u> (2) they should be telling | |
| 1189. | R: Yeah course | |
| 1190. | S: because it I'm having to give up my time | ANGER → <u>Speaking to dad</u> |
| 1191. | R: Yeah | |
| 1192. | S: I'm expected to give up my time (.) [he signed him up] | |
| 1193. | R: [You need to know what's happening] | validating |
| 1194. | S: I need to know exactly (.) anyway when it come to presentation they messaged (.) er and the Owen were with me (1) I didn't say anything (.) any way erm (1) I took (1) Owen I took my mum (1) him and his partner were there | communication between parents. |
| 1195. | R: Mm | |
| 1196. | S: and (.) his face cos we walked through (.) the door (1) but Owen would have missed on another one | Owen feels <u>let down</u> by dad? |
| 1197. | R: Right | |
| 1198. | S: (.) so are [redacted] says I asked me [redacted] didn't tell me. | POWERLESS (WANTS TO PROTECT) |
| 1199. | R: mm hmm | |
| 1200. | S: (2) He says to see what (.) other kids got | |
| 1201. | R: (1) right | |
| 1202. | S: So our Owen says but why didn't you tell me? | <u>Speaking to dad</u> |
| 1203. | R: yeah, yeah yeah | ANGER FRUSTRATION |
| 1204. | S: (2) <u>Why not tell him?</u> | EXHAPPERATED |
| 1205. | R: Yeah | |
| 1206. | S: Yet again that same [scenario] | |

| | | |
|-------|--|--|
| 1207. | R: Course | |
| 1208. | S: If I didn't want to go (.) Owen could have [gone] | } POWERLESS FRUSTRATION |
| 1209. | R: [yeah] yeah yeah | |
| 1210. | S: He could have took him | |
| 1211. | R: Yeah (1) course. | |
| 1212. | S: So (1) he'd have missed another [one] | |
| 1213. | R: [yeah] | |
| 1214. | S: (1) how fair is that on that child? | } <u>speaking to all involved</u> |
| 1215. | R: Course yeah | |
| 1216. | S: <u>What are we doing with that [child]?</u> | |
| 1217. | R: [Yeah] | |
| 1218. | S: He signed him up for running (.) running currently is on Tuesdays and Thursdays. | |
| 1219. | R: Mm (1) is this after school or is it a different | |
| 1220. | S: This it's after school. | |
| 1221. | R: After school. | |
| 1222. | S: But if they have races they can be on a Wednesday. | |
| 1223. | R: Yeah (1) is it at Xnew school? | |
| 1224. | S: No it's at Xrunning place. | |
| 1225. | R: Right. | |
| 1226. | S: But erm (.) if he wants to do cross country it's now starting on a weekend every Saturday. | |
| 1227. | R: Right. | |
| 1228. | S: But (1) he set him up with scouts (.) and then (.) I took him and he (.) he didn't pay he told me things were sorted (.) didn't pay (.) running (.) I got told to pay for Xrunning place (.) the next minute (.) and it were July (.) I gets a text message I owe money | 1-07 } POWER STRUGGLE w/ dad COMMUNICATION VULNERABLE VICTIM |
| 1229. | R: Right | |
| 1230. | S: Well (.) what do I owe money for I've paid Xrunning place. | |
| 1231. | R: Mm | |
| 1232. | S: And then I got this guy being arsey (.) saying (.) er well if it's a problem I'll go to dad no I've asked for your details to transfer | MISUNDERSTOOD } <u>telling me about all her frustrations</u> |
| 1233. | R: Yes | |
| 1234. | S: I'm just wondering why I owe you money (2) er (.) so (.) Owen's (.) decided that (.) for me not to take him running (.) but to take him footballing (.) so I'm taking him [footballing] | |
| 1235. | R: [mm hmm] | |
| 1236. | S: but two people have said how | |

LOST FAITH IN PROFESSIONALS

aggressive he is on the pitch.

1237. R: Right

1238. S: (2) Now it would be quite interesting if they if somebody comes up to me and says that they see a difference in Owen

1239. R: Yes.

1240. S: In (.) my weeks and his weeks (1) but I don't (.) think that they will

1241. R: Yes (1) it would be interesting.

1242. S: (1) but I (.) I have seen Owen play dirty

1243. R: Yes

1244. S: Cos I used to take him to kicks (.) [I know he can]

1245. R: [right] I'm honest

1246. S: play dirty

1247. R: Yes

1248. S: and (.) when you've got [redacted] [redacted] at (1) erm (2) Owen's been (.) tackled dirty (1) and I'll and I've said well Owen Owen's tackled dirty

1249. R: Yeah

1250. S: So what's difference?

1251. R: Yeah.

1252. S: It's ok for Owen

1253. R: Yeah

1254. S: it's OK for another kid.

1255. R: Yeah

1256. S: Don't come to me over another kid

1257. R: Yes

1258. S: a week later that you want me to deal with

1259. R: Yes

1260. S: You should have dealt with it at that point. (1) Telling me that Owen's been beat up by two boys at youth club.

1261. R: mm hmm

1262. S: (1) It weren't that at all.

1263. R: mm

1264. S: They'd been running (.) they banged heads.

1265. R: Right.

1266. S: Two different things

1267. R: Yeah

1268. S: (.) yeah then (.) a kids gone and (.) erm (1) like (.) kicked our Owen's leg.

1269. R: Yeah.

1270. S: (1) Our Owen's fell down (1) but then our Owen's got up and then (.) discretely kicked other kid.

1271. R: Right

he has an issue

affected by home life dad bad influence

RESIGNATION

lack of trust in professional to notice and help

HE NEEDS TO LEARN

he needs help but needs support to know what's right

Speaking to dad exhausting for her wants to be a good parent

Parents need help for a JOINED UP APPROACH

thoughts - New School have a "one size fits all" approach?

She's reasonable

She knows kids will be kids

She also knows when E needs help + support

She knows kids will be kids.

BEING LISTENED TO ABOUT DAD

1272. S: So (1) who's been (.) who's been beaten up?
 1273. R: Yeah
 1274. S: Nobody's been beaten up have they? (1) Owen's got own back [on this other]
 1275. R: [course]
 1276. S: on this other kid.
 1277. R: Yeah.
 1278. S: So it it's
 1279. R: Works both ways.
 1280. S: It does but don't he won't deal with it.
 1281. R: Yeah.
 1282. S: I mean take him to youth club (1) it's it's awful (1) er I gets a phone call saying Owen's not well can you pick him up? Yes so I went and picked him up (1) and response I got were and Owen were there were (.) thank god it's you.
 1283. R: Right.
 1284. S: (.) [redacted] (1) (1) [redacted] thank god it's you can't deal with dad
 1285. R: Really
 1286. S: How how nasty he is. (1)
 1287. R: Really.
 1288. S: And our Owen's there and I I walked away and I went (1) have I missed something and our Owen says yeah (.) me [redacted]
 1289. R: Really.
 1290. S: (1) In front of Owen and in front of other [children.]
 1291. R: [Yeah] yeah yeah.
 1292. S: I were like (1) what (.) are we doing [to this kid?]
 1293. R: [Course] (.) course.
 1294. S: So it don't matter what (.) what it is (.) whether (.) it's one parent involvement or two parent involvement (.) it's not working. (1) That kid witnesses (1) and (1) our Owen (.) did tell (1) the school over road (.) about [redacted] [redacted]
 1295. R: Right
 1296. S: [redacted] dropping him off and following us [redacted] [redacted] [redacted] down.
 1297. R: Right ok.
 1298. S: (1) And er (1) our Owen's saying [redacted] [redacted] he (.) actually told staff members at the

speaking to dad
 NEED TO LOOK @ WIDER PICTURE
 Frustration
 WANTS PEOPLE TO SEE WHAT DAD LIKE
 A notice person can see what dad is like
 WANTS TO BE BELIEVED
 CRY FOR HELP
 LISTENED TO
 background.
 Wants people to see
 Someone recognises it.
 background/home influence
 HELPLESS
 effects at home
 Specific difficulties @ home
 ACCOUNTABLE.
 HELPLESS

LET DOWN

SWAP DECISION MAKING

SWAP
DECISION
MAKING
FAP
MIG

| | | |
|--------|--|--|
| school | | |
| 1299. | R: Ok | |
| 1300. | S: but they didn't report it. | Staff not listening |
| 1301. | R: Right ok. | |
| 1302. | S: (1) He has been failed in so many ways | he has been failed |
| 1303. | R: Mm hmm | |
| 1304. | S: (1) and I think (.) to a degree he continues to be failed. | |
| 1305. | R: Mm | |
| 1306. | S: Because the school (.) for what ever reasons (.) Xold school had (1) Xnew school should have allowed [to follow up]. | NOT HAVING A SAY they didn't continue with the SEMH WORK. |
| 1307. | R: [Yeah (.) yeah] | |
| 1308. | S: Not them make their own decisions | FRUSTRATION |
| 1309. | R: Yeah. (1) What do you think erm (.) with the whole sort of swap and things (.) cos I know you said it was like (.) just chaotic the whole process (1) erm (3) did you have any say in which school he was gonna go to? | directing conversation mum not involved in decisions |
| 1310. | S: ((shakes head)) | |
| 1311. | R: (1) th they sort of just asked Owen. | |
| 1312. | S: (1) They asked (.) his dad [and Owen]. | |
| 1313. | R: [Right]. | |
| 1314. | S: They they did ask Owen what I would say. | |
| 1315. | R: Right. | |
| 1316. | S: (1) and erm (3) Owen said Xsecond choice school | mum's "opinion" not listened to |
| 1317. | R: Yes | |
| 1318. | S: because it's between [both houses] | wants to show she does see things from both perspectives |
| 1319. | R: [yes] I see yeah yeah (1) with (1) what would you say (1)with (.) the process (.) what would you say would have made things better (1) with the swap (1) process? | understand that they will have paperwork. I am reasonable quicker decision making needed |
| 1320. | S: (3) If they'd have (1) whether I appreciate you might have forms and things to fill in (.) but if they had a meeting that day it should have been raised up that there were another (.) pupil and it should be taken verbally then followed up with paperwork | POWER / AGENCY |
| 1321. | R: Mm hmm | |
| 1322. | S: if need be. (.) I don't think it should be all paperwork (1) like in that incidence if it happened on that day of meeting it should be brought up at that meeting (.) to avoid (1)any (.) erm (.) upset and (1) disrupt to the education (.) and the child. | waited too long = child upset ed ucation disrupted |
| 1323. | R: (.) What do you m what should have been brought up would you say? | |
| 1324. | S: (3) They have that those meetings | |

FAP
JWM
MTG

don't they and it happened to be on that day that (1) they didn't speak about Owen on that day

1325. R: Right.

1326. S: because (.) they didn't have time to get the paperwork through

1327. R: Oh I see Ok.

1328. S: So why not why not do it verbally [sometimes]

1329. R: [yes] (2) So you mean the meeting where they decide [about swaps]

1330. S: [Yes]

1331. R: Yeah.

1332. S: I think (.) what they should (.) do is (1) sometimes deviate if they haven't [got time for the paperwork]

1333. R: [yeah yeah]

1334. S: then (.) talk about it verbally

1335. R: Mm hmm

1336. S: And (.) that (.) cuts out (1) erm (.) to a degree (1) missing of

1337. R: yes

1338. S: education cos that's what [Owen's done]

1339. R: [Yeah] yeah (.) while he was waiting you mean [in between]

1340. S: [Yes] (1) er I mean I know he's an intelligent kid (.) but he'd of been better off still learning

1341. R: mm hmm

1342. S: I were doing my own stuff (.) here at home

1343. R: Mm hmm

1344. S: but that's not (.) fair.

1345. R: (Yeah.)

1346. S: But the fact is as well (.) let's not forget is (.) if that child gets seen out of school

1347. R: Yeah

1348. S: we can get fined. (.) I'm sorry

1349. R: Mmm

1350. S: how on earth can you go for six weeks (1) even sometimes a day without having to (.) go out and take that child with you?

1351. R: (2) Yeah.

1352. S: So (1) if (.) if I'd of been fined cos he had he had to come [with me]

1353. R: [Yes] yes.

1354. S: (1) that's down to the school

1355. R: Yeah

1356. S: and Xlocal authority council cos I

FRUSTRATION

they shouldn't have had to wait for PAPERWORK

AGENCY

FAP needs to be flexible

MISSED EDUCATION due to it

missed education

EXHAUSTED BY IT.

num had to teach him at home

GOOD PARENT

VICTIM

FRUSTRATION

EXHAUSTED

not practical not fair illegal?

long time

not convenient

speaking to school

| | |
|--|--|
| <p>we fall under Xlocal authority</p> <p>1357. R: Yeah.</p> <p>1358. S: (1) for allowing that [situation to occur.]</p> <p>1359. R: [Yeah (.) yeah (.) yeah.]</p> <p>1360. S: And I know that they wouldn't have a leg to stand on.</p> <p>1361. R: Yeah.</p> <p>1362. S: (1) And sometimes (1) I come across (2) erm (.) being clever because (.) I know things. (1) And I know (1) that that's not the way (.) it should be.</p> <p>1363. R: Mm.</p> <p>1364. S: Because (1) the (.) top and bottom of it is (1) it don't matter which individual it is we're all equal. (.) But when it comes to children (1) and their schooling (1) that should be paramount.</p> <p>1365. R: Yes.</p> <p>1366. S: (1) Des- despite whatever protocol it is if it means having to deviate</p> <p>1367. R: Yeah.</p> <p>1368. S: away (.) let's [deviate]</p> <p>1369. R: [Yes]</p> <p>1370. S: a little bit. (.) As long as it</p> <p>1371. R: Yes.</p> <p>1372. S: protects that child [it's in the interest of child.]</p> <p>1373. R: [Course. (1) Yeah.]</p> <p>1374. S: If we've got one school saying (.) yes we we need (.) these agencies working with him</p> <p>1375. R: Yeah</p> <p>1376. S: why who gives that other school that he goes the right to say (.) no we don't</p> <p>1377. R: Yeah.</p> <p>1378. S: (1) I'll decide. (.) No I (.) sorry (.) if it's been put in place at one school it should continue.</p> <p>1379. R: Yeah.</p> <p>1380. S: (1) Not them put a block on it.</p> <p>1381. R: Yeah.</p> <p>1382. S: (.) Cos now (1) I mean (.) to be fair I mean I'm totally in the dark. (.) Because that school is not communicating [with me at all.]</p> <p>1383. R: [Mm hmm (.) mm hmm] mm hmm.</p> <p>1384. S: (.) And (1) that's not good.</p> <p>1385. R: Mm hmm.</p> <p>1386. S: (2) They put dad's address down (.) as the first address</p> <p>1387. R: Right.</p> <p>1388. S: and as a parent (1) but also I work</p> | <p>"I know what people think but I have to defend myself"</p> <p>ANGER VICTIM</p> <p>She has to try + fight she is made to feel like she is being 'awkward'</p> <p>EXHAUSTED - BEING THE ADVOCATE speaking to wider audience</p> <p>his education should take priority</p> <p>FAP needs to be flexible</p> <p>(EMH work) need greater communication between schools</p> <p>VOICE OF MISS WILLIAMS powerless - decision making bit down provision shd continue feels powerless to staff</p> <p>POWER AGENCY</p> <p>COMMUNICATIONS</p> <p>mum disempowered</p> |
|--|--|

FAP process

for Xcompany. (2) If you go (.) with an address that's different on their medical [records]

1389. R: [Mmm]
1390. S: (1) what confusion do you think that's gonna cause?
1391. R: Yeah yeah.
1392. S: (1) What delay in treatment.
1393. R: Yes.
1394. S: (1) could that cause.
1395. R: (2) Course yeah.
1396. S: A lot.
1397. R: Yeah mm hmm.
1398. S: (1) So his medical records
1399. R: Yeah
1400. S: just not (.) [address]
1401. R: [Yeah (.) match]
1402. S: does not match his schools.
1403. R: Mm hmm.
1404. S: So I just hope and pray whenever he's in school
1405. R: Mmm
1406. S: (1) that there's nothing serious
1407. R: Yeah.
1408. S: where he needs (.) medical treatment
1409. R: Yeah
1410. S: and an ambulance called. (.) Because that will (.) affect [the treatment]
1411. R: [Yes]
1412. S: he gets. (.) Don't matter that I've explained it.
1413. R: Yes.
1414. S: ((Coughs)) (1) They've got (.) they've chose which address I've told him which address on his medical records. (POWER STRUGGLE)
1415. R: Yeah.
1416. S: But (1) they're not gonna remember.
1417. R: Yeah course (1) mm hmm.
1418. S: (.) It should marry up.
1419. R: Yeah.
1420. S: Medical records and (2)
1421. R: Yeah.
1422. S: (.) things should marry up (.) so that (.) it doesn't cause anything.
1423. R: Yeah.
1424. S: (1) And why is it in this country that things are only learned when deaths
1425. R: Mmm
1426. S: occur.

Power struggle with profs making life difficult

Wider inconvenience in her life

not listened to

VICTIM

wants continuity in life things in sch affect wider life

emphasis that we

need to LISTEN

1459. R: Yeah (.) yeah yeah
 1460. S: (1) And (.) that's acceptable behavior?
 1461. R: Yeah (.) mm.hmm.
 1462. S: (1) No it's not.
 1463. R: Yeah (.), yeah.
 1464. S: So the best way to describe it (.) a decent human being (.) is by saying that [redacted] he's done. (.) Letters got sent out to all (.) schools. (.) And I bet if you ask school if they've got a (.) letter saying that I think I'm [redacted] (.) They'll have it.
 1465. R: Yeah.
 1466. S: (1) I know. (.) I know Xprimary school got it.
 1467. R: Right.
 1468. S: (1) I know me doctors have [received it.]
 1469. R: [Right.]
 1470. S: I know that (.) Xold school (.) received
 1471. R: Yes.
 1472. S: received one. (1) So what's the chances of Xnew school [having one.]
 1473. R: [Mmm] (1) And that's his dad whose (1)
 1474. S: Yeah.(.) And there's no need for it.
 1475. R: (.) Yeah.
 1476. S: But it's the other way round.
 1477. R: Yeah.
 1478. S: We're equal. (1) But I'm not being treat equal and there's (.) Xnew school
 1479. R: Yeah.
 1480. S: is certainly not treating me as equal.
 1481. R: (1) To his dad do you think or
 1482. S: Yes. (2) So if if we say (2) there's (.) an inferior and less inferior.
 1483. R: Yeah.
 1484. S: he's the inferior one he's getting all the information.
 1485. R: Yeah.
 1486. S: He's getting all the post cards (.) he's getting the [text messages.]
 1487. R: [Ok]
 1488. S: (1) And I'm (.) not being told [nothing.]
 1489. R: [Yeah yeah yeah]
 1490. S: (.) So (.) how does that look to [Owen]

speaking to Dad

ANGER
 HELPLESS
 VICTIM

COMMUNICATION/ RELATIONSHIPS

She thinks school have a -ve image of her → insignificant

Power She feels less than dad

POWERLESS

RESIGNATION

FRUSTRATION VICTIM

COM/RELATIONSHIPS

She feels inferior to dad

POWER

they are BOTH inferior to school

POWERLESS

Communication Mum not being told

PARENTS NEED A JOINED UP APPROACH

↳ facilitated by school

communication
 in school

| | | |
|-------|--|---|
| 1491. | R: [Yeah] | |
| 1492. | S: when he's getting praise from one side (.) and not from another. | → they both need to know what's going on so they can both support him |
| 1493. | R: Yes. (2) Cos you just don't know [about it.] | empathising/ validating |
| 1494. | S: [I don't know.] | |
| 1495. | R: Yeah. | |
| 1496. | S: (.) So if he's gone to parents evening (.) | |
| 1497. | R: Mm | |
| 1498. | S: and they're telling him how well he's doing. | FRUSTRATION ANGER |
| 1499. | R: Mm | |
| 1500. | S: (1) Well (.) I ain't been able to go. | |
| 1501. | R: Yeah. | |
| 1502. | S: (.) How does that have an impact. | |
| 1503. | R: Yeah. | |
| 1504. | S: That has an impact on [a kid]. | |
| 1505. | R: [Course] yeah. | |
| 1506. | S: (.) I remember as a kid meself. (.) No I'd (.) my parents (.) not wanting to go to parents evening they didn't always go. (.) And then this particular day (1) they had a big argument. (1) I were all upset and I'd gone (.) absolutely crying [to parent] | |
| 1507. | R: [Awww] | SEMI |
| 1508. | S: parent's evening. (.) And then (.) it caused a bigger (1) more of an argument after because (.) all teacher saying how well I'd done. (.) I were doing. (1) And (.) it were just (.) absolutely horrendous. (.) ((coughs)) (.) I mean (1) ((coughs)) (1) it's one of those things so (.) I've ((coughs)) I swore down that (.) when I had my kids (1) they wouldn't go through (TEACHERS NOT NOTICING WHATS GOING ON UNDERNEATH. NOT JUST ABOUT THE GRADES) | let down by professional not noticing what's going on I'm a good parent wants to be a GOOD PARENT |
| 1509. | R: Yeah yeah yeah. | |
| 1510. | S: what I (.) I went through. | |
| 1511. | R: Yeah. | |
| 1512. | S: (2) And I'm helpless. (1) You're right I'm doing exactly what (.) everything I possibly [can] | FEELS HELPLESS AGENCY |
| 1513. | R: [Yes yeah course] | |
| 1514. | S: to to main to maintain it. (.) But at some point (.) something gives. (.) And that giving point | LINK TO PAPER 2018 MANAGED MOVE REVIEWS exhausting 4 parents to try + advocate |
| 1515. | R: Mm | |
| 1516. | S: were that incident in Xold school. (.) If that doesn't (.) raise alarm [bells somewhere] | THE INCIDENT WAS A CRY FOR HELP |
| 1517. | R: [Mmm] | A BUILD UP OF ISSUES |

SEMI

SEMI

| | |
|--|---|
| 1518. S: what is? | |
| 1519. R: Yes. (1) And it wasn't followed through. (.) In Xnew school like you say. | |
| 1520. S: Yeah they've stopped it. | → They stopped the SMH Support |
| 1521. R: Mm hmm. (1) How did er so Owen he was only at Xold school then for (.) the first term wasn't he (.) [of year of year seven.] | NOT LISTENED TO DISEMPOWERED ANGRY CONFUSED |
| 1522. S: [September to December. (.) Yeah] | Directing conversation |
| 1523. R: And had he had any other problems that you're aware of [or] | |
| 1524. S: [No.] | |
| 1525. R: Right. | |
| 1526. S: That were the first incident and they said that were the first incident. | → never had any other issues |
| 1527. R: (1) Ok. (1) And how did they put it to you the the the swap was (.) how was it sort of (.) presented to you? Was it (.) like a good thing or | |
| 1528. S: (.) A bad thing. | |
| 1529. R: Right. | |
| 1530. S: (1) There's nowt that they can do for him. (1) ((coughs)) But basically (.) even though (.) I explained he (.) no it's it's not (1) acceptable behavior and it's not acceptable. (2) But (1) that school should have passed the information on. | good parent. I know it's not acceptable behavior info about SMH support FAP communication |
| 1531. R: Yeah. | |
| 1532. S: (1) So that would have helped | CHN NEED TO LEARN |
| 1533. R: Yeah. | |
| 1534. S: both children it'd have helped the school. | |
| 1535. R: Yeah. | |
| 1536. S: (.) So technically that situation would never have happened. | |
| 1537. R: Yeah. | |
| 1538. S: In hindsight. (.) It may not have happened (.) because they'd have been | |
| 1539. R: Yeah. | |
| 1540. S: kept apart. (2) But also you've got [redacted] what a good footballer he is, | FRUSTRATION |
| 1541. R: Mm | |
| 1542. S: what a good runner he is. (2) So doing some bragging | |
| 1543. R: Mm | |
| 1544. S: (1) is not (.) good. (.) Cos Owen he's wanted for football (.) running. (.) He's he's very sporty. I'm not saying that's a | → he is under pressure from his dad to be good @ all this |
| 1545. R: Yeah | |
| 1546. S: bad thing. (1) But (.) let him find out for [himself.] | PROTECTIVE PARENT ALWAYS TO PROTECT HIM |

| | |
|---|--|
| 1547. R: [Himself.] (1) Yeah mm hmm. | |
| 1548. S: (1) <u>Not lets try sell him</u> | <u>speaking</u> |
| 1549. R: Yeah (.) course. (.) How do you think erm (1) Owen felt about the swap? (1) About having to do it and the incident like how do you think he felt afterwards a after the (.) incident had happened? | <u>to dad</u> <u>EXHAUSTED</u> |
| 1550. [REDACTED] remorse I | |
| 1551. R: Who Owen or | |
| 1552. S: (.) His dad. | |
| 1553. R: Right. | |
| 1554. S: (.) We all got shown the video (.) together | |
| 1555. R: Mm hmm. | |
| 1556. S: the extended one. (.) Obviously no body knows ??? | |
| 1557. R: Yeah (.) yeah. | |
| 1558. S: Xold teacher and yourself (.) that I (.) presented that video. (.) So the full length one (.) was (1) er (2) I I were prepared. (.) Cos I knew the video were gonna get shown so (1) I my response would've still been the same. (.) Er the fact that I've seen it. (.) And (.) it would've still been the same <u>cos it it were horrific to be fair.</u> | <u>I'm being honest</u> <u>recognises that it was awful not acceptable</u> <u>but there is a reason for it</u> |
| 1559. R: And was Owen watching it with you or | |
| 1560. S: Yeah. | |
| 1561. R: Right. | <u>HE REGRETS</u> <u>HE WAS SO UPSET</u> |
| 1562. S: <u>Er Owen just (.) cried.</u> | |
| 1563. R: Aaw. | |
| 1564. S: (.) When he saw it. (.) And (.) he (.) [REDACTED] | <u>FRUSTRATION</u> |
| 1565. R: Right. | |
| 1566. S: As if it its all right. | |
| 1567. R: Yeah. | <u>he needs to know it's not OK</u> |
| 1568. S: <u>But its not ok.</u> (.) At that point (.) leave him to cry [he's] | <u>WANTS TO BE GOOD PARENT</u> |
| 1569. R: [Yeah] | |
| 1570. S: <u>he's gotta deal with his actions.</u> (.) [REDACTED] | <u>yes he needs to learn</u> |
| 1571. R: Right. | |
| 1572. S: He got goaded. (1) What are you doing about those children that were goading [him?] | <u>ACTUALLY TRUE?</u> <u>she means lets help Owen</u> |
| 1573. R: [Yes] | |
| 1574. S: (1) <u>Really?</u> (2) Is is that the way that we no we don't [do we.] | <u>I want to respond to</u> <u>him in the right +</u> |
| 1575. R: [Yeah.] Yeah. | <u>proper way</u> |

speaking to dad - like he's a child

NEWS CHECK / DIDN'T TALK ANYONE

1576. S: (.) I'm not saying (1) that they were right in goading him. (.) But Owen should have been stronger (WHAT SHES SAYING IS WHY IS HE NOT. HELP HIM)

1577. R: Yeah.

1578. S: and not gave in.

1579. R: Yes.

1580. S: (1) Owen should have been (1) kinda (.) prepared.

1581. R: Yes.

1582. S: Fair enough no you don't expect anybody be [recording things.]

1583. R: [Mmm]

1584. S: But at end of day (1) technology (.) [we've got it now it's out there.]

1585. R: [Yeah. (.) It's the way it is.]

1586. S: It is. (1) So why hasn't this been done? (.) I mean I remember not being able to go to (1) erm (.) an online (1) safety meet erm (.) course at school here. (coughs) (1) [redacted] (1) But his [redacted] p. (1) He's signed (.) allows him to go on all social media sites he's not on 'em. (.) It's me that's having to monitor.

1587. R: Yeah.

1588. S: And every so often (.) ask Owen for his phone to go through

1589. R: Yeah

1590. S: (.) and say why are you adding people?

1591. R: Mmm

1592. S: Well (1) so and so told me to do it.

1593. R: Mmm.

1594. S: No get em off!

1595. R: Yeah yeah.

1596. S: You you do- would you jump off a bridge if somebody asked you to do it?

1597. R: Yeah.

1598. S: (1) That's the same scenario Owen. (1) And it's not (.)

1599. R: Yeah. (.) Do you feel do you think Owen erm (3) sort of when he when he started at Xnew school how do you think he felt (.) you know about not having friends and things do you think he was worried or

1600. S: Yes he would have been yeah.

1601. R: Mm hmm.

1602. S: (.) He he would have been. (1) Yeah not knowing. And (.) they (.) they fluffed it up (.) very nicely.

WHY IS HE NOT PREPARED? He needs HELP

*"Why is he like this?"

"this is the way it is, lets deal with it properly"

exhausting trying to parent - not helped by school nor faithang POWERLESS

talking to Owen

TRYING TO BE A GOOD PARENT

re-directing the conversation

SCHOOL NOT TOTALLY HONEST A/B IT.

FRIENDS / ANXIETY wanted a/b not knowing people

made it seem

+ve but it really

1603. R: Right.

1604. S: If that makes sense. (1) Erm (.) maybe that could have been (1) Xold school's side of it because (.) obviously (1)

1605. R: Sorry there's not a plug down there is there? (1) Just cos erm (1) this battery's running low thanks. (.) Thank you. (4) Will it fit? (3) Sorry.

1606. S: It's all right don't apologise.

1607. R: ((laughs)) (1) Thank you. (7)

1608. S: Erm (.) he will have been worried.

1609. R: Yeah.

1610. S: Erm (.) I think he (1) I think we would have been

1611. R: Yeah.

1612. S: it's just like starting a (.) [a new job I suppose.]

1613. R: [Yeah course.]

1614. S: But with the incident and (1) the way that another school worked and things it (.) it's (1) that in itself (.) is gonna be daunting.

1615. R: Yeah.

1616. S: Then to err (.) hear (.) a staff member shouting at your [parents]

1617. R: [Mmm]

1618. S: is (.) daunting.

1619. R: Mmm

1620. S: And this is after Owen's saying (1) yes (.) whatever's gone on at Xold school is behind us this is a fresh start. That's how I explained it [to Owen.] *

1621. R: [Yeah] (.) yeah.

1622. S: (.) So (.) one uniform

1623. R: Yeah

1624. S: one lot of shoes

1625. R: Yeah yeah

1626. S: what?

1627. R: Yeah

1628. S: Do'you

1629. R: Yeah (.) yeah.

1630. S: (.) No. (2) Seriously? (1) And (.) fair enough (.) I appreciate why she (.) she shouted and she spoke the way she were (.) and that she sent Owen out of the room. (.) But this is on his meeting to a new school.

1631. R: Yes.

1632. S: (.) And they're witnessing (.) yet again

1633. R: Mm

1634. [REDACTED]

narrative interview - allowing her to reflect → how it is for Owen

She didn't know directly that he was worried because he keeps it in

DOESN'T HAVE ANYONE TO TALK TO

↳ want to keep parents happy / pressure

link to 2018 MM renewal paper + then being suppressed by parents

powerless/humiliated

staff meant well but made bugs worse

WANT IT TO BE fresh start

WANTS TO SEE BOTH SIDES / UNDERSTANDING

Doesn't know it's not right → but wants HELP it's a cry for help

HUMILIATED

PROFESSIONALS NOT NOTICING LET DOWN

DIFFICULT MTS W/ MISS WILLIAMS

talking to dad

VICTIM

1635. R: Yeah.
 1636. S: (2) And that's (.) that's the norm.
 1637. R: Mmm. And on your on his [first day.]
 1638. S: [On his first day] in Xnew school.
 1639. R: (1) Uh huh.
 1640. S: So put that (.) really.
 1641. R: Yeah.
 1642. S: (1) I'd gone in there with with nothing (1) and just to
 1643. R: (.) Yeah.
 1644. S: (.) Just for (.) the sake of Owen.
 1645. R: Yeah.
 1646. S: He asked me to be there. (.) I knew (1) potentially what could happen [because]
 1647. R: [Yeah]
 1648. S: it happened. (1) Why? (.) I still live with hope. speaking to herself?
 1649. R: Yeah.
 1650. S: (.) He'll (.) he won't do that. (.) No he won't do that and then you he does
 1651. R: Mmm
 1652. S: That poor kid.
 1653. R: Yeah.
 1654. S: (2) That poor kid cos (.) he were didn't want him to [have one]
 1655. R: [Right really] mm hmm
 1656. S: Had to have two mobile phones had to go out and buy one.
 1657. R: Yeah.
 1658. S: (1) But for when he got to Xnew school
 1659. R: Yeah
 1660. S: he agreed to one. (.) And that's the one that he's got [it's the]
 1661. R: [Right]
 1662. S: iPhone.
 1663. R: Right.
 1664. S: (1) That's from his dad's [not]
 1665. R: [Yeah]
 1666. S: the one from here.
 1667. R: Yeah. (1) How did you feel after that first meeting then? (1) In school.
 1668. * S: (.) I come out shaking I were up I to be fair I were mortified. *
 1669. R: Mm
 1670. S: That she'd had to speak to us in that manner. You can't just speak to one person (.) you you've got to di [aim it at both people.]
 1671. R: [Mmm]

DESPAIR

everything had been taken away from me.

good parent SUPPORTIVE PARENT.

let down - dad

POWERLESS / NOT LISTENED TO

humiliated by dad and staff

Owen in middle

re-directing.

VICTIM POWERLESS / HUMILIATED MORTIFIED THAT SHE HAD TO SPEAK TO THEM LIKE THAT

VULNERABLE.

depressed m/g

| | | |
|-------|--|--|
| 1672. | S: (.) But it were out of order. | AGENCY / POWER |
| 1673. | R: Mm | Also makes vulnerability? |
| 1674. | S: (1) It was out of order. (.) And (.) I weren't allowing Owen (.) to go and (.) to get changed | I have a voice by doing to do the best thing for Owen GOOD PARENT |
| 1675. | R: Mm | |
| 1676. | S: (1) from (.) his uniform to (.) my uniform. It's not fair. (1) Shouldn't happen. (1) But I have noticed (.) and it he is coming up for his dad (.) that (.) I went out and spend two hundred and fifty quid it's not (.) about the money. (1) To kit Owen out [for] | Seeking power |
| 1677. | R: [Mm hmm] | |
| 1678. | S: school. | |
| 1679. | R: Mm. | |
| 1680. | S: For Xold school. | |
| 1681. | R: Mm hmm. | |
| 1682. | S: (1) And er (.) [redacted] [redacted] [redacted] something so I sent one back saying (.) it's cost me two hundred and fifty pounds for his uniform. (.) Are you paying a hundred and twenty five pound (.) towards it. (.) I knew I'd get [no.] | FRUSTRATED POWERLESS TO DAD |
| 1683. | R: [Yeah] | |
| 1684. | S: (2) But I didn't get a no. (.) I got (.) [redacted] | NOT INFORMED BY DAD AND SCHOOL |
| 1685. | R: Oh ((sighs)). | |
| 1686. | S: (2) Well why (.) not tell me? | speaking to dad |
| 1687. | R: Yeah yeah yeah [that communication again] | |
| 1688. | S: [He only needs one.] (.) And then [redacted] [redacted] | not sure what she means? |
| 1689. | R: Yeah. | |
| 1690. | [redacted] have two? | |
| 1691. | R: Mm hmm. | |
| 1692. | S: (.) It's not. | |
| 1693. | R: Yeah. | |
| 1694. | S: (2) No I didn't get no money. (.) Er (.) when (.) cos he bought Xnew school one. (1) Er (.) so ??? (1) but (2) I can stand (1) I I having this distance [apart.] | |
| 1695. | R: [Mm hmm] | |
| 1696. | S: (1) But I can't hear the conversation that you're having with Owen. | |
| 1697. | R: Mm | |
| 1698. | S: And I'm not deaf. | |
| 1699. | R: Mm. | |
| 1700. | S: Why's that. (3) All (.) all I see (1) is | |

Owen CAUGHT IN MIDDLE.

BACKGROUND / PAB

- 1701. R: Right.
- 1702. S: (3) I've been in McDonald's (.) with
people that (.) he (.) he knows that (.)
[stuff like that.]
- 1703. R: [Yeah (.) yeah.]
- 1704. S: And he thinks it's acceptable (.)
[acceptable.]
- 1705. R: [Yeah.]
- 1706. S: (1) And I'm getting (.) I don't
h
h
Owen]
- 1707. R: [Yeah course.]
- 1708. S: (.) But that's my weak link [in't it]
- 1709. R: [Yeah]
- 1710. S: cos I see that. (1) So (.) technically
myself [because]
- 1711. R: Mmm
- 1712. R: [Mmm]
- 1713. R: [Mmm]
- 1714. R: Mmm.
- 1715. R: Mmm.
- 1716. S: (1) I don't want that confrontation
myself [because]
- 1717. R: [Mm]
- 1718. S: (.) I don't want that confrontation
- 1719. R: Yes. (1) Well that's understandable
yeah.
- 1720. S: (2) But (1) obviously that (.) now I I
don't know. I am obviously (.) fighting back.
- 1721. R: Yeah. (1) And I suppose you (1) you
know (1) when when you're out of the
situation (1) Owen'll (1) you know from the
things you say and (1) you know he'll know
how you feel about it I suppose. Do you think
he does (.) know? (.) Really how you feel
about it?
- 1722. S: (1) Yeah he got he got (1) I'm not
scared of punishing him.
- 1723. R: Yeah.
- 1724. S: I'll be honest with you. (.) Erm (1)
sometimes when he (.) he creates (.)
especially if he talks to me (1) like (.) erm (1)
very disrespectful.
- 1725. R: Mm
- 1726. S: (1) Er and so (.) it's happened a few
times but the worst he's been (1) I
threatened to put him over me legs and

VICTIM

people see what he's
like with me

she tries to protect
him
GOOD PARENT
EXHAUSTING
NO VOICE
WANTS TO PROTECT
VULNERABLE

his background
she wants him to learn but
it's difficult

trying to avoid confrontation

AGENCY

EXHAUSTING FOR MEN

trying to make her
feel better
she's doing a good job

she wants him to learn

Needs help to parent
Asking for the help

| | | |
|-------|---|---|
| 1727. | R: Mm | |
| 1728. | S: slap his backside. (1) Which I've never done. | |
| 1729. | R: Yeah. | |
| 1730. | S: (1) That were my point of saying (2) carry on because you (1) you're over | |
| 1731. | R: Yes. | |
| 1732. | S: (1) D'you d'you know what I mean. (1) and (1) how d'you (3) I find myself in a situation where (.) I don't know (.) how to (3) tell him that he's (1) been naughty. (.) And how to (1) manage it (.) properly. | CRY FOR HELP She needs support |
| 1733. | R: Mm. | |
| 1734. | S: That's because (2) he once said to me (2) you're always angry you. | HONESTY / OPEN Cares what Owen thinks a/b her |
| 1735. | R: Mm. (.) Who Owen did? | |
| 1736. | S: Yeah. (.) So I says (1) am I? | |
| 1737. | R: Mm hmm. | |
| 1738. | S: D'you want to explain to me (1) what I do when I'm angry. (4) And he thought about it. (1) And he went (.) I can't. (1) I went why and he went (1) cos I've not seen you angry. (.) I went why say it then. | EXHAUSTING FOR HER "that upset me" |
| 1739. | R: Mm. | |
| 1740. | S: (1) And I knew he'd not seen me [angry.] | |
| 1741. | R: [Yeah] yeah. | |
| 1742. | S: (1) And (.) to this day (.) he hasn't seen me angry. | I'm a good parent |
| 1743. | R: Yeah. | |
| 1744. | S: In fact me daughter's nearly 21 and | |
| 1745. | R: Yeah. | |
| 1746. | S: ((laughs)) she's not seen [me angry.] | |
| 1747. | R: [Yeah yeah.] | |
| 1748. | S: So I I know full well that (.) we we all get angry. (.) But we all (.) can manage it. (.) And I can manage my anger. | He needs help why can Owen not manage it?? |
| 1749. | R: Yeah. | |
| 1750. | S: (1) I mean (1) it were nowt worse (1) the other day this is the kind of person he is. | |
| 1751. | R: Mmm. | |
| 1752. | S: I have to get my holidays in. (1) Er (.) for next year (.) round about February March time. | |
| 1753. | R: Mm. | |
| 1754. | S: And then it can be get rejected and (.) actually that's what happened. (1) So they got rejected. (2) Er I told 'em what I were going for they got rejected. (.) And then I (.) told them what I got given so I let him know. | no control in life generally powerless |

power struggle
in life

(.) This week I received an email (.) and (.) a letter

1755. R: mm hmm

1756. [redacted]
it's his year (.) his years to pick which I don't know we were doing that

1757. R: Mm hmm.

1758. S: school holidays. (1) Er (2) that (1) he's already told me which he's not told me. (.) And he's actually gone (.) for one of my weeks.

1759. R: Right.

1760. S: So I (1) how it's worded (.) it's not clear. (1) This (.) letter. (.) And it is (.) open for argument.

1761. R: Right.

1762. S: So I've I've ignored it. (.) And I will get back. (1) I've managed to get work to change (.) it. (.) And I've got a feeling (.) that (1) because they put nineteen inclusive which means technically (.) you can argue that it's (.) the week commencing nineteenth (.) or it's just the [day nineteenth.]

1763. R: [Yes yes.]

1764. S: It's not clear [at all.]

1765. R: [Yes.]

1766. S: (1) So (.) the wee that they've given me given me (.) is the nineteenth. (1) So (.) let's wait and (.) wait and see (.) if I've got

1767. R: Mm hmm

1768. S: if he (.) is that then he's going for three week. (.) which (1) is not what the [redacted]

1769. R: [Mmm.]

1770. S: So it's only as and when it suits him

1771. R: yeah.

1772. [redacted] S: that we come away from the court [redacted] we've got one that says (1) that (1) it gets suspended term time. (.) But they've not adhered to that. (2) And I've (.) I've asked how does it work. (1) I mean Owen's 12. (2) It's a bit pointless (.) doing (.) er picking up on Christmas day.

1773. R: Mm.

1774. S: (.) Why not (.) do what other people [do and have it (.) separate day.]

1775. R: [Yeah (1) course.]

1776. S: Two hours on his birthday you can't do nowt [in two hours.]

1777. R: [Needs to be] convenient yeah.

1778. S: (.) Yeah. (.) He's old enough now (.) let him have [two]

power struggle
struggle for control

clutching at power?

"I'll do what I think's best"

court order

being told throughout life

| | | |
|-------|--|---|
| 1779. | R: [Yeah] | |
| 1780. | S: different birthdays. | |
| 1781. | R: Yeah. | |
| 1782. | S: (1) I'll be honest with you (.) his never spent one Easer with me. | → no control in life |
| 1783. | R: Has he not. | |
| 1784. | S: (.) So (.) isn't Easter as important as Christmas? | |
| 1785. | R: Yeah. | |
| 1786. | S: Which it is. | |
| 1787. | R: Course. | |
| 1788. | S: (1) So he's had to learn to (.) do (.) Easter | → he is caught in middle |
| 1789. | R: Yeah. | |
| 1790. | S: differently. (1) And (2) No I mean last year (.) he went to his dad's (1) 12 O'clock on Christmas day. | |
| 1791. | R: Mm hmm. | |
| 1792. | S: (1) Came back (1) a week later . (2) He only had time to open his presents. (.) | |
| 1793. | R: Mm. | |
| 1794. | S: Not had time to play with them. | |
| 1795. | R: Yeah. | |
| 1796. | S: Had a good look at 'em. (1) Is that fair. | → feels sorry for Owen |
| 1797. | R: Yeah [course.] | |
| 1798. | S: [No] (.) it's not. | |
| 1799. | R: Yeah yeah. | |
| 1800. | [REDACTED] | |
| 1801. | R: No [no no.] | |
| 1802. | S: [the situation.] | * (blue star) |
| 1803. | R: Yeah. | |
| 1804. | S: (1) Schools don't understand it. | → PROPS DON'T HELP SCHOOLS DON'T UNDERSTAND LET DOWN BY PROPS |
| 1805. | R: Yeah. (3) And they wouldn't necessarily know the impact that it has. | → SCHOOLS NEED TO LOOK AT THE CONTEXT |
| 1806. | S: [REDACTED] | |
| 1807. | R: Yeah | |
| 1808. | S: (.) er (1) treat both pe- er (.) parents (.) [equally.] | → Court says treat parents equally |
| 1809. | R: [Yeah] | |
| 1810. | S: And then (.) they use the (1) lame excuse it's the system. (2) I'm saying lame excuse because I'm sure there's a work around. | → We need a more personalised approach for fams. |
| 1811. | R: Yeah yeah yeah. | |
| 1812. | S: (.) If not if it (.) if it manually | |
| 1813. | R: Mm hmm | |
| 1814. | S: picking that phone up then | |
| 1815. | R: Mm hmm | |
| 1816. | S: (.) or (.) manually [writing a post card out] | → EXHAUSTED |

SEM4?

I GO THE EXTRA MILE
SCHOOLS SHOULD TOO *let down*

- 1817. R: [Mm hmm]
- 1818. S: (1) Do it! [That's what I]
- 1819. R: [Course]
- 1820. S: do.
- 1821. R: Yeah.
- 1822. S: (.) For my (.) when I'm w
- 1823. R: Yeah.
- 1824. S: working. (.) I will go that extra mile.
(.) I've done it (.) all me life in me jobs.
- 1825. R: Yeah.
- 1826. S: And I'll never stop now I've done it
for (.) when I were scouting.
- 1827. R: Mm
- 1828. S: I'll do it for the parents even
though I know I'm busy. (1) If somebody
needs help
- 1829. R: Yes
- 1830. S: don't matter who it is (.) I'll help.
(1) I (2) dog sitting. (.) D'you d'you know
what I [mean.]
- 1831. R: [Yeah.]
- 1832. S: There's (.) various things that I'm
(1) I'll do.
- 1833. R: Yeah.
- 1834. S: (.) I can't always do it.
- 1835. R: Yes.
- 1836. S: But
- 1837. R: You do it when you can.
- 1838. S: (.) Yeah. (.) But I won't say (.) [no.]
- 1839. R: [Yeah]
- 1840. S: And I certainly wouldn't put
barriers [in somebody's]
- 1841. R: [Yeah]
- 1842. S: way. (1) If he were to come to me
(1) and say (1) d'you know what Sarah (2)
erm (.) can I have Owen [there's something
going on]
- 1843. R: [Mm hmm mm hmm]
- 1844. S: (1) Then that's fine.
- 1845. R: Yeah. (2) And you expect the same.
- 1846. S: (1) I do. (.) I mean I (1) when I lost
my erm (2) step dad (.) I phoned him up (.)
and I erm (.) asked him if he would have
Owen (.) for the [funeral]
- 1847. R: [Mm]
- 1848. S: give him additional time (.)
overnight.
- 1849. R: Yeah yeah.
- 1850. S: I didn't take time away from him.
- 1851. R: Yeah.
- 1852. S: (2) But then I got well what's he
died of (4) like (1) he wanted to come

NEED TO BE
FLEXIBLE TO INCLUDE
BOTH PARENTS

NEED A MORE PERSONALISED
APPROACH

I am a good, reasonable
person

RESILIENT

GOOD PERSON

feels she needs to
come home?

I will try my best

How communication
should be.

WANTS RESPECT

I AM FAIR

I am reasonable

through one night. (1) And I were working I were actually working while nine o'clock I can't tell him I'm working

1853. R: Mmm

1854. S: while nine o'clock (.) because (.) he's turned up at work before.

1855. R: Mmm

1856. S: Where where are you till that time you tell

1857. R: Right

1858. S: till (1) that time. (1) Yeah (.) but why? (2) I should be able to tell him right.

1859. R: Course yeah (.) you shouldn't have to prove anything.

1860. S: But I can't (.) because he's not (1)

1861. R: Yeah.

1862. S: Nicest person.

1863. R: Yeah.

1864. S: And it (.) it all (.) depends (.) and I (.) him to (.) get a partner cos I thought it'd be

worse. (2) Really?

1865. R: Mmm

1866. S: And I I didn't believe them. (1) Why didn't I believe them? Cos I couldn't get (1) but they're right. (1) They are right. (3) And it's (3) cos I suppose (.) to use we've got it in our

1867. R: Yeah.

1868. S: (2) It it can't get any worse it can only get better [when]

1869. R: [Yeah]

1870. S: they find somebody else cos they've got somebody else.

1871. R: yeah.

1872. S: cos they're leaving you alone

1873. R: yeah

1874. S: cos they're leaving you alone

1875. R: Yeah.

1876. S: But no.

1877. R: (1) It hasn't happened that way.

1878. S: No.

1879. R: Mm hmm.

1880. S: No. (1) I want a quiet life.

1881. R: yeah.

1882. S: (1) I don't I don't want a (.)

Corrination Street [or Emmerdale]

1883. R: [Yeah yeah yeah yeah yeah]

1884. S: Do you know what I mean?

1885. R: Yeah course.

VICTIM

speaking to herself
disbelief.

CRY FOR HELP

wants quiet life
feels people walking
against her.

"I don't like the drama"

being unhappy

Ⓡ

HOPE FOR FUTURE

- 1886. S: If I wanted that (.) I've signed up to
- 1887. R: ((laughs)) yeah
- 1888. S: play a role ((laughs)) (2) I want (.) quiet life. Ⓟ
- 1889. R: Yeah
- 1890. S: Drama free there's (.) there's no need
- 1891. R: No course.
- 1892. S: But more importantly (.) there's certainly no need for a kid to be dragged in it.
- 1893. R: No course. (1) What would you say your sort of hopes are for Owen for like (.) you know his next few years and in school?
- 1894. S: (3) I hope that (3) he (1) stays out of trouble and (1) I hope that (.) at some point (.) he'll see (1) that (1) the people that he's knocking around with (1) are (.) wrong.
- 1895. R: Mm hmm
- 1896. S: And (1) I just hope he's not gonna be (.) a black sheep and a follower
- 1897. R: Mmm
- 1898. S: like me daughter was. (2) Erm (1) (4) but (1) because he can't afford to make any mistakes
- 1899. R: Mmm
- 1900. S: he can't stick up for himself.
- 1901. R: Mmm
- 1902. S: So technically (1) he's got no choice but to be a black sheep and a follower.
- 1903. R: Mmm
- 1904. S: (4) So we've not he's not (.) been given a good start to secondary school
- 1905. R: Yeah
- 1906. S: Really (3) when we look at the background (1) the history (1) this is not (.) I know it's not discussed in a meeting (1) but when (.) we look at all that (2) and (1) questions should have been asked why Xschool wellbeing service (3) Xnew school should have allowed it to continue. (1) Clearly so (.) [in in my opinion]
- 1907. R: [The intervention] work?
- 1908. S: Yeah. (1) And it (.) it were only round about his emotional
- 1909. R: Yeah
- 1910. S: side. (2) Identified he can't deal with emotion.
- 1911. R: Yeah.
- 1912. S: Obviously we know that's (.) upset
- 1913. R: Yeah
- 1914. S: that's anger she's right
- 1915. R: Yeah

ANGER / FRUSTRATION

-Owen has drama to deal with

directing

CAUGHT IN MIDDLE

good peer group

a follower as he wants to be popular?

SWAP HAS MADE HIM VULNERABLE / lack confidence.

FAP meeting

School needs to recognise the effects of his BACKGROUND

CO-OPERATION/COMM BETWEEN SCHOOLS (needs) SHOULD HAVE ALLOWED SEMH SUPPORT

SEMh HE CANT DEAL W/ ANGER

She is having to be the advocate - exhausting

| | | |
|-------|---|--|
| 1916. | S: that's [frustration]. | |
| 1917. | R: [Yeah] | |
| 1918. | S: (2) Happiness sadness | |
| 1919. | R: yeah | |
| 1920. | S: (3) I can't see how that would've (.) hurt | |
| 1921. | R: Yeah | <i>genuinely agree</i> |
| 1922. | S: Owen in any way shape or form. | |
| 1923. | R: Yeah. | |
| 1924. | S: And how it would have hurt school. | |
| 1925. | R: To have some support. (.) And is that something that you would like him (.) ideally to (1) be able to access (.) in school? (2) If in an ideal situation. | |
| 1926. | S: (.) <u>It should have continued.</u> | <i>SEM4 Support</i> |
| 1927. | R: Yeah. | |
| 1928. | S: Ow- Ow- (.) there were reasons why (.) obviously (1) school are (.) not gonna <u>this to happen.]</u> | <i>POWERLESS / FRUSTRATION</i> <i>School need to work w/ both parents</i> <i>JOINT APPROACH</i> |
| 1929. | R: [Mmmm] | |
| 1930. | S: (1) As much as he agreed with Xold school (.) he didn't want it to happen. | |
| 1931. | R: Mmm. | |
| 1932. | [redacted] got two choices. (4) We (2) if we see this thing happening (1) and we've got ways and means to (2) help a child (.) <u>isn't it better to help that child? (.) Whether one parent agrees</u> | <i>AGENCY / HAS A VOICE</i> <i>NEEDS OF CHILD</i> <i>It's not necessarily arb what one person want it's about working together to decide upon best support</i> <i>NEED TO BE FLEXIBLE</i> |
| 1933. | R: Course | <i>SPEAKING TO PROFESSIONALS</i> |
| 1934. | S: <u>or both parent agrees or neither [one of them agrees.]</u> | |
| 1935. | R: [Yeah] | |
| 1936. | S: Cos at some point (1) | |
| 1937. | R: What's best for the child [isn't it] | |
| 1938. | S: [Exactly] (.) This these children (.) will be in that (.) <u>big wide world.</u> (.) And it's a case of (.) sink or swim. | <i>need to prepare him for world</i> |
| 1939. | R: Mm hmm. | |
| 1940. | S: <u>Isn't it better that (1) we take (.) if we're in that position (.) decisions (.) and steps (.) and it becomes a success story because they (.) they've swam and they've not sank (.) and they've not gone down the route of</u> | <i>wanting team work</i> <i>SEM4 need to get mech skills</i> <i>CHN NEED TO LEARN</i> |
| 1941. | R: Yeah | |
| 1942. | S: all the other children | |
| 1943. | R: yeah | |
| 1944. | S: because (.) <u>let's be honest (.) children are not getting a good name.</u> | |
| 1945. | R: yeah (.) that's it. | |

SEM4 SUPPORT NOT CONTINUING

DECISION MAKING NEEDS TO BE IN CHILD INTEREST

| | |
|---|---|
| <p>1946. S: And it comes down to (.) the upbringing of a child</p> | <p>IMPORTANCE OF UPBRINGING</p> |
| <p>1947. R: mm hmm</p> | |
| <p>1948. S: That's where it blames</p> | |
| <p>1949. R: Mm hmm.</p> | <p>REFLECTIVE</p> |
| <p>1950. S: But in this aspect who would you blame?</p> | <p>HONEST / OPEN / ACCOUNTABLE</p> |
| <p>1951. R: Mm hmm.</p> | |
| <p>1952. [REDACTED]</p> | <p>I am a good parent</p> |
| <p>1953. R: Yeah.</p> | |
| <p>1954. S: (2) But (.) obviously (.) whether he implements that I (.) that video shows that (1) he didn't (.) that's not me that's taught him (.)</p> | <p>POWERLESS</p> |
| <p>1955. R: Mmm</p> | <p>influence of upbringing try ing my best as parent</p> |
| <p>1956. S: I would never (.) have done that. (1) I'm (.) but I've not been an angel as a kid.</p> | |
| <p>1957. R: Mm hmm</p> | |
| <p>1958. S: Do you know what I mean?</p> | |
| <p>1959. R: Mm hmm.</p> | |
| <p>1960. S: But (.) there's (3) I think there's (1) further steps (.) if I (.) if I were able to</p> | <p>JEMH → MISSING ELEMENT</p> |
| <p>1961. R: Yeah</p> | |
| <p>1962. S: (.) work with schools (1) and look at (.) children (.) and be in that kind of role (1) that's what I would be asking</p> | <p>She is wanting to do their job as it is MISSING</p> |
| <p>1963. R: Yeah</p> | <p>@links to paper P mm 2018 review.</p> |
| <p>1964. S: to do. (1) And look at the way (1) that children are behaving and the reasons why.</p> | <p>She's right.</p> |
| <p>1965. R: Yeah.</p> | <p>HONEST / OPEN</p> |
| <p>1966. S: Because it don't (.) not everybody's as open (1) as me (.) When my children lost their (.) grandparents and great grandparents (1) I notified school.</p> | <p>I'm open with you so you need to be open with me</p> |
| <p>1967. R: Mmm</p> | <p>I AM WILLING TO WORK TOGETHER</p> |
| <p>1968. [REDACTED] notified school.</p> | <p>CRY 4 HELP</p> |
| <p>1969. R: Yeah (.) and how old was Owen when (.) when you left his dad then?</p> | |
| <p>1970. S: It were back in 2009.</p> | <p>I'm being honest about the reasons for their behaviour</p> |
| <p>1971. R: Ok.</p> | |
| <p>1972. S: So Owen was (1) three.</p> | |
| <p>1973. R: Ok.</p> | |
| <p>1974. [REDACTED]</p> | |
| <p>1975. R: Right.</p> | |
| <p>1976. S: ??? for me (1) using her to pass [REDACTED] and</p> | |

MISSED LEARNING

- he he got away with
1977. R: Right.
1978. S: quite a lot.
1979. R: (2) Yes.
1980. S: All (.) all the signs are there (2) it's whether we want to listen (.) and (2) help.
1981. R: (1) Yes.
1982. S: Or we'll just (2) sit back and see what happens [and if]
1983. R: [Yeah]
1984. S: it's a time bomb waiting to go off.
1985. R: (1) And (1) what would you say has (.) would you say there's anything that's been helpful (1) in the process? *Re Directing*
1986. S: (3) Er (.) no. (2) No. (2) Because (1) if Owen had have had his own (2) education (.) if we if we put it to (1) this way. (1) If Owen sinks into his (.) we'll say (.) world
1987. R: Mm hmm
1988. S: Where (1) that's in school (.) and (.) it's a distraction
1989. R: Yeah
1990. S: (2) then that were taken away from him for (.) that length of time.
1991. R: Yes.
1992. S: So (.) it had a (.) impact.
1993. R: Yeah.
1994. S: The fact (1) I (2) me and me sister actually had him out. (.) I I'm not gonna lie to you. (.) Erm (2) and he were learning various things.
1995. R: Mmm
1996. S: So (.) if he went up to us and (1) with hot tub (1) we made it (1) doing science and
1997. R: Mmm
1998. S: regarding chemicals and things. (.) And looking at signs and (.) various (.) various stuff. There's only so much (.) you can do (.) at home
1999. R: Course
2000. S: with no resources [from school.]
2001. R: [Yeah] yeah.
2002. S: Obviously (.) it's different from secondary school to primary school. (.) And I (.) I can't tell you how many (.) changes (.) from (1) me being a school
2003. R: Mm hmm
2004. S: to me daughter being at school. (1) And then (.) me daughter being at school
2005. R: Mm hmm
2006. S; to Owen

WE NEED TO LISTEN
(message to staff)

SEM4
that's what's happened w/
Owen

SCHOOL IS HIS SAFE BASE +
IT WAS TAKEN AWAY
- impact on learning

MISSED ED.
inconvenient
I had to teach him
EXHAUSTING FOR ME
MISSED ED.
inconvenient
I had to be come
his teacher

FRUSTRATED but
PROUD but of self

"I'm a good parent"

I don't know
everything but I'll try

| | | |
|-------|--|--------------------------------------|
| 2007. | R: Mm hmm | |
| 2008. | S: there's been quite a lot of changes. | |
| 2009. | R: Mm hmm. | |
| 2010. | S: (1) So (.) not being informed on (.) what work is our (.) [what work to do.] | MISSED ED/LACK OF COMMUNICATION |
| 2011. | R: [Mmmm] | |
| 2012. | S: (2) Yeah I know about BBC [bitesize and stuff] | FRUSTRATION |
| 2013. | R: [Mmm] | |
| 2014. | S: but actually if you look at the site and things (1) what do you select for a kid? | |
| 2015. | R: Course yeah. | |
| 2016. | S: (1) When they're saying he's intellectual | |
| 2017. | R: Yeah | |
| 2018. | S: and (.) you know that he's very good. | he is BRIGHT |
| 2019. | R: Mm hmm | |
| 2020. | S: What do you do? | want him to learn |
| 2021. | R: Mm hmm. | FELT POWERLESS |
| 2022. | S: So (1) it (.) kinda (1) I'm at a stalemate. (.) I'll be honest with you. | CRY FOR HELP |
| 2023. | R: Yeah (.) yeah. | |
| 2024. | S: The work that he's sent home (1) daily (.) it didn't get marked. | HE BECAME UNIMPORTANT ↳ Learning. |
| 2025. | R: Yes. (1) He wasn't getting the support he needed. | |
| 2026. | S: (1) No. (.) And he even told Xold teacher1 it were too easy. | |
| 2027. | R: Yeah (.) right. | |
| 2028. | S: And he were just giving him stuff [that he'd] | |
| 2029. | R: [yeah] | |
| 2030. | S: got laying around (.) that he might've (.) used for | |
| 2031. | R: yeah | |
| 2032. | S: other children. (1) That doesn't work does it [we] | |
| 2033. | R: No course | |
| 2034. | S: we're all (.) different. | |
| 2035. | R: course. | |
| 2036. | S: (1) And I'll never forget (.) my daughter(1) if (.) it was something she knew | |
| 2037. | R: Mm hmm | |
| 2038. | S: she just (1) sat there (1) and (.) it were just like (1) boredom. | I know my children |
| 2039. | R: She wasn't interested. | |
| 2040. | S: She weren't (.) no because it's (.) something she already knew. | |
| 2041. | R: Yeah. | |
| 2042. | S: (1) And (.) she gets that from me ((laughs)) | PROUD |

LONG TERM
HOPE

SEM H

- 2043. R: ((laughs)) yeah yeah.
- 2044. S: And Owen gets that [from me]
- 2045. R: [Yeah.]
- 2046. S: So (.) if it's not entertaining or (.) something
- 2047. R: Yeah
- 2048. S: that (.) keeps you [going]
- 2049. R: [course] yeah
- 2050. S: and it's something that you're interested in (.) you ain't gonna listen.
- 2051. R: No. (.) It's not gonna go in. (1) What would you say your sort of like long term hopes are for Owen (.) like (.) when he finishes school?
- 2052. S: (3) To (1) do what makes him happy
- 2053. R: Mm hmm
- 2054. S: and (1) not be pressurized [into doing something]
- 2055. R: [Mmmm]
- 2056. S: (.) what somebody else wants.
- 2057. R: Yeah.
- 2058. S: Erm (1) because (2) lets not forget this is (2) children in this situation (3) are pressurized.
- 2059. R: Mmm
- 2060. S: (1) You see (.) I can speak from (.) I were pressurized as a kid. (2) But the per- if I'm honest (2) I'm not only one who were pressurized by me parents.
- 2061. R: Mm hmm.
- 2062. S: Or school. (2) I also pressurized meself.
- 2063. R: Mmm
- 2064. S: (2) And (1) that caused me to (1) have epilepsy
- 2065. R: Mmmm
- 2066. S: So (1) I know (.) obviously (1) and I were in a (.) bad state
- 2067. R: Mmm
- 2068. S: what that (.) causes. (1) So (1) I learned (1) obviously school (.) we know school (2) isn't (.) and I'm not saying (.) it's negative that they pressurize kids (1) but if you get it from all angles
- 2069. R: Yeah.
- 2070. S: it takes its toll.
- 2071. R: Yes.
- 2072. S: (1) So (.) knowing that from me being a kid (1) I didn't put too much pressure on my (1) daughter (1) but I did (.) obviously encourage her to do her homework (.) got to

directing conversation

He is easily led

HE IS UNDER PRESSURE

OPEN / Honest

CONCERN
HE IS UNDER PRESSURE
FROM HOME / SCHOOL

I'm a good parent

REVISIONS
OWEN'S MUM

- do her homework (.) and study [for exams].
2073. R: [Yeah (.) yeah]
2074. S: There's only so much you can do.
(1) Obviously (.) that's without (.) going heavy handed.
2075. R: Mm hmm.
2076. S: (1) And (1) I do say with Owen (2) I mean (.) he has some homework today (.) erm (.) geography. (1) And He says (1) he didn't know what it were he couldn't remember and he had to speak to his geography teacher [which]
2077. R: [Mmm]
2078. S: I thought were unusual.
2079. R: Mmm
2080. S: Cos I've always helped (.) Owen with his homework (2) but he wouldn't even
2081. R: Ok. (1) [show]
2082. S: [show]
2083. R: you it to you (.) mm hmm.
2084. S: (.) Yeah. (.) Wouldn't even give me an inkling what it was
2085. R: Right.
2086. S: about. (1) Which (2) is unusual.
2087. R: Right.
2088. S: It's first one (.) he's ever
2089. R: yeah.
2090. S: done. (2) Now (2) it's like I've always said to Owen (2) now you're (1) you're in that next week (1) you've got (.) that homework to do and others to catch up on.
2091. R: Yeah.
2092. S: (2) So (.) why (1) did he not (1) recall (2) or is that a lie. (1) And (1) if I'm honest (1) I think it's a lie.
2093. R: Mm hmm.
2094. S: (3) Cos he knows I'm more than happy
2095. R: To help him.
2096. S: (1) If I (.) like I say I don't know answer (.) [research it.]
2097. R: [Yeah.] (1) What do you think's going on there then why do you think he's done that?
2098. S: (2) I don't know.
2099. R: Mmm.
2100. S: Could be something that his dad can help him with.
2101. R: Right. (2) Mm hmm.
2102. S: (1) If it's (1) anything hands on (3) he would go to his dad.

I WANT THE BEST FOR HIM
I WANT TO HELP HIM
GOOD PARENT,

Why Com. w/ School is
so important

disappointed that
Owen isn't asking for help

GOOD PARENT,

I DON'T KNOW EVERYTHING
BUT I WILL TRY

Saying "I am open to
help"

| | | |
|-------|---|--|
| 2103. | R: Right | |
| 2104. | S: But he should know | |
| 2105. | R: Yes | |
| 2106. | S: that that isn't a problem with me cos I personally encouraged it meself. | I Am Fair/WANT BEST I want him to go to his dad |
| 2107. | R: Yeah. | |
| 2108. | S: (1) Do you do you know what I mean. (1) Erm (2) I don't know. | |
| 2109. | R: Mm hmm mm hmm (.) It's unusual for him | |
| 2110. | S: (1) Yeah. | |
| 2111. | R: (1) Yeah. | |
| 2112. | S: (1) But he were forgetting his homework but he's come back (1) erm (2) I [redacted] d s [redacted] | |
| 2113. | R: Right. | |
| 2114. | S: But (2) if his dad's (1) hands (1) bit | |
| 2115. | R: Yeah course. | |
| 2116. | S: that's what Owen's saying. | |
| 2117. | R: Yeah. | |
| 2118. | S: I (.) I signed it because | I am fair I want to work together (with dad) |
| 2119. | R: Yes | |
| 2120. | [redacted] | |
| 2121. | R: Yeah yeah yeah | |
| 2122. | S: And (.) we've gotta understand it (1) and kinda (.) I I've gotta (.) be respectful to to him. (1) So I've also signed a planner this week. (.) Not to (1) kinda (2) push him out | |
| 2123. | R: Yeah. (1) Cos you're trying to help. | |
| 2124. | S: Trying to help. (1) He's got cross country forms I I know his dad wouldn't say no | |
| 2125. | R: yeah | |
| 2126. | S: I've filled the medical forms in | |
| 2127. | R: Yes | |
| 2128. | S: I've I've filled them in. (.) I'm not saying they aint got nobody else to fill them (.) but (.) when I looked at the dates (.) there were only one date that's same that which is this [Wednesday] | |
| 2129. | R: [Mmm] | |
| 2130. | S: (1) The other two dates were mine. (.) So (.) I filled them in. | |
| 2131. | R: Mmm hmm | |
| 2132. | S: What's the point in (2) messing about | "lets not be immature about it" "lets help each other" |
| 2133. | R: Yeah [course] | |
| 2134. | S: [Owen's] gonna remember | |
| 2135. | R: Yeah. | |
| 2136. | S: So (.) at least he's got them filled in | |

| | | |
|-------|---|--|
| 2137. | R: Yeah | |
| 2138. | S: and signed does it matter [who fills the form out] | |
| 2139. | R: [Yeah (.) yeah] Yeah course. | |
| 2140. | S: As long as it's got the correct information on | |
| 2141. | R: Yeah yeah yeah (.) course. | |
| 2142. | S: But (.) yeah it does. | — Voice of dad |
| 2143. | R: Mmm ((laughs)) | |
| 2144. | S: (1) But (.) even though so (.) I've done it to be helpful | |
| 2145. | R: Yes [not everybody sees it that way] | |
| 2146. | S: [that's not how it's gonna] | VICTIM Dad sees her negatively school sees her negatively |
| 2147. | R: of course | |
| 2148. | S: it's not gonna be portrayed that way (1) no it's not. (1) And (.) it it's just one of those things (.) I'm not gonna win | I TRY MY BEST RESIGNATION |
| 2149. | R: Yeah | |
| 2150. | S: no matter what. | BUT STILL AGENCY + DETERMINED to help Owen. |
| 2151. | R: Yeah (.) yeah. | SHE WAS SILENCED BY SCHOOL (it has turned into one) |
| 2152. | S: (.) It's not (1) a competition. | |
| 2153. | R: No | |
| 2154. | S: But it don't matter (.) me trying to be helpful or not (.) it's not gonna be seen that way. | |
| 2155. | R: Mm hmm. | |
| 2156. | S: And it's (.) it's Owen. | OWEN IS IN MIDDLE OF ALL THIS |
| 2157. | R: Mmm | |
| 2158. | S: That's at the heart. (1) I hope (1) Owen will continue with the strength | HE IS RESILIENT (we both are) |
| 2159. | R: Yeah. | |
| 2160. | S: that he's got. | |
| 2161. | R: Yeah. | |
| 2162. | S: (2) Er (2) continue (2) and if he's (.) going on that wrong path | |
| 2163. | R: Mmm | |
| 2164. | S: see (.) error of his ways (.) and makes (.) a correction. | WANT HIM TO BE EMPOWERED |
| 2165. | R: Well it sounds as if he's getting good (.) input from you. | SEMH |
| 2166. | S: (3) But I'm not with him 24/7 (2) so | EXHAUSTING FOR HER |
| 2167. | R: Mm hmm | |
| 2168. | S: it's (1) if I'm honest (3) if somebody [REDACTED] [REDACTED] [REDACTED] | SHE IS IN A DILEMMA I WOULD HAVE GONE BACK TO HIM FOR THE KIDS (BUT DV) |
| 2169. | R: Yeah | |
| 2170. | [REDACTED] more (1) easier | DESPERATION |
| 2171. | R: Yeah | |
| 2172. | S: if that makes sense. (1) It's not | |

would
have gone
back

| | |
|--|--|
| <p>about me controlling the children</p> <p>2173. R: Yeah.</p> <p>2174. S: (1) But (1) it would've been (1) hell of a lot easier [for them]</p> <p>2175. R: [Right]</p> <p>2176. S: <u>than the struggle.</u></p> <p>2177. R: Yes.</p> <p>2178. S: (1) <u>And if I'd have known</u> (2)</p> <p>[REDACTED]</p> <p>Owen</p> <p>2179. R: Yeah</p> <p>2180. S: (1) but then (.) when I look at the [REDACTED]</p> <p>2181. R: Yeah</p> <p>2182. S: (2) would I? (.) Do you see what I mean?</p> <p>2183. R: Yeah course. (.) [It's weighing it up]</p> <p>2184. S: <u>[Totally totally torn] Totally torn</u></p> <p>2185. R: Yeah.</p> <p>2186. S: (1) So I (1) all I can hope for is (.) Owen is (2) eventually (.) gonna see error (.) of everybody's ways.</p> <p>2187. R: Yeah</p> <p>2188. S: <u>Make his own (.) decisions</u> (1) not be influenced.</p> <p>2189. R: Yeah.</p> <p>2190. S: (1) And (.) will do what's right for him</p> <p>2191. R: Yeah</p> <p>2192. S: That's all I can hope for.</p> <p>2193. R: Yeah (1) Yeah.</p> <p>2194. S: (.) And (1) <u>time will tell with school.</u></p> <p>2195. R: Course</p> <p>2196. S: (1) Because (.) he's not coming home with that much homework.</p> <p>2197. R: Mm hmm</p> <p>2198. S: In fact (.) last year (.) Xold school (1) don't think he came home with any [homework]</p> <p>2199. R: [Ok]</p> <p>2200. S: (2) So (1) doing homework and then (.) activities [and]</p> <p>2201. R: [Yeah]</p> <p>2202. S: <u>after school clubs</u></p> <p>2203. R: Yeah (.) Yeah</p> <p>2204. S: <u>at some point it's gonna (.)</u></p> <p>2205. R: be busy (.) mm hmm</p> <p>2206. S: <u>take it's toll.</u></p> <p>2207. R: Mmm</p> <p>2208. S: And (.) if it's not gonna be this year (3) <u>it will be next year.</u></p> <p>2209. R: Mmm</p> | <p>WOULD HAVE GONE BACK</p> <p>I CARE MORE A/B THE KIDS THAN ME</p> <p>REFLECTING</p> <p>TRYING TO BE GOOD PARENT</p> <p>she is caught in middle</p> <p>WANTS HIM TO BE EMPOWERED RESILIENT</p> <p>I want him to be strong + independent</p> <p>need to see how it goes. Also good for FUTURE RESEARCH</p> <p>Realistic viewpoint</p> <p>DREAD</p> <p>SOMH</p> <p>NEED TO BE AWARE OF THINGS BUILDING UP FOR HIM</p> <p>HE IS UNDER PRESSURE → EFFECTS</p> |
|--|--|

Hopes for future

| | | |
|-------|---|--|
| 2210. | S: And if it just (.) intensifies a little bit | |
| 2211. | R: Mmm | |
| 2212. | S: it certainly will be year ten and eleven. | |
| 2213. | R: Yeah | |
| 2214. | S: (1) And they're (.) they will be [those] | |
| 2215. | R: [GCSEs] | |
| 2216. | S: Yeah. (1) So it's a shame you (.) if you could only see | WE NEED TO SEE THE LONG TERM IMPACT future research |
| 2217. | R: Yeah. | |
| 2218. | S: (2) Through the years (1) if it actually does (.) work | agreement. |
| 2219. | R: Yes (2) yeah exactly. (1) Cos like you say he's been there since January and (.) still at sort of early days really isn't it. | |
| 2220. | S: (1) Yeah. (1) And there have been incidents. | |
| 2221. | R: Yeah. | |
| 2222. | S: And whether they tell you or not (1) there have. | HE IS STILL HAVING ISSUES. |
| 2223. | R: Yeah yeah. | |
| 2224. | S: And (.) he's not exactly (.) Mr innocent [at all.] | wants him to learn not just be punished. |
| 2225. | R: [No] no (.) Well it's really useful for me to get everybody's perspective obviously for that reason. (1) Erm (.) cos there's never just one side of a story. | wanting to show gratitude |
| 2226. | S: (1) No. (.) And it's like I said (1) the PE teacher shouldn't have (.) put the onus on the children (.) he should have taken accountability. (1) Erm (1) so if he'd have (1) took accountability (.) would that situation have occurred? | STAFF NEED TO BE SKILLED |
| 2227. | R: Mmm. | |
| 2228. | S: (1) Cos chances are no it wouldn't have occurred. | |
| 2229. | R: Mmm | |
| 2230. | S: Because he said so and so you're in nets | she had a VOICE SHE IS RIGHT |
| 2231. | R: Mmm | |
| 2232. | S: So and so you're out of net. (2) That diffuses any situation. | Power |
| 2233. | R: Yes | |
| 2234. | S: That's <u>created</u> (.) a situation | * HE NEEDS TO LEARN * |
| 2235. | R: yes | |
| 2236. | S: in my book. And I'm not defending | |
| 2237. | R: Yeah | |
| 2238. | S: But at end of day (1) like I said to Owen (1) he shouldn't have opened his mouth (.) he should have kept his mouth shut. | |

| | | |
|-------|--|--|
| 2239. | R: Mm hmm | |
| 2240. | S: (2) He were making his (2) point (.) he were showing | |
| 2241. | R: Mmm | |
| 2242. | S: (1) to a degree (1) his (1) his arrogance. | POWERLESS "I know what he's like" |
| 2243. | R: Yeah. | LEARNED BEHAVIOUR |
| 2244. | S: (1) That's not but that's not my arrogance. | |
| 2245. | R: Yeah | |
| 2246. | S: (2) I can only (.) I (.) you can say I'm pointing finger (2) but I can tell you (1) if I like you or not. | |
| 2247. | R: Mmm | |
| 2248. | S: I don't I don't have to (2) be clever about it. | |
| 2249. | R: Yes [just the way it is.] | |
| 2250. | S: [There's (.) there's ways and means] isn't there [yeah.] | |
| 2251. | R: [Yeah] (1) yeah. | |
| 2252. | S: (1) Just like (.) if you were to say something I don't like | I AM ASSERTIVE |
| 2253. | R: Mmm | |
| 2254. | S: (1) Er sorry (1) did you mean it in that way. | |
| 2255. | R: Yeah. | |
| 2256. | S: Do you (.) there's there's ways and means . | |
| 2257. | R: Course | |
| 2258. | S: And I appreciate he's only a kid [and] | HE IS ONLY A KID |
| 2259. | R: [Yes] | |
| 2260. | S: he's gotta learn. | |
| 2261. | R: Learn yeah. | |
| 2262. | S: But when he's got this big thing hanging over [him] | HE IS UNDER PRESSURE HANGING OVER HIM - MIGHT BE KICKED OUT EGG SHELLS |
| 2263. | R: [Yeah] | |
| 2264. | S: that he's gonna get kicked out can get kicked out | |
| 2265. | R: Yeah | |
| 2266. | S: of a school then (1) | |
| 2267. | R: He's it's uncertain. | |
| 2268. | S: It (.) it's only going to (1) erm (.) I know it as (.) naughty kids school. | POWERLESS/CRY FOR HELP |
| 2269. | R: Mmm | |
| 2270. | S: (2) What else can I | INSTEAD OF HIM WALKING ON EGG SHELLS THEY SHD BE HELPING HIM + TEACHING HIM |
| 2271. | R: Mmm | |
| 2272. | S: tell this (.) kid to do? | |
| 2273. | R: Mmm | |
| 2274. | S: (1) These are the years (1) he should be learning this stuff. (.) Under secondary school. | TRUE |

FAP - NO CONSIDERATION OF US



2275. R: Mm hmm
 2276. S: (1) And we've like stripped that away from him.
 2277. R: Mm hmm (.) mm hmm
 2278. S: So where's he gonna learn it?
 2279. R: Yeah (.) No I understand that definitely. (2) Erm (1) do yiu think there's anything that we've (1) sorry I'm just erm (.) I'm just aware that (.) I don't wanna take up (.) too much of your time ((laughs)) but it's really helpful (.) erm (1) information. (.) Do you think there's anything else that we've not talked about that you think's sort of important for me to know about in terms of (1) you know there's the swap or
 2280. S: I think it's all school orientated.
 2281. R: Mm
 2282. S: I don't think it's focused about pupils.
 2283. R: Mm hmm mm hmm
 2284. S: Obviously this is me
 2285. R: Yeah
 2286. S: with Owen. (2) There were no thought and consideration [into]
 2287. R: [Yeah]
 2288. S: Owen's education (1) er (1) how he (.) the upset that that had caused.
 2289. R: Yeah
 2290. S: (2) I'm not (1) the impact on parents (1) that that's not (2) what it's about.
 2291. R: Yeah.
 2292. S: (1) It's about (.) Owen. (1) Or that child.
 2293. R: (1) Mm hmm.
 2294. S: (1) If that meeting were that day when they made that decision (.) why couldn't they physically (.)
 2295. R: Yeah
 2296. S: have a conversation. (4) Why do they need to prepare?
 2297. R: Yeah.
 2298. S: (3) Cos isn't isn't to me isn't it just a case of (1) this is why (1) we're (.) looking for a SWAP
 2299. R: Mm hmm
 2300. S: what school's gonna take [him]
 2301. R: [Mm hmm]
 2302. S: (1) So to speak. (.) And I (.) I know there's probably more to it than that.
 2303. R: Mmm
 2304. S: don't get me wrong.
 2305. R: Mmm

HE NEEDS TO LEARN

wrapping up as on 2 hrs

IMPACT ON US WAS NOT CONSIDERED

FAP needs to be flexible.

what has actually happened b/c it wasn't a voluntary managed mone

Shows that there was limited communication
I appreciate I don't know UNDERSTANDING. it all

FAD

2306. S: But
 2307. R: Why should there be really though ((laughs))
 2308. S: The (.) the focus is on that kid how and how soon can we get him in.
 2309. R: Yes
 2310. S: Right. (.) Who's contacting [parents]
 2311. R: [Yes]
 2312. S: (2) And (.) take it [from there]
 2313. R: [Yeah]
 2314. S: and (.) instead of it being (.) longwinded.
 2315. R: Yes. (1) And not not knowing what's going on.
 2316. S: Yeah. (.) Cos there's nowt worse than not knowing.
 2317. R: Yeah.
 2318. S: (2) There were nowt worse than (1) the lengthy periods of him
 2319. R: Yeah
 2320. S: (1) one hour a day [and that were just]
 2321. R: [Yeah course]
 2322. S: to get his marks so he got 100 %
 2323. R: Yeah yeah (.) No I understand that
 2324. S: But (.) what I do find (1) and as far as I'm aware
 2325. R: Mm
 2326. S: is with (.) year 7 is (2) er (.) Owen got no (.) rewards for his attendance or (.) behaviors that's as I'm aware. (.) If you were to speak to school they might tell you different
 2327. R: Ok
 2328. S: (1) but as far as I'm aware he came away with nothing.
 2329. R: Ok.
 2330. S: (2) But yet in year 8 (1) they start having graduation through year so why not have graduation [in year]
 2331. R: [right]
 2332. S: seven?
 2333. R: Yeah
 2334. S: (3) But Owen's still learning that school
 2335. R: Yes
 2336. S: (2) It's gonna take me longer to learn that school
 2337. R: yeah
 2338. S: cos I'm (.) to kept in the dark.
 2339. R: Yeah yeah yeah (.) Mm hmm

She has a VOICE

Needs to be more efficient not longwinded/stressful

communication poor

STRESSFUL

Attendance - SCHOOL AGENDA NOT HIS

communication

| | |
|--|---|
| <p>2340. S: You don't get a report like you do primary school [saying]</p> | |
| <p>2341. R: [No]</p> | |
| <p>2342. S: (1) and I (1) I appreciate that they copy and paste and change names (.) but (.) how how well he's behaving</p> | <p>understanding</p> |
| <p>2343. R: Mm hmm</p> | |
| <p>2344. S: It's until the incident (1) when I realized that I weren't getting phone calls</p> | <p>communication poor</p> |
| <p>2345. R: Mmm</p> | |
| <p>2346. S: and I (.) the teacher off his own back (.) German teacher who's now left (1) left me a lovely voice mail (1) telling me how well (.) and how proud of Owen he is. (.) to say (.) he's classed as behind.</p> | <p>GOOD COMMUNICATION GOOD RELATIONSHIP</p> |
| <p>2347. R: Right</p> | |
| <p>2348. S: Cos he's never done German. (3) Er (.) so it (.) from that aspect it is (1) good</p> | <p>PROUD</p> |
| <p>2349. R: Mm hmm</p> | |
| <p>2350. S: <u>But</u> (2) it's a shame that they all can't</p> | |
| <p>2351. R: Yeah</p> | |
| <p>2352. S: <u>Take that lead.</u></p> | |
| <p>2353. R: Course.</p> | |
| <p>2354. S: Why can't they all (.) get the post [cards]</p> | <p>We need good communication</p> |
| <p>2355. R: [Yeah] yeah (.) yeah</p> | |
| <p>2356. S: Why can't we keep (.) both parents [informed]</p> | |
| <p>2357. R: [Yeah] yeah.</p> | |
| <p>2358. S: (1) But for me it don't even stop there. (.) Cos he gets a (.) free bus pass.</p> | |
| <p>2359. R: Right.</p> | |
| <p>2360. S: (.) So (.) I got refused the bus pass [he'd had it before]</p> | <p>EXHAUSTING</p> |
| <p>2361. R: [Mmm]</p> | |
| <p>2362. S: And I got accused of moving (2) they'd got his dad's address down</p> | <p>impacts upon her already difficult life</p> |
| <p>2363. R: Yeah.</p> | |
| <p>2364. S: Then (.) I chose the fifth furthest school away (3) no. (2) That [bus pass]</p> | <p>FRUSTRATION</p> |
| <p>2365. R: [It's not how it worked]</p> | |
| <p>2366. S: that bus pass come late. (.) There were no notification [that]</p> | |
| <p>2367. R: [Yeah]</p> | |
| <p>2368. S: I weren't (.) allowed it cos obviously I'd have challenged it sooner.</p> | |
| <p>2369. R: Mmm</p> | |
| <p>2370. S: (1) But it has (1) a big impact [on]</p> | |
| <p>2371. R: [yes]</p> | |
| <p>2372. S: absolutely everything.</p> | |
| <p>2373. R: Yeah. (.) Yeah no I can understand</p> | |

that definitely. (3) Ok. (.) Well that's all really helpful shall we (1) pause it for (.) today? ((laughs))

2374. S: Yeah (.) if you've got any more questions feel free to come back ((laughs))

2375. R: Thank you (.) erm (1) yeah no that's really helpful.

2376. TOTAL TIME 2:02

Exhausting for her trying to advocate for him / trying to be a good parent

Asking for the help

feels she needs to show me she is a good person

- KEY POINTS

FAP - WE NEED FLEXIBLE APPROACH THAT IS IN CHILD INTERESTS

Communication

Working together

Exhausting trying to be the advocate

Walking on eggshells / Owen under pressure.

CHIN NEED TO LEARN NOT JUST BE PUNISHED - JUST A KID

Decisions affected fam. relations

SCHOOL IS HIS REFUGE.

(MISSED EDUCATION.

LET down by professionals / cry for help

DIFFICULT BACKGROUND.

④ I'll be honest - repeated

"We're not experts" - let's do this together

④ communication -

School needs to look @ bigger picture.

e. **Miss Williams interview 1 with analysis**

| Transcript | Analysis |
|---|--|
| MISS WILLIAMS - INTERVIEW (1) | |
| <p>1. R: So yeah I mean do you want to just start from the beginning of (1) or wherever you think's a good place to start?</p> <p>2. W: So (.) Owen came through Fair Access Panel</p> <p>3. R: Mm hmm</p> <p>4. W: Erm (1) er I spoke to prior to the (.) the meeting I spoke to the vice principal at Xold school which is [the school that he was at].</p> <p>5. R: [Oh yeah.]</p> <p>6. W: Now (.) he explained the incident of erm because (.) they were (.) they were looking at a possible permanent exclusion.</p> <p>7. R: Right.</p> <p>8. W: Erm (.) and it was the back end of just one (.) one off incident.</p> <p>9. R: Yeah.</p> <p>10. W: Erm which is really rare to be honest</p> <p>11. R: Yeah.</p> <p>12. W: that any school would make that decision. (.) When I spoke to him he said (.) when he viewed the CCTV footage it was erm Owen assaulting another child</p> <p>13. R: Mm hmm</p> <p>14. W: but he said it was one of the worst ones he'd seen</p> <p>15. R: Oh ok (.) right.</p> <p>16. W: for the (.) for the age of Owen (.) erm he he what he said he witnessed was erm (.) Owen had erm he'd had a fight with this other boy (.) got him to the ground (.) but then what he did was he persistently stamped on his head [once]</p> <p>17. R: [Right].</p> <p>18. W: once the other student was on on the ground. (.) Obviously I haven't seen the footage myself but erm MrX who is the Vice Principal had said it was one of the worst incidents he'd seen</p> <p>19. R: mm hmm</p> <p>20. W: particularly for that year group because he was only year seven at the time</p> <p>21. R: Right.</p> <p>22. W: but it was only part way through year seven so he must have only been (.) about half way through</p> <p>23. R: Yeah</p> <p>24. W: through his year seven.</p> <p>25. R: Mm hmm.</p> | <p>my thoughts/interpretations/influence</p> <ul style="list-style-type: none"> salient themes/ideas key points highlighted Repetitions contrapuntal voices narrative voice <p>Sounds serious.</p> <p>BEGINS BY JUSTIFYING THE SWAP</p> <p>one off incident.</p> <p>blame/w inner-child focus?</p> <p>DEFENSIVE? Trying to justify the SWAP??</p> <p>PROFESSIONAL VOICE</p> <p>no links to background of</p> <p>NO LINKS TO BACKGROUND/ SEMH NEEDS/ CONTEXT?</p> <p>justification.</p> <p>JUSTIFYING</p> <p>only year 7</p> |

THE INCIDENT

coloured? Have been seen before

— narrative voice
 — Repetitions
 — my influence/value
 — key themes
 — highlighting key points.

KEY

FAP process

first meeting

Know how to deal w "issues" / Have the capacity?

| | |
|--|--|
| <p>26. W: (1) Erm (1) and then when (1) they first then cos Fair Access Panel just erm they decide [which school]</p> | <p>FAP decides not a joint process?</p> |
| <p>27. R: [Mm]</p> | |
| <p>28. W: you're going to (.) and they put us down as their first choice.</p> | <p>POWER/AUTHORITY DETERMINATION</p> |
| <p>29. R: Right.</p> | |
| <p>30. W: And when erm (1) the decision was made (1) erm I got parents in (.) the day after with Owen (.) erm (.) quite a strange meeting really because [erm]</p> | <p>first meeting with parents was key</p> |
| <p>31. R: [mm]</p> | |
| <p>32. W: (1) parents couldn't they don't they don't live together [they're] separated.</p> | |
| <p>33. R: [Yeah].</p> | |
| <p>34. W: Erm (.) and they I think they frequently (1) argue.</p> | <p>"I want to advocate for Owen"</p> |
| <p>35. R: Yeah.</p> | |
| <p>36. W: They have disagreements in front of Owen.</p> | <p>Being advocate for Owen (but not for parents)</p> |
| <p>37. R: Mm hmm.</p> | |
| <p>38. W: In the end what I did was I sent him out of the meeting (.)</p> | <p>I am Owen's protector I am the reasonable one in the face of parents</p> |
| <p>39. R: Mm</p> | |
| <p>40. W: er because it's supposed to be (.) whenever you're you're integrating a child into your school that's come through those [systems]</p> | <p>EMPATHETIC recognition -ve experience</p> |
| <p>41. R: [yeah]</p> | |
| <p>42. W: (1) you have to try and be positive.</p> | <p>Says it in an exasperated voice</p> |
| <p>43. R: Course.</p> | <p>yes positive but also need to recognize the PAIN</p> |
| <p>44. W: And it's really hard cos a lot of the time you know that they're coming with issues</p> | <p>A recognition coming with issues</p> |
| <p>45. R: Yeah</p> | <p>SEMHI</p> |
| <p>46. W: (.) and you know that they might bring your school some issues</p> | <p>issues - bring to school</p> |
| <p>47. R: Yeah.</p> | <p>ED CLIMATE</p> |
| <p>48. W: (.) But erm (2) it was really hard to try and be positive er (.) mum and dad were just bickering about</p> | <p>DISMISSIVE? DISAPPROVING</p> <p>"bickering" -> seen as -ve not empathetic?</p> <p>RESIGNATION? trying to be positive</p> |
| <p>49. R: Yeah</p> | |
| <p>50. W: Who was buying his uniform (.) who was going to drop him off [where he was going to stay].</p> | <p>interesting as mum said to me - a cry for help</p> |
| <p>51. R: [Right Ok]</p> | <p>POWERLESS</p> |
| <p>52. W: So I ended up sending them out and then I brought him I said to mum and dad that erm (.) I would just basically do the talking [I knew that]</p> | <p>like a child</p> <p>TRYING TO BE POSITIVE</p> <p>POWER/AUTHORITY</p> |
| <p>53. R: [mmm]</p> | |
| <p>54. W: I didn't really want them to [carry on disagreeing with each other.]</p> | <p>The environment wasn't set up for joint working</p> |

RESPONSIBILITY ACCOUNTABLE

EXPECTATIONS

55. R: [mmm]
 56. W: When we brought him back in then (.) we then had a really positive meeting.
 57. R: Oh ok
 58. W: I mean you could see (.) from (1) just (.) having that meeting (.) and him (.) getting familiar with with my face.
 59. R: Yeah
 60. W: And obviously I have to tell them what the expectations are. (.)
 61. R: Yeah.
 62. W: When I was talking through what the expectations are
 63. R: mm
 64. W: what the school's like (.)
 65. R: mm
 66. W: what we expect in terms of behaviour (.) he he he was so keen [about that]
 67. R: [Ok]
 68. W: he was he was pleased and he was smiling and you could see he's looking at his [mum]
 69. R: [yeah]
 70. W: and dad and maybe (.) was craving that a little bit.
 71. R: Yeah (.) that sort of structure.
 72. W: Yeah. (.) and then er (2) and then erm (.) he then started with us a couple of days later.
 73. R: Ok
 74. W: Erm (1) we buddied him up with erm (.) with another child for a couple of days
 75. R: Yeah.
 76. W: and instantly (.) he he socialised (.) made friends
 77. R: Mm hmm
 78. W: (.) erm we we said that it was probably best not for him to mention the erm (.) his the issue at Xold school [that's why he'd left.]
 79. R: [Mm (.) mm hmm]
 80. W: Erm and we always do suggest that because we we do truly believe that (.) children should have a fresh start
 81. R: Yeah
 82. W: and it was a fresh a total fresh start for him. (.) So we'd said that he'd erm (.) I think he said that his his mum or dad had moved or something [like that]
 83. R: [Right (.) yeah]
 84. W: and that's why he was coming into the year late (.) and then he just then settled in

PROUD RESPONSIBILITY

Positive meeting

He has his best interest at heart.

high expectations

"one size fits all?"

POWER

ASSUMPTIONS - PUPIL VOICE

He was desperate to prove himself?

HIGH EXPECTATIONS High but realistic expectations mean he can achieve??

reflection - I now know so much more about his situation. Shows the importance of LISTENING to all involved

Buddy system

PROUD/RESPONSIBLE

made friends

WANTS BEST FOR HIM EMPATHY

"DON'T MENTION THE ISSUE" was it a joint decision?

not one size fits all??

FRESH START IMPORTANT

EMPATHY HOPEFUL

I know that his mum wasn't happy about that?

* SHE USES "WE" more than "I" -> Shows professional rather than true feelings

TA RELATIONSHIP

Student voice

- 85. R: Ok
- 86. W: to to year seven .
- 87. R: (1) mm hmm.
- 88. W: He's had erm support from his his learning manager Mrs Wood and I think that that was
- 89. R: Yeah
- 90. W: a real important (1) relationship [for him]
- 91. R: [mm hmm]
- 92. W: erm (.) I mean (1) I should have introduced you to Mrs Wood sorry but if I ever do you'll see (.) she's very (.) mumsy
- 93. R: Ok.
- 94. W: In the way that she [cares for children]
- 95. R: [Yeah (.) right]
- 96. W: so (.) she'll go (.) er have you got you you're pens and your pencils
- 97. R: Yeah
- 98. W: and if they go no she'll c c come on I'll run and [get you some]
- 99. R: [[[laughs]]]
- 100. W: come on and she's got that really and he just warmed to that
- 101. R: Ok
- 102. W: he really did
- 103. R: mm hmm
- 104. W: (.) erm (.) she ki kinda takes kids under her wing especially (.) kids that are coming (.)
- 105. R: mm
- 106. W: you know from troubled backgrounds or (.) if they've got other issues
- 107. R: Yeah
- 108. W: and and he just he absolutely loved that.
- 109. R: mm hmm
- 110. W: And (.) one of the things that I said (.) for her to do because (.) he was engaging so well with us (.) I said for her (.) I said you must get him involved in what we now call student voice stuff and try and get him to (.) erm (.) be helping out
- 111. R: Mm
- 112. W: (.) erm and he does he he has done [and]
- 113. R: [OK]
- 114. W: he's done an awful lot of that as well.
- 115. R: Right.
- 116. W: So
- 117. R: What does that involve?

TA RELATIONSHIP

Support from learning manager

mumsy

he needs to be worked on

motherly

PROUD OF STAFF

EMPATHY

wants to empathise

under wing protection SEMH

"I understand"

recognition troubled background

but what way done about the issues? A gap.

Student voice

wanting the best for him

BELONGING

PROUD

ENCOURAGING

POSITIVITY

"We do loads for these kids"

Student voice.

Recognition of the stress caused.

- 118. W: (1) It's erm (.) well student voice is where they erm they they go off in groups and they erm discuss issues in the school like (.) I'm not sure which one (.) I'm not sure which group he's in (.) but they they look at different areas of the school that they want to improve and [it's basically their voice they then get to voice their opinion to SLT and]
- 119. R: [Ooh right ok yeah yeah yeah (.) right.]
- 120. W: (.) erm (.) and they can nominate themselves to be (.) school president (.) [it's things like that.]
- 121. R: [Oh right.]
- 122. W: The other side of it is like hospital hospitality like [so]
- 123. R: [Ah ok]
- 124. W: at parents evenings
- 125. R: Yeah
- 126. W: th they help out [and show parents where they need to go]
- 127. R: [right ok]
- 128. W: or [they make staff drinks]
- 129. R: [yeah yeah]
- 130. W: and things like that (.) and he (.) absolutely loves that.
- 131. R: ((laughs))
- 132. W: Just just loves it. (.) and he gets a lot of praise for it the the praise is a massive thing.
- 133. R: Right.
- 134. W: (1) Praising these children [who have been through]
- 135. R: [yeah]
- 136. W: such a trauma of having to move schools [usually]
- 137. R: [yeah]
- 138. W: because of a serious incident
- 139. R: Yeah
- 140. W: Which has probably caused a lot of stress (.) in the family (.) to them.
- 141. R: Mm
- 142. W: Coming and then all of a sudden somebody's telling me I'm doing that well
- 143. R: Course yeah.
- 144. W: (.) erm (.) he really responds to that.
- 145. R: Yeah.
- 146. W: (.) We've had (.) we've had (.) one or two hiccups
- 147. R: Mm

Student voice
• belonging
• community

→ wanting me to see how good their provision is

PROUD
he absolutely loves helping out

ASSUMPTIONS → speaking for Owen?

praise

UNDERSTANDING/EMPATHY

STRESSFUL.

TRAUMA OF MOVING SCHOOLS

RECOGNITION.

Able to reflect through this approach
SWAP caused stress

He's doing well
Give him a positive narrative → an alternative a 'fresh start'

FRESH START IS

hiccups
GOOD IN TERMS OF A POSITIVE NARRATIVE

UNDERSTANDING

Doesn't cope * HICCUPS

- 148. W: Erm (1) and it does tend to erm be around (.) falling out with friends. (.)
- 149. R: Mm hmm.
- 150. W: And I think this is what maybe possibly could have happened at Xold school why why he got himself into that situation.
- 151. R: Yeah.
- 152. W: He erm (1) he's had a couple of fall outs where Mrs Wood has had to (.) to intervene [and]
- 153. R: [ok]
- 154. W: to support him with managing it cos he just doesn't cope with it [very well]
- 155. R: [Ok]
- 156. W: (.) erm and then we've just had one (.) erm (.) incident er (.) down in PE (.) erm and it it was in (.) the changing rooms and (.) that is one of the times where we would say it's the probably one of the most [unstructured times]
- 157. R: [Yeah]
- 158. W: aside from like break and lunch time
- 159. R: [yeah]
- 160. W: (.) because (.) that's the time where they the although there's a male member of staff [that]
- 161. R: [yeah]
- 162. W: will kind of stick their head in the changing rooms [they]
- 163. R: [yeah]
- 164. W: tend to come out
- 165. R: yeah
- 166. W: to let them get changed (.) it's one of the only times where they probably wouldn't be supervised.
- 167. R: Mm hmm
- 168. W: Erm (.) and he (.) erm (.) another boy had called him (.) a name
- 169. R: Ok
- 170. W: he called (.) and then they they got into a fight.
- 171. R: Right.
- 172. W: (.) he was devastated afterwards.
- 173. R: Right.
- 174. W: He thought he was going to lose his place here.
- 175. R: Right. Was that before the summer then or
- 176. W: Yeah.
- 177. R: Mm hmm.

CAN'T cope
 Falling out with friends. → struggles with
 NOT A FULL UNDERSTANDING OF NEEDS
 She doesn't fully understand the reason for the swap? / His needs.
 SEMH
 Support to MANAGE fall outs → emphasis on restorative POSITIVE UNDERSTANDING
 HICCUP
 he had a problem during an unstructured time
 justifying it to me?
 BUT there is a need to develop independence skills
 Conflict management?
 Supervision = left as a problem
 UNSTRUCTURED TIME
 He is "walking on egg shells" Desperate to do well. Is this fair?
 "WALKING ON EGG SHELLS"
 Understanding / empathy
 SYMPATHY (different to empathy)

fallout with peer

178. W: (.) Yeah. (.) It wasn't long before the summer actually.

179. R: Ok.

180. W: (.) erm (.) but the thought of him losing his place here | I mean the minute he he he'd had the fight (.) obviously adrenaline was still [going]

181. R: [Yeah]

182. W: and he was upset but the first he said he said I please don't make me leave [and]

183. R: Aah

184. W: (2) yeah (1)

185. R: So he has (.) was that a fall out with a friend or what what was the sort of context or it?

186. W: Yeah it was it was it was they were friends (1) erm (1) I don't think like (.) best friends [and I don't]

187. R: [mm]

188. W: even think they're in a social group together but (.) erm (1) I seem to remember they they knew eachother (.) well

189. R: Mm hmm

190. W: (2) erm (.) and I if I'm really honest you might have to ask Owen

191. R: Yeah

192. W: I can't remember what triggered it off.

193. R: Yeah

194. W: (.) erm I mean we will have kept statement so [if you do want to see]

195. R: [mm]

196. W: what it was (.) it was kind of something and nothing.

197. R: Mm hmm.

198. W: And it was because they weren't (.) being watched by a member of staff it just escalated [really quickly]

199. R: Right OK (.) yeah.

200. W: Erm (1) but the other the other boy actually instigated the fighting

201. R: Yeah

202. W: erm (.) I think he hit Owen first

203. R: Yeah

204. W: but Owen certainly hit [???

205. R: [yeah (.) yeah (.) right OK] (1) He didn't have (.) he din't know anyone when he came did her or?

206. W: ((shakes head))

207. R: mm hmm

WALKING ON EGGSHHELLS

NICCUP

"please don't make me leave"

Understanding / empathy / Sympathy

UNSTRUCTURED TIME =

Problem with peers

emphasized the need to equip children with skills

JUSTIFYING IT?

BLAME justify

| | |
|---|--|
| <p>208. W: Not at all. (.) Didn't know anybody at all.</p> <p>209. R: Ok</p> <p>210. W: No I mean the what we do is we (.) any child that comes in (.) erm later into the school year (.) we buddy them up (.) [with somebody]</p> <p>211. R: [yeah right]</p> <p>212. W: for a couple of days cos it just gets them (.) [familiar with the school and]</p> <p>213. R: [yeah]</p> <p>214. W: (1) and then we'll give them their own timetable when they feel confident [enough to (.) go out and about.]</p> <p>215. R: [Yeah ok] (.) How do you think he's doing now in terms of friendships and things?</p> <p>216. W: (.) Yeah really well (.)</p> <p>217. R: Mm hmm.</p> <p>218. W: Really really well (.) Again he he can socialised with all (.) different age groups</p> <p>219. R: mm</p> <p>220. W: because it the student voice stuff that he does or when he volunteers it's all all different year groups and you'll (.) often just see him (.) talking to anybody</p> <p>221. R: Yeah</p> <p>222. W: (.) erm (.) he's a really friendly (.) little boy.</p> <p>223. R: Mm hmm</p> <p>224. W: (1) erm (2) yeah.</p> <p>225. R: What do you think it is about er (1) like what do you think he thinks about the (.) sot of swap and (.) where he is now like what do you get like any sense of (.) his sort of feelings about everything?</p> <p>226. W: Erm (1) when he was (.) when I had (.) cos when (.) like I say you make those those initial meetings (.)</p> <p>227. R: Mm</p> <p>228. W: really positive</p> <p>229. R: yeah</p> <p>230. W: to say that they can have a fresh start.</p> <p>231. R: Yeah.</p> <p>232. W: When I talked through the incident what had happened he cried. (.) He sat there and he cried. (.) And he he (.) he clearly (.) regretted it.</p> <p>233. R: Yeah.</p> <p>234. W: Erm (.) I mean erm although he's</p> | <p>PROUD</p> <p>FRIENDS Buddies important</p> <p>They need to get familiar with the school</p> <p>PROUD</p> <p>FRIENDS - doing really well</p> <p>assuming?</p> <p>Student voice = friendships</p> <p>he is very sociable talks to anyone</p> <p>young - just a little boy</p> <p>helping her to reflect</p> <p>HOPEFUL</p> <p>POSITIVITY</p> <p>A whole school thing? not just me</p> <p>EMPATHY from miss W me</p> <p>Talk about incident</p> <p>He cried</p> <p>he regrets it</p> <p>-guilt -shame.</p> <p>EMPATHY more like SYMPATHY</p> <p>Should he have to feel that?</p> |
|---|--|

initial meeting

FRESH START Discussion around 'the incident' works

don't mention it

loved his time here (.)

235. R: mm

236. W: I think he liked it at Xold school as well. (.) Erm (.) so he he didn't like me having to I mean you have to cos you have to address it [to say]

237. R: [Yeah]

238. W: that can't happen again (.) so they've got a clear message (.) But for him (1) me talking about it a new person saying (.) you know from what Xold teacher told me

239. R: Yeah

240. W: it wasn't a very pleasant incident and he was (.) you could see he was he was mortified by that.

241. R: Right.

242. W: (.) And then (1) and the minute the meeting switched to (.) right (.) leave that now (.)

243. R: Yeah

244. W: (.) we have to (.) lets look at a fresh start (R)

245. R: yeah

246. W: he changed (.) [he sat up in his chair] PROUD

247. R: [ok]

248. W: he (.) erm (.) and (.) and I kind of haven't mentioned it since (.) because on only (.) when we had the fight last time (.)

249. R: mm
W: when I did his reintegration meeting (.) just to say (1) you know obviously that was what he had to leave his other school for (.)

250. R: mm hmm

251. W: so (.) erm (.) it can't happen again [here]

252. R: [mm]

253. W: cos it will be (.)

254. R: yeah.

255. W: erm (.) but (.) other than that I I've not mentioned it (but actually it does need to be mentioned because he needs to know it's OK- he is upset about it. He needs to process it. Explore the reasons around why he has actually done it.)

256. R: Yeah

257. W: Mrs Wood hasn't mentioned it

258. R: Yeah.

259. W: It's just you're fresh start.

260. R: Yeah ok.

261. W: (.) Which I think's helpful for him

he did like his old school
"IT HAS TO BE DONE"
do you have to?

ASSERTIVE POWER BLAME

can there be another way?
do need a clear message
HE NEEDS SUPPORT NOT JUST TO FEEL BLAMED/PUNISHED??

he was mortified
DISBELIEF / INCOMPREHENSION
leave that behind
→ Now lets focus on the positive

make him feel he needs to prove self??
Someone is letting me start afresh
Should he have to feel like that though?
DON'T MENTION IT AGAIN
A positive reintegration meeting
POWER/ASSERTIVE
BUT WHY DID IT HAPPEN?
WE NEED TO ADDRESS IT
'not enough just to say 'it can't happen again' - why did it happen
→ PRESSURE ON HIM

(R) don't mention it
does he not need to process it?

NOT MENTIONING IT IS HELPFUL FOR HIM?

(R) assuming (R) PUPIL VOICE MISSING

SEMHI issue behind incident

262. R: Yeah. (2) What do you think it is about this sort of (.) I mean it sounds like it was a pretty (.) awful (.) at (.) Xold school. (1) What 's you're like what what do you think's behind that (.) sort of (.) for him?

263. W: (2) Erm (4) I think it's I think he has got some (.) social emotional issues.

264. R: mm

265. W: I think (1) I think he he seeks to be liked.

266. R: Right

267. W: er quite a lot.

268. R: Ok

269. W: And I think if (.) I think maybe (.) if he's (.) if he felt (1) like he's left been left out or something [I mean]

270. R: [yeah]

271. W: I don't know the full incident (.)

272. R: yeah

273. W: the the details of the incident but (.) erm (1) I think it's (.) probably then (.) got to the point where (.) his (anger's) got (.) got the best of him.

274. R: Mm

275. W: (1) he certainly doesn't seem like he he would have maliciously gone out of his [way]

276. R: [No]

277. W: to plan (.) an attack [like that.]

278. R: [yeah yeah yeah]

279. W: It's happened in the moment and I'm not sure why at that point cos the other boy was on the floor [already.]

280. R: [right]

281. W: Why you'd then take it [to that extreme]

282. R: [ok]

283. W: (1) I I couldn't

284. R: Yeah

285. W: I couldn't say

286. R: Ok. (1) So in terms of so he's been here since January.

287. W: Yeah.

288. R: (.) And has it been sort of (1) erm (1) like pos I know you said he's had a couple of incidents (1) erm but generally like how would you kind of describe the time he's had?

289. W: (1) From the minute he walked through the door he just really likes to be liked.

290. R: mm

my questioning helping her to reflect

SEMHI

she does know what's behind it

issues

took a while to answer & he wants to be liked not really

UNDERSTANDING

chose: sense of belonging. considered it before??

Communication FAP: I don't know what happened/ why

SEMHI incident

need of CIP not being discussed

he isn't malicious

She does understand.

narrative - helping her to wonder

DISBELIEF vs (compared to understanding)

WANTS TO BE LIKED

Under pressure to prove himself?

VOICE OF POWER

PUPIL VOICE - MISSING

Overly polite

He has friends now so doesn't feel it so much.

291. W: And he really wanted to do well here.

292. R: Mm

293. W: Erm and he was really grateful when I said he could it was a fresh start (WHY SHOULD HE HAVE A FRESH START, WHY SHOULD HE BE MADE TO FEEL SO BAD?)

294. R: Ok.

295. W: and erm (.) we didn't necessarily have to tell staff

296. R: Yeah.

297. W: that that incident had happened. (.) And he walked through the door with a bag full of stuff and he was only he was only a tiny he's still only tiny now

298. R: ((laughs)) yeah.

299. W: Erm (1) but the minute he walked through the door he was so he was overly polite [with staff.]

300. R: [Ahh]

301. W: So he hi miss hi miss (.) erm or we'd open a door for him oh thank you thank you thank you he was a and he just wanted to be liked.

302. R: Yeah.

303. W: And erm (.) and you'd I I just see him I I do (.) a break duty and I just walk (.) walk round and I check that staff are on their duties and (.) so usually I'm looking at a clip board and walking round

304. R: Yeah

305. W: and all of a sudden in my eyesight he'd just appear

306. R: ((laughs))

307. W: and it's just that I think just just (.) wanting a bit of attention

308. R: Yes

309. W: wanting to be liked. I don't I don't see him as much now cos I think he gets that from his friends.

310. R: Yeah ok.

311. W: But erm (1) yeah. (1) Just wanted to be liked all the time.

312. R: Uh hu (1) and I know you were er (.) saying before about like some of the things that you think work in school and I ((laughs)) I don't want you to repeat it too much it's just so I've got it on the (.) recording as well. Like in terms of erm (2) I suppose in terms of Xnew school really for the (.) you know like for children who go

a lot of assumptions about his views desperate.

he has been made to feel GUILT

don't mention it

KNOWING

emphasis on how young

overly polite

UNDER PRESSURE TO PROVE SELF??

Desperate to be liked? to redeem himself?

SYMPATHY

wants to be accepted

FRIENDS his friends give him a sense of belonging + acceptance

wants to be liked

Systems that "work"

through SWAP what what what do you think kinda works obviously particularly for Owen (.) what what are some of the sort of systems and things?

313. W: The the thing that worked for him the most (.) was I think the relationships he had with Mrs Wood to start off with.

RELATIONSHIP W. STAFF

314. R: mm hmm

315. W: Erm and that (.) just the pastoral care that went into him to support him. (.) Cos he's not not really been hard work

pastoral care support

PROUD

"we are experienced"

316. R: Yeah.

317. W: I mean we've had a lot of kids come through that [process]

STAFF KNOWLEDGE

318. R: [yeah]

319. W: or SWAP process where (.) we've we've had to (.) put a lot of pastoral support in

what's missing -> it's assumed that he doesn't need the pastoral support

IT'S NOT ONLY THE ONES WHO MAKE A FUSS WHO NEED IT

lack of staff knowledge of SEMH?

320. R: Yeah

321. W: place. But again (.) I mean it's only going (.) through (.) I know obviously we've just been on a walk around there but (.) when you see how consistently the school does everything all the time (.)

CONSISTENCY

PROUD

PROFESSIONAL

322. R: Mm hmm

323. W: I mean that's not a show for you that [just happens]

324. R: [Yeah yeah (.) yeah]

325. W: all the time. (.) I think (1) I think (1) the likes of Owen and then other kids that we've had come through that system (1) just respond to it straight away.

ROUTINES

ONE SIZE TO FIT ALL?

326. R: Mm hmm

327. W: They know they (.) we're so black and white (.)

CLEAR EXPECTATIONS

but who need

328. R: Mm hmm

329. R: the minute they come in for the parent meeting like when I met with Owen's parents (.) I say to them this is how it is [and]

but we need some flexibility per case

we need a different approach.

330. R: [Yeah]

331. W: it'll not change

POWER ASSERTIVE

332. R: Yeah

333. W: it'll always be like that. So erm and it's and it still is like that for him now so (.) I think it (1) like I say the the way that we consistently (.)

CONSISTENCY

HIGH EXPECTATIONS

334. R: Mm

335. W: Erm manage behaviour (.)

CONSISTENCY IN

BEHAV. MANAGEMENT

336. R: Yeah

337. W: How we consistently have those

what about SEMH?

SYSTEMS IN SCHOOL

FAP

338. R: Mm hmm

339. W: (1) and the support's always there.

340. R: Mm hmm

341. W: (1) Some children when they when they start (.) with us (1) and they've been (1) maybe at schools that are not as organised or don't have that the same approach that we do (.) erm (2) you'd well you'd think that they'd find it hard but (.)

342. R: Mm

343. W: they don't they just seem to adapt to it.

344. R: Yeah.

345. W: But with a lot of support that goes on in the background.

346. R: Yeah.

347. W: What we say to them is we have such high expectations in terms of your learning

348. R: Mm

349. W: and the outcomes that you (.) you know that you can get. (.) But also what sits alongside that is then an awful lot of support.

350. R: Mm hmm.

351. W: (1) So (.)

352. R: Mm hmm (1) it works.

353. W: Mm.

354. R: (1) Erm (1) so when he (.) I'm I'm just wondering as well about your kind of involvement with the like the SWAP process and how like what it looks like from your point of view. (.) So erm (.) so it was before Christmas that that that Xold school decided (.)

355. W: So (2) that it was the the with that there's two different systems.

356. R: Mm hmm

357. W: There's Fair Access [which]

358. R: [Yeah]

359. W: Owen came through (.) which is (.) where (.) they're at the on the brink of a permanent exclusion. (.)

360. R: Yeah

361. W: And and and as a group of head teachers or senior leaders in a school (.) they get together (.)

362. R: Mm hmm

363. W: Erm (.) I think it's usually held at Xspecial school.

"I am/we are INCLUSIVE"

Support

↳ they do acknowledge that chr will need extra support to conform at times

"all of us"

PROUD

↳ speaking for the school

HOPEFUL

High expectations but also support

SPEAKING TO THE KIDS

High expectations but also a lot of support

UNDERSTANDING/EMPATHY

EXPLANATION - FAIR ACCESS

FAP

SWAP

managed move

- 364. R: Yeah
- 365. W: And and then erm (.) they look at each individual case and rather than a child have a permanent exclusion on their record (.)
- 366. R: mm
- 367. W: they make a decision if it's better for them to have a fresh start (.)
- 368. R: Yeah
- 369. W: In another mainstream school or in the PRU.
- 370. R: Yeah.
- 371. W: Obviously Owen because he (.) erm was a year seven (.)
- 372. R: Mm hmm
- 373. W: it was a one off incident (.) that's the best system for him (.)
- 374. R: Yes
- 375. W: because he hasn't got a permanent exclusion on his record (.) and he can he can have a chance at having [a fresh start.]
- 376. R: [Yeah].
- 377. W: (.) Erm the the SWAP system as a whole has just has totally failed (.) now. (.)
- 378. R: mm
- 379. W: So so it's stopped happening. [We used to have]
- 380. R: [Ok]
- 381. W: SWAP meetings now (.) what I've been familiar with in other authorities [and]
- 382. R: [mm hmm]
- 383. W: what happens in other authorities is what we call a managed move.
- 384. R: Uh huh.
- 385. W: (1) now (1) the the system that I saw here (.) the way that erm (.) SWAP was done in in ~~the~~ (.) local authorities
- 386. R: Yeah
- 387. W: was the worst I'd seen.
- 388. R: Really.
- 389. W: Yeah. (.) It it really was because (.) to start off with nobody was monitoring it.
- 390. R: Ok
- 391. W: (.) High-schools were were shifting kids between (.)
- 392. R: Yeah
- 393. W: different schools (.) erm (.) sometimes I don't know if they were being marked right on the register
- 394. R: yeah

* FAP - FRESH START rather than PX

KNOWING ASSUMING??
is it the best for him?

PX = bad for record
EMPATHY

FAP = fresh start

SWAP has failed

other authorities have a managed move
"I'm being honest"

US VS THEM →
SWAP panel?

DISBELIEF
DISAPPOINTING

"moving the problem"

shaming me, she doesn't agree with it

SWAP failed the kids

SWAP = wasn't monitored right

SWAP

- 395. W: Erm (.) then (.) erm (.) they'd just fail and then go back to their other school. No [nobody]
- 396. R: [Right]
- 397. W: was really monitoring it
- 398. R: Yeah ok.
- 399. W: or (.) some schools would take more in (.) than others (.)
- 400. R: Yeah
- 401. W: some some wouldn't take any at all. (.) And (1) it was so (.) very disorganised you what it was (.) it was being used as a (.) to say that it was an intervention before you permanently excluded [a child]
- 402. R: [Ok]
- 403. W: or
- 404. R: yeah
- 405. W: before you put them through to Fair Access so
- 406. R: yeah
- 407. W: it was like oh we've done that
- 408. R: Yeah
- 409. W: we've sent them to another school. (.) So it was nobody was really monitoring it or supporting those children
- 410. R: Yeah
- 411. W: or those families who were going through [SWAP.]
- 412. R: [Mm hmm.]
- 413. W: The the most effective I've seen it work is in Xcity
- 414. R: [Ok.]
- 415. W: [in (.) over in Xlocal authority.
- 416. R: (1) and they call it a managed move?
- 417. W: They call it a managed move (.) and what they have is they have a lady (.) who (.) erm is er ve very experienced she she worked for behaviour support (.) erm and most other authorities have behaviour support [and]
- 418. R: [yeah]
- 419. W: Xthis local authority doesn't .
- 420. R: Yeah.
- 421. W: I think they do for primary school children [but not for children at high school.]
- 422. R: [ok (.) mm hmm]
- 423. W: (1) So (.) she (.) erm is in contact with all the head teachers
- 424. R: mm
- 425. W: (.) and she co-ordinates managed

A GOOD managed move SYSTEM

SWAP (managed move) not being monitored no support

"Honesty"

DISAPPROVING

disorganised

Schools just did it to say it was an "intervention" before a PX

"I know this wasn't good"

speaking for schools

SWAP no support

HOPEFUL that there is another way

a good managed move system

need to look @ reasons behind

SWAP → Disappointing

SWAP PANEL

[moves.]

426. R: [mm]

427. W: (.) And so (.) every single child on a managed move she has to know [about it]

428. R: [Ok (.) yeah]

429. W: and then what happens is she goes to the initial [meetings]

430. R: [mm hmm]

431. W: with parents (.) and then she makes the decision whether the managed move has failed or not.

432. R: Ah I see right.

433. W: (.) So it's a person that works for the local authority which is (.) difficult now because you've got so many [schools]

434. R: [Yes]

435. W: that are academies and

436. R: Yeah

437. W: they don't buy into (.) that. (.) So (erm) that's the most effective I've seen it because the thing was (.) when she came to meetings (.) you literally had to evidence what interventions [you're putting in place]

438. R: {Right}

439. W: to try and make it work.

440. R: Yeah Ok.

441. W: (.) Erm where as the system here wasn't like that as I say it was just a [let's say]

442. R: [yeah]

443. W: that we've done a SWAP and

444. R: yeah

445. W: we're not bothered if it works or not.

446. R: Yeah.

447. W: (.) Then there there was a SWAP panel introduced do you know about that one?

448. R: Mm hmm yeah. (.) Vaguely erm (.) but it it seems to be very (.) blurred cos I'd asked to ((laughs))

449. this is interesting what you're talking about because I had asked to if I could sit on that SWAP panel but I don't know if that's just (.) [not happening any more?]

450. W: [Not happening. No (.) not happening.] (.) So erm all the schools in Xthis local authority decided to say we want to take part in this SWAP process (.) we're gonna meet as senior leaders (.) and then we're gonna decide (.) erm (.) if erm (1) we'll take eachother's

Honesty

Recognition ↓

The trouble with academies

A good mm process need to show intentions

HOPEFUL ADVOCATE

"PASSING THE PROBLEM"

DISAPPOINTING

the trouble with SWAP in LA

SWAP panel

how SWAP worked

SWAPP
Panel

FAP
ISSUES

451. R: mm

452. W: (1) kids. And (.) the first few that I went to cos I went to them [it wasn't]

453. R: [Yeah]

454. W: it didn't have to be a head teacher

455. R: Ok

456. W: So I went to them (.) erm and what happened from there they were being tracked as well so [kids (.) you'd be tracking kids]

457. R: [Ok (1) yeah yeah yeah]

458. W: where they were constantly. (.) And then erm (1) the erm (1) the they were monitoring how many you'd taken in [and out and how many you'd retained and stuff like that]

459. R: [Yeah (.) yeah (.) ok]

460. W: Which was really good

461. R: Uh huh

462. W: cos [at least somebody]

463. R: [yeah yeah yeah]

464. W: was (.) was monitoring it. (.) Erm and the first few meetings went really well and to be honest (1) we as a team of kind of senior leaders that are in charge of behaviour [at our won]

465. R: [mm hmm]

466. W: schools (1) I think our (.) discussions ((laughs)) were (.) were a lot more (1) I think they were (1) I think (.) that (.) they were (1) we considered the child's need maybe more than what they do (.) at Fair Access

467. R: Right.

468. W: Because (1) I think the heads discuss them there and sometimes (.) the head's don't always (.) know (.)

469. R: Yeah.

470. W: the children.

471. R: Yeah

472. W: You know I'm sure a lot do [but and and certainly Xhead teacher does our Principal but] *don't know them that well?*

473. R: [Yeah (.) yeah (.) yeah (.) yeah (.) yeah]

474. W: erm (.) they don't always know the ins and outs of the [family life]

475. R: [mm hmm]

476. W: and what's (.) in the child's best interests so (.) it was really it was it was successful to start off with unfortunately a

'passing the problem'?

SWAPP panel

it was monitored

"I know this is better"

HOPEFUL

DETERMINED

better

i'm inclusive
I care

AWARE → WHO I AM / WHAT TO SAY

quite hesitant in this section - wondering how to phrase it so as not to criticize to HT's too much

NEEDS OF CHILD

this school considered child's needs

GROUP
HOPE / DETERMINED

AT FAP they don't consider child's needs

FAP

HT's don't always know the chn

AWARE - SPEAKING TO ME

DEFENSIVE

conscious that she doesn't want to speak critically of the principal

recognition that family life is important

she understands that

"I do though"
we

| | |
|--|---|
| <p>couple of schools their principals decided that they weren't [taking part in that process]</p> <p>477. R: [right]</p> <p>478. W: (1) and then other schools then said (.) erm (.) we said we'd take part. Xold school did. (.) I think Xschool did. But</p> <p>479. R: Yeah</p> <p>480. W: we're too far away [from eachother]</p> <p>481. R: [yeah]</p> <p>482. W: and the problem is if you are going to put a child on a SWAP P</p> <p>483. R: Yeah</p> <p>484. W: it's (.) you can't it can't set them up to fail [from the minute that they]</p> <p>485. R: [yeah course]</p> <p>486. W: you know knowing that they can't get on the bus [there or]</p> <p>487. R: [yeah yeah yeah yeah]</p> <p>488. W: it's gonna cause their family stress getting them there cos then it's (.) it doesn't serve [it's purpose.]</p> <p>489. R: [yeah (.) yeah]</p> <p>490. W: So (.) er yeah so as it currently stands (.) the the way that it's supposed to work is that you come up with a private arrangement so I'd phone [the vice principal at Xschool and say]</p> <p>491. R: [Aah (.) ok (.) yeah yeah]</p> <p>492. W: (1) would you</p> <p>493. R: right</p> <p>494. W: would you mind taking (.) on a student</p> <p>495. R: Yes</p> <p>496. W: on a on a swap (.) and then they might say yeah oh we've got somebody in year 9 [could you]</p> <p>497. R: [yeah]</p> <p>498. W: take someone.</p> <p>499. R: Right ok. (.) So (.) the way Owen's done it then (.) he's come (.) he's come through (.) FAP. (1) What how what how would you sort of describe what what has happened cos when he came here it wasn't like oh we'll see how it goes (.) was it [or]</p> <p>500. W: No. (.) They come on role.</p> <p>501. R: yeah</p> <p>502. W: They come on your school role.</p> <p>503. R: Yeah.</p> <p>504. W: They come off the role of the school that they were at and they come on</p> | <p>can feel POWERLESS</p> <p>HOPEFUL - We can do it differently</p> <p>REASONS SWAP MAY FAIL</p> <p>SWAP used to let them up to bail.</p> <p>not a convenient location</p> <p>EMPATHY</p> <p>DETERMINED</p> <p>PASSING THE PROBLEM?</p> <p>clarifying</p> <p>Owen came on role</p> <p>NOT A "MANAGED MOVE" AS IT WAS PERMANENT</p> <p>"grey area"</p> |
|--|---|

SWAP

current arrangement

Owen's FAP

moving the problem
they bring the school difficulties

CHN BACKGROUND / SEMH

your school role. (.) Erm (1) and (1) it's a toughie because (1) you can imagine some of the the issues that some of those children bring [to some schools.]

505. R: [mmm]

506. W: (.) Erm (.) and it's (.) it's it's (.) I always do believe though (1) that (1) kids coming through that process really do (.) deserve a fresh start.

507. R: Yeah.

508. W: Just start from from fresh.

509. R: Yeah.

510. W: (.) Erm and honestly we've we've had (1) well Owen's a success story. (WHAT DO THEY MEAN BY THAT THOUGH??)

511. R: Mm

512. W: There's another boy in year 11 that's a success story. We've had girls in year 11 leave who were success stories (.) [that you you wouldn't have thought so]

513. R: [Yeah (.) yeah yeah yeah]

514. W: (.) Erm (1) yeah.

515. R: Mm hmm (1) erm so would you say then that Owen has (.) would you call it a SWAP (.) through Fair Access? Or (1) what's the sort of terminology?

516. W: (1) No you'd say that he came through (.) Fair Access cos (1) Fair Access is if they were at the point where they're near a permanent exclusion.

517. R: Ok.

518. W: (.) SWAP is if they they're getting there (.)

519. R: Ok

520. W: but it's another (.) [option.]

521. R: [Yes I see]

522. W: And the thing is with SWAP (.) erm and (.) I'll tell you what's worked so well for us

523. R: Mm hmm

524. W: sending children out on SWAP placements (.) is (.) they value their place here (.) [more.]

525. R: [Mmm]

526. W: So they'll go to another school and although the the rules might not be as strict

527. R: Yeah

528. W: they'll go to another school we had it with a year he's gone into year 11 now.

529. R: Ok

children bring issues to schools
↳ so we need to look @ what's behind it)

They deserve it - empathy

FRESH START

Owen is a "success story"

ADVOCATE

ASSUMPTIONS?

PROUD

HOPEFUL

but assuming pupil/parent were missing

clarifying

He came through Fair Access
↳ instead of a PX

"I'm being honest now"

PURPOSE OF SWAP???

benefits of SWAP
SWAP makes them value their place here more

POWER/AUTHORITY

STRICT RULES HERE

HIGH EXPECTATIONS

POWER/RESOURCES/UNITS/IT/IT/IT

SWAP

Why you may do a SWAP

530. W: He went to Xschool on a SWAP for 6 weeks

531. R: Yeah

532. W: and he did the full 6 weeks

533. R: Yeah

534. W: (1) and he came back and the meeting he was like a different child [in the meeting]

535. R: [Really]

536. W: afterwards because (.) he he wanted to come back [so and then]

537. R: [Ok]

538. W: you can say to someone well you've seen what it's like [and that's]

539. R: [yeah yeah]

540. W: that's supposed to be what makes part of what makes a swap successful.

541. R: Yeah course.

542. W: Cos the aim isn't always (.) for them to go on role at the other school

543. R: Yeah

544. W: for them to stay there

545. R: Yeah (.) yeah

546. W: I mean if that if the SWAP placement is successful and (.) and and that's what needs [to happen]

547. R: [mm hmm]

548. W: then great.

549. R: mm hmm

550. W: And we've had students go out to other schools (.) and it has been successful and they've gone on their role. (1) And then we've had it that on the flip side of it where they've then wanted to (.) to come back.

551. R: Mm hmm.

552. W: (1) What you do often see with children that go on those SWAP placements or that are on the SWAP placements

553. R: mm

554. W: is (1) they maintain (.) their behaviour for the six weeks. (TRAINING AROUND MEETING THE UNMET NEEDS NOT JUST DISCIPLINE)

555. R: mm hmm

556. W: And (.) you can I think you can extend them (.) erm (.) but not it shouldn't really be for much

557. R: yeah

558. W: longer than that. (.) Erm (2) but (.) erm (1) the (1) you often find that their

~~PROUD~~ they like it here

Reflection
Are we addressing the underlying issues if we use it in that way?

POWER / AUTHORITY

Aim of SWAP - not always to go on role at other schools

GREY - purpose of swap.

PROUD
because you have "taught them a lesson?"
↳ is that the purpose?

Gap in staff knowledge

POWERLESS / UNSKILLED? RESIGNATION

gap - "that's just how they are"

Staff knowledge
unmet needs

gap - state knowledge
just because they aren't
"displaying" challenging behaviour
PROUD.

Staff knowledge, what is
the reason for the
behaviour

within child explanation

"that was inconvenient
for us at a school"

CONTACT WITH PARENTS

difficulties at home

Parents
upset as not being
contacted

lack of understanding

parent situation?

UNDERSTANDING

"not a big deal"

TA - positive relationship
with fam

contact with families
is important

SWAP - what can happen

CONTACT WITH PARENTS

either back to (.) behaving (.) how they were
[at their previous school] [WHY THOUGH]

559. R: [Yeah yeah yeah. (.) Right (.) Mm
hmm.]

560. W: Not some we've had some real
success stories here. (.) Real success stories.
(.) But I know that we've we've sent
children out on SWAPS

561. R: Mm

562. W: and they've been successful for
the 6 weeks (.) and then I've met like the
vice principal like maybe two or three
months after that and they've gone (.) Oh
my god ((laughs))

563. R: Yeah yeah yeah

564. W: (1) You know (.)

565. R: [Things have changed]

566. W: [Can't believe they behaved that
six weeks as soon as they were on roll [and
they started misbehaving so.]

567. R: [Yes (.) yeah yeah yeah.] (1) Erm
(1) do you ha (.) what's er (1) what's been
you involvement then cos O-O-Owen lives
with his dad for a week does he and his
mum for a week and

568. W: Yeah.

569. R: (.) what's been your sort of
involvement with them since he's erm (.)
been here?

570. W: Erm (2) not really much
involvement (.) erm I I know (.) erm there
was quite a bit of upset when I think cos
mum was down as contact one

571. R: mhm hmm

572. W: (.) erm mum was getting text
messages about if there was anything to do
with his behaviour. [We send text messages
for positive praise as well.]

573. R: [Ok (.) Yeah yeah (.) yeah.]

574. W: Erm and then letters were going
(.) to mum as well and dad range up and
was really (1) quite upset and [angry]

575. R: [OK]

576. W: about that and wanted a copy of
his (.) things like his school report [and stuff
like that.]

577. R: [Ok yeah.]

578. W: (.) So (.) erm (.) we just (.) sorted
that (.)

579. R: Mm hmm (TA) he:

580. W: Erm (1) Mrs Wood makes sure
that if there's anything at all with Owen (.)

GOOD RELATIONSHIPS

Notes from Owen

TA Support

- she just keeps them both (.) in the loop.
581. R: Yeah.
582. W: So if (.) like if she needs to phone them even if it's positive stuff she'll phone
583. R: Yeah
584. W: (1) mum and dad
585. R: Yeah (1) mm hmm.
586. W: But other than that we've not really had to have much (1) much contact with them cos his placement here's been [so successful.]
587. R: [Yeah (.) ok] (.) mm hmm. (1) Erm and he's year eight now isn't he.
588. W: (.) Yeah.
589. R: Yeah. (1) Erm what would you say your (.) your er like hopes are for him kind of as he (1) moves through school?
590. W: (1) Erm just to carry on the way that he's going [I mean]
591. R: [Mm]
592. W: I mean he's just doing so well and (.) he does crave to be liked but not not it's not too much it's (.) erm (.) it's quite nice you know and he walks past you and he's hi miss [like]
593. R: [Yeah.]
594. W: wants your attention it's quite sweet. (1) Erm (.) I just hope that there's not another (.) serious incident [cos]
595. R: [Mm hmm]
596. W: (.) his behaviour his behaviour will stay OK now [he's fine.]
597. R: [Yeah.]
598. W: (.) Erm and he knows what our expectations [are] RESPONSIBILITY ON HIM
599. R: [Yeah]
600. W: and he will (.) he will (.) hopefully just continue with that [and]
601. R: [Mm]
602. W: and then continue his the rest of his [school life here with us.]
603. R: [Mm (1) mm hmm]
604. W: (1) I'm just hoping (.) and I don't really know if there's like an intervention that we can put in place [to prevent that]
605. R: [Mm (.) mmm]
606. W: (.) because (.) erm he's had you know he's had an awful lot of (.) support from from Mrs Wood [MUM DOESN'T THINK SO]
607. R: mm hmm
608. W: (.) and (.) erm (.) from me (.)

PARENT COMMUNICATION

contact with families both parents important even for positive stuff

VOICE MISSING assumption] "successful" staff knowledge -> just because he is "behaving" doesn't mean he's OK

HE IS UNDER PRESSURE assumptions? wants to be liked?

PROUD wants attention

or sad? Unfortunate. assumptions staff need but what's the reason for his behaviour?

GAP IN STAFF KNOWLEDGE

POWER/AUTHORITY POWERLESS RESIGNATION "nothing we can do".

Staff knowledge There wouldn't be a quick fix intervention not about an 'intervention'

"we have done all we can"

(so if he has a problem that's his fault + not ours)

"Invention?"
First meeting

609. R: mm hmm
610. W: erm (1) I mean we do have things like er the targeted youth service who do (.) things like anger management [and stuff like that.]
611. R: [Yeah (.) yeah]
612. W: But he doesn't (.) come across [angry.]
613. R: [No ((laughs))] When I met him like you can't really imagine it.
614. W: No. (.) So (.) erm (1) yeah and I can't imagine now (1) the incident. (.) [I can't im- I can't imagine]
615. R: [Yeah]
616. W: it I can't imagine him taking something to that extreme.
617. R: Doing it. (.) [Yeah.]
618. W: [And] (.) hopefully it it will just mean that there's not another serious that that (.) everything that's happened he clearly found the whole thing [traumatic.]
619. R: [Mm]
620. W: He really did. (.) Like I say to you that time when we were sat in the meeting and he and I had to talk about it
621. R: Mm
622. W: he was so upset. (.) He was so upset and he wanted he was trying to justify to [me everything that this boy].
623. R: [OK]
624. W: had done to him [that made him]
625. R: [yeah yeah yeah]
626. W: (.) lose his temper. (.) Erm (1) I know sometimes you like to hope that part of the (1) the swap system and the FAP system is that it it's a lesson learned [and then]
627. R: [Yeah]
628. W: again you do have your fresh start.
629. R: mm
630. W: And for him he really has had a fresh [start aswel]
631. R: [Yeah yeah]
632. W: so I'm hoping (1) that (.) [we just]
633. R: [It'll] continue.
634. W: Yeah. (.) And that actually the outcome is that he learned from the incident [there.] (WHAT HAS HE LEARNED?? HE HAS ISSUES AND NO ONE IS HELPING??)
635. R: [Yes] (1) Erm (.) so in terms of (.) it it's Mrs Wood who you said is a sort of

→ narrative - helping her to wonder

Staff knowledge

there are needs though
Don't have to appear 'angry'

DISBELIEF

EMPATHY
UNDEESTANDING

it has been traumatic for him

HE WAS MADE TO FEEL SO GUILTY.

HOPEFUL

LESSON LEARNED"

It's not about learning a lesson → it's about meeting needs.

POWER / AUTHORITY

wants best for him

"We've done all we can"

but he has unmet needs?

HOPEFUL

wants best for him

doesn't want him to go through it again

TA
RELATIONSHIP

learning mentor (.) what's her involvement kind of look like with his has it been like sort of check ins or (.) what's it

636. W: Yeah erm (1) I think he used to spend quite a lot of time with her on a break [and a lunch duties.]

Relationship with TA

637. R: [Right ok]

638. W: So she'd just like be talking to him. (.) Erm (.) and then she's she saw an awful lot of him when he was doing like the student voice stuff

639. R: Yeah

640. W: because she was co-ordinating some of that. (.) Erm (2) but he he just loved to impress her so she'd he'd be training behind her she'd be marching [off] (WHY DOES HE WANT TO IMPRESS> NOT A GOOD THING TO FEEL LIKE HE HAS TO PROVE HIMSELF)

HE IS UNDER PRESSURE TO BE LIKED. / PROVE SELF.

641. R: ((laughs))

642. W: doing something and then she'd turn round and say oh I've got little Owen here (.)

643. R: ((laughs))

POSITIVE RELATIONSHIP WITH TA

644. W: Erm (.) look how well he's doing Miss Williams and he'd be beaming [with pride stood behind her]

Praise positive relationships = proud.

645. R: [Aw ((laughs))]

646. W: and then she'd carry on like just (.) storming off and he's [behind you can see him like he's just (.)]

PROUD of School

647. R: ((laughs))

648. W: Yeah but again it's that (.) that relationship that she formed

TA →

649. R: Yeah

650. W: with him

positive relationship with parents too.

651. R: Yeah (.) yeah

652. W: I think and his parents as well [because]

653. R: [Ok]

654. W: his parents (.) I think his parents (1) like (.) Mrs Wood.

UNDERSTANDS WHAT PARENTS NEED

655. R: Right.

656. W: (1) Yeah she's very down to Earth and she's very Xlocal authority.

parents like her as she is down to Earth

657. R: Right ok.

658. W: So [I think a lot of people can relate to that]

relatable

659. R: [can relate (.) yeah] ok. (1) Is he quite able would you say like with his (1)

UNDERSTANDING

660. W: (.) Er I I can (.) go and I think he

REFLECTING on what

words

| | |
|--|---|
| <p>came into the top sets. (.)</p> <p>661. R: Right.</p> <p>662. W: He did he came into the top sets [so he's very able.]</p> <p>663. R: [Ok]</p> <p>664. W: Yeah.</p> <p>665. R: Mm hmm.</p> <p>666. W: (1) Yeah very able.</p> <p>667. R: Mm hmm</p> <p>668. W: (1) And he's not flagged up as a concern in any of his lessons so he must [be making expected progress.]</p> <p>669. R: [Right (1) ok.] (1) Well that's good. (1) Erm (2) with er (1) the sort of (.) when he came on the swap then was it that he he finished at Xold school before Christmas and did he start straight after Christmas here?</p> <p>670. W: (1) He did. (.) He did (.) yea. (1) Yeah I think he he had the Christmas break in between.</p> <p>671. R: Ok</p> <p>672. W: Very keen to get back into school [though.]</p> <p>673. R: [Yeah]</p> <p>674. W: His parents were very keen [to get him back into school]</p> <p>675. R: [Right (1) right]</p> <p>676. W: which is helpful because sometimes a lot of those children that have come particularly through FAP (.)</p> <p>677. R: Yeah</p> <p>678. W: their parents don't really engage [very well]</p> <p>679. R: [Yes]</p> <p>680. W: Erm (.) or ae not pushing the kids to [be back in school.]</p> <p>681. R: [Yeah]</p> <p>682. W: (1) So (.) that that is probably part of his success story [the fact that]</p> <p>683. R: [yeah]</p> <p>684. W: his (.) although his parents argued with eachother</p> <p>685. R: Uh huh</p> <p>686. W: the outcome that they wanted was that they wanted him to come on roll here [and for him]</p> <p>687. R: [Yeah,yeah]</p> <p>688. W: to stay and for him to do well.</p> <p>689. R: Ok. (1) Erm (.) and so when do you first find out that that he's (.) coming is it cos you've been on the panel as well</p> | <p>LEARNING-VERY ABLE</p> <p>ADMIRING "he is resilient" (he was missing learning) He wanted to get back into school.</p> <p>helpless frame??</p> <p>Shape knowledge why do parents not engage well?</p> <p>POWERLESS On that situation Family influence seen as something that is out of their control.</p> <p>Parents supported him</p> <p>HOPEFUL/DETERMINED</p> <p>31.02</p> |
|--|---|

How FAP works
SYSTEMS IN SCHOOL

| | | |
|------|--|---|
| 690. | W: [I haven't] been on Fair Access Panel | |
| 691. | R: Mm hmm | |
| 692. | W: at the time it was out vice principal. (.) Erm but it's usually the principal or vice principals (.) erm and then (.) and this (.) this is what tends to happen at at most schools they'll then have somebody like me an assistant principal or a (.) a director of behaviour or an inclusion manager | |
| 693. | R: Mm | |
| 694. | W: that they'll then say (.) right we've been directed to take this child. | |
| 695. | R: Mm | |
| 696. | W: SWAP's your own choice as a school | |
| 697. | R: Yeah ok | |
| 698. | W: whereas FAP you're you're directed [to take] | POWERLESS not a joint process not collaborative "moving the problem" |
| 699. | R: [Ok] | |
| 700. | W: them. (.) Erm (.) and then (.) it's then (.) their job like it was mine to then get parents in | Involvement of parents & almost sounds like a tokenistic involvement "just a process we do" |
| 701. | R: Right. | |
| 702. | W: integrate them | Simplistic? |
| 703. | R: Right. (.) Ok. | |
| 704. | W: (.) Erm and I I don't know whether I mentioned it (.) I know I mentioned it while we were walking round but (.) we have what we call a pastoral support plan [where we] | FAP SUPPORT IN SCHOOL PASTORAL SUPPORT PLAN |
| 705. | R: [Mm hmm] | |
| 706. | W: set them smart targets [to work towards so] | |
| 707. | R: [Ah right. (.) Ok.] | |
| 708. | W: erm (.) the minute any child comes in on a (.) through Fair Access or on a SWAP | PROUD DETERMINED! |
| 709. | R: Mm hmm | |
| 710. | W: is already we're already (.) monitoring them and [keeping] | monitored |
| 711. | R: [Mmm] | |
| 712. | W: keeping track on whether they're meeting their targets. | |
| 713. | R: Ok. | |
| 714. | W: It's things (.) when when they first come through it'll it will be things like (1) not picking up behaviour points in lessons. | staff knowledge → not addressing reasons behind the behaviour points? Not necessarily a good SEMH measure? |
| 715. | R: Yeah | |

Owen Fair Access Project

716. W: So not (.) not having to be EL'd in a [classroom]

717. R: [Ok]

718. W: cos that's causing disruption to learning. (.) And you can monitor that very easily cos

719. R: mm

720. W: (.) say if you we try we we try and do it like at two week intervals I think Owen we ended up doing it a bit longer cos he was

721. R: Yeah

722. W: he was meeting his targets all the time. (.) Erm but like (1) erm (1) you can just print off it they have (.) got behaviour [points]

723. R: [Mm hmm]

724. W: so you can see whether they've met [the target]

725. R: [Mm hmm]

726. W: or not.

727. R: Mm hmm

728. W: So

729. R: And he (.) did quite well with that as soon as he came [in or]

730. W: [He he was (.) Mrs Wood ran it all.

731. R: mm hmm

732. W: So I couldn't say (.) like erm (.) that what his targets were or anything

733. R: Yeah yeah yeah

734. W: for definite. (.) Erm (.) but yeah he was successful [on it yeah.]

735. R: [Ok.] (1) So in terms of it's er (.) as the sort of the school who take who's taken Owen (.) what's do you know what's I dunno whether it would be you or somebody else in terms of like a (.) like a (.) is it a phone conversation you'd have with the with the previous school or like what what's that [sort of]

736. W: [What] happens is (.) erm theres a (.) website called Xwebsite and I say for instance if we were referring a child [into]

737. R: [Mm hmm]

738. W: Fair Access (.) you have to make sure that (.) like (.) in fact I could give you a copy of his referral [form (.)]

739. R: [Ah right.]

740. W: I could give you (.) [what came through from from Xold school]

741. R: [Mm hmm (.) yeah that'd be helpful yeah.]

low tolerance

ASSERTIVE

School agenda - social context.

SUCCESS → OWEN

→ not necessarily telling you how they doing though??

what would you do if they weren't meeting targets?

SUCCESS → OWEN.

OWEN FAP PROCESS

| | | |
|------|---|--|
| 742. | W: But you'd have to (.) we'll have to (2) we'd have to try [and hurry up.] | |
| 743. | R: [I might even be able to access erm (.) the Xwebsite (1) erm] | |
| 744. | W: Do you do you speak to Xstaff member at [Xspecial school] | |
| 745. | R: [Yeah at Xspecial school] | |
| 746. | W: Yeah [so if you speak to Xstaff member she'll be able to print you (.) his off.] | |
| 747. | R: [Yeah (.) I can (.) have a look (.) yeah (.) I'll be able to do that.] | |
| 748. | W: They they it just lists all the historic ones [so (.) erm] | |
| 749. | R: [Yeah right ok] | |
| 750. | W: you could actually put cos that'd be useful for you cos you could [see what Xold school wrote about him before he came.] | |
| 751. | R: [Yes (1) oh (1) I see.] | |
| 752. | W: (1) His (.) referral form will be fairly short [because] | |
| 753. | R: [yeah] | |
| 754. | W: it was a one off incident | |
| 755. | R: yeah | |
| 756. | W: and he was so early into [year seven.] | |
| 757. | R: [Yeah] | |
| 758. | W: (.) What they do tend to ask for is (.) they want to know every intervention that you've done. | ADVOCATE I want the best for them |
| 759. | R: Yeah. | Sharp knowledge not necessarily about "an intervention" |
| 760. | W: I mean I could I could show you one of mine [one of ours (.) I could delete the name] | "we are inclusive" |
| 761. | R: [Right ok. (1) yeah yeah] | "Quick fix!" we put a ton of intervention |
| 762. | W: and show you what a referral looks like (.) because if there's (.) erm (.) we we like especially for our kids here we put (.) a ton of intervention into them if they're not succeeding here so (.) but at Fair Access they'd be expecting that you'd at that point (.) you'd done everything. | |
| 763. | R: Yeah I see. | |
| 764. | W: I mean it's a bit of a frustration for the (.) I spoke to XEducational Psychologist last week [because] | FRUSTRATION POWER(LTS) now → |
| 765. | R: Uh huh | |
| 766. | W: it's a bit of a frustration like at the moment they won't even erm consider a child through Fair Access if they've not had an Ed Psych [assessment.] | Need EP involvement before FAP |

FAP process
thought

767. R: [Right ok]. (.) And is that a new thing?

768. W: ((sighs)) Well I think they've it's always been good if you've [had one now they're just insisting that you've had it. (.) I mean]

769. R: [Mmm (.) right (.) Ok]

770. W: there's a child that XEducational Psychologist is going to have to see next week [who who]

771. R: [Right]

772. W: we want to put through Fair Access. (.) Erm (.) we put a case together and they're just knocked it back and said (.) he'd have to have [see and Ed Psych.]

773. R: [Right Ok.]

774. W: I mean he won't benefit anything (.) [from it.]

775. R: [Yes] yeah yeah yeah yeah.

776. W: (.) And it's (.) a bit of a pointless exercise.

777. R: Yeah Ok.

778. W: I mean we've had that full discussion with Jo but (.) erm (1)

779. R: It's what they're asking for.

780. W: Yeah.

781. R: (1) Are we all right for time?

782. W: Yeah I'm gonna have to go out on duty shortly.

783. R: Yeah. (.) Erm (1) just er quickly (.) erm I was just gonna say (.) erm (1) if (1) just kinda your thoughts generally really I suppose on the (.) er on the I mean you've said (.) bits already (.) about the panel. Erm (1) is is would there be anything that you would wanna change about it or like anything that you think erm (1) doesn't work well or

784. W: (1) Erm (3) it's a real tough one because you (.) I've kinda got the understanding that (1) that (.) there's so many children in Xlocal authority that do get referred (.) to to the FAP [and]

785. R: [mm]

786. W: and the PRU is full.

787. R: Mm hmm.

788. W: It's full.

789. R: Mm hmm

790. W: Erm (.) so (.) I get like it's it's it's really hard. (.) Erm (3) and I don't to be honest I don't know what they could [change here.]

FRUSTRATION

ASSERTIVE KNOWING

Staff knowledge
Not knowing what EPS can do. Given up on him "he won't benefit"

KNOWING FRUSTRATION

aware - what she's saying to me
Staff Knowledge

why are so many children referred to FAP?
helpless frame?

POWERLESS
UNCERTAINTY

wanting to be professional?
not being fully honest

there is lots

GAPS IN LA

791. R: [mm]

792. W: Erm (2) I know (.) that the provisions that I've seen in other authorities (.) behaviour support provision I mean I work at another school in Xcity and they have behaviour support.

793. R: Right.

794. W: And you buy it in cos they're they're an academy [now]

795. R: [Yes]

796. W: so they're part of our multi-academy trust. (.) Erm they buy it in erm and it's (1) very highly skilled people

797. R: Mm hmm

798. W: who don't work for you at your school

799. R: Uh huh

800. W: who can (1) who can help with (.) family engagement [and stuff.]

801. R: [Yeah ok]

802. W: (.) Erm (.) they can go and support the child in lessons

803. R: Mm hmm

804. W: Erm it seems to work really [well (.) in other schools.]

805. R: [Mm hmm (.) ok (.) yeah.]

806. W: They just don't have that in this Xlocal authority.

807. R: Yeah.

808. W: Erm (.) there was also a provision (.) erm over in Xcity (.) that was for children that were really anxious and phobic [and it's]

809. R: [Ok]

810. W: it'd be interesting for you to see the school [it's called]

811. R: [Mm]

812. W: it's a school called Xschool.

813. R: Oh right.

814. W: (.) Erm and (.) it's (1) children who just can't cope in a mainstream environment and I think that they do have something similar here

815. R: mm hmm

816. W: but I think you've gotta have an EHCP [you've gotta]

817. R: [Ah Ok]

818. W: it's gotta go through all that process first.

819. R: Yeah yeah.

820. W: Erm (.) where as in other authorities I've seen that there are

Staff knowledge

Saying they don't have behaviour support
↳ but EPs can do it

HOPEFUL

Staff knowledge

they need help with family engagement.
Shouldn't need to "buy in" support for that

Helpless frame →
why can't your own staff do it? we need professionals for it
alternative provision
↳ not always the answer?

HELPLESSNESS FRAME?

UNDERSTANDING

BARRIERS IN LA

the processes are harder to get through here

RESIGNATION POWERLESS

| | |
|---|--|
| <p>provisions [that] 821. R: [yeah] 822. W: you can (1) you can refer into. 823. R: Ok. 824. W: Erm and they have their own separate panel [so] 825. R: [Mm hmm] 826. W: where as here (.) you've got Xspecial school. 827. R: Yeah. 828. W: (1) Erm 829. R: (1) Yeah. 830. W: (1) So I've seen in other authorities they kind of had two provisions. 831. R: Yes. 832. W: One for children that are more anxious and [phobic] 833. R: [Yeah] 834. W: and erm (.) can't can't deal with [being in] 835. R: [Yeah] 836. W: a mainstream environment (.) and then one for children who (.) there's [behavioural issues] 837. R: [Like the FAP] type of thing. 838. W: Yeah. 839. R: Ok (.) yeah (1) Ok well that's really good thanks for [all that information] 840. W: [I can meet you again] if you've anything else 841. R: Yeah 842. W: any questions you've got you know once you've been back and you've (.) listened to it just 843. R: [Yeah course that's helpful to know no problem] 844. W: [Just ring me (.) or email me] 845. Total end time: 38:01</p> | <p>here is lacking</p> <p>LIMITATIONS IN LA</p> <p>limited in terms of alternative provision</p> <p>KNOWING</p> <p>BIG GAP IN STAFF KNOWLEDGE</p> <p>→ SEMH is the underlying issue → can present in different ways.</p> |
|---|--|

f.

Miss Williams interview 2 with analysis

MISS WILLIAMS - INTERVIEW (2)

| | |
|---|---|
| 832. W: One for children that are more anxious and [phobic] | <p>my thoughts</p> <p>narrative voice</p> <p>repetitions</p> <p>salient themes/ideas</p> <p>contrapuntal voices</p> |
| 833. R: [Yeah] | |
| 834. W: and erm (.) can't can't deal with [being in] | |
| 835. R: [Yeah] | |
| 836. W: a mainstream environment (.) and then one for children who (.) there's [behavioural issues] | |
| 837. R: [Like the FAP] type of thing. | |
| 838. W: Yeah. | |
| 839. R: Ok (.) yeah (1) Ok well that's really good thanks for [all that information] | |
| 840. W: [I can meet you again] if you've anything else | |
| 841. R: Yeah | |
| 842. W: any questions you've got you know once you've been back and you've (.) listened to it just | KEY |
| 843. R: [Yeah course that's helpful to know no problem] | |
| 844. W: [Just ring me (.) or email me] | |

PART 2

MISS WILLIAMS.

| | |
|---|--|
| 845. R: Yeah so (.) erm (.) one of the things (.) that I was just wanting to ask about a bit more detail (.) erm cos you talked about sort of (.) like (1) well especially with Owen and (1) children in general I suppose kinda going through (.) FAP (.) and you were talking about (1) like that kind of erm (.) importance of of making things positive | <p>stereotyping?</p> <p>I understand Understanding</p> <p>the behaviour not be need?</p> |
| 846. W: Mmm | |
| 847. R: and making sure that (1) things are positive when (.) they come here (.) for for them and the families | |
| 848. W: Mmm | |
| 849. R: I suppose. (.) Erm (.) and I just won't I was just kinda wanting to erm (1) just unpick that a little bit more I suppose (.) erm (1) just in terms of (.) like your (.) kinda thinking around that I guess. | |
| 850. W: (2) Erm (1) in terms of like how we do it how do we do it? | |
| 851. R: Yeah or (.) almost sort of why you feel that (1) you (.) why you feel it is so important (.) I suppose as well that kind of (2) why it's so important to be (.) positive I guess. | |
| 852. W: (2) Well (1) those type of kids that have been through that that that system (1) have clearly (.) had (.) a lot of negative [there's] | |
| 853. R: [Yeah] | |
| 854. W: either been a serious incident [which] | |

5

VOICE OF AUTHORITY

| | | |
|------|---|---|
| 855. | R: [Yeah] | |
| 856. | W: (.) which is (1) obviously negative. | "behaviour not acceptable" |
| 857. | R: Mm hmm | SYSTEMS |
| 858. | W: And then there's (.) there's there's (.) or they've (1) repeatedly disrupted the school or | A focus on 'they are bad for the school' |
| 859. | R: Yeah | not the need? |
| 860. | W: there's been issues with their behaviour so (.) so they've they've (1) clearly had a period of time where (1) something's gone wrong. | behavioural focus |
| 861. | R: Mm hmm. | |
| 862. | W: And (2) the whole point of (1) them starting at a new school is to give them (.) a fresh start. | FRESH START HOPEFUL |
| 863. | R: Yeah. | |
| 864. | W: (1) Erm (1) and (2) I think that (.) if (2) if you can be as positive as as you can cos they may they may have like if they've come through through that system because they've (.) erm (1) have repeated poor behaviour in (1) their their previous school | NEED TO BE POSITIVE EMPATHETIC I can empathetic I understand |
| 865. | R: Mmm | |
| 866. | W: all then they've had is just (1) they would have just had a lot of negatives. | BE AWARE KNOWING SEMIL AUTHORITY |
| 867. | R: Yeah. | |
| 868. | W: Erm (.) and brought on themselves (.) you know if it's (.) a result of poor behaviour. (1) But then trying to give them a fresh start and be positive about it (.) so that's why I was saying to you we (1) although when (.) they come over to us we (.) erm (2) they come through that system. We don't (.) we don't share that with wider staff. (.) We do actually just give them a fresh start. (.) They'll meet me (.) and I'll (.) go through (.) the reasons why they've gone through that system. | NOT SEMIL needs?? FRESH START |
| 869. | R: Yeah. | |
| 870. | W: and be clear on what the expectations are but then aside from that (.) at the end of the meeting I'll always try and (.) make it so it's it's (.) right we draw a line under that now (.) and then (.) right lets (.) lets have a look at what you your week would look like your first week and (.) erm (.) so what I'm gonna do is I'm gonna buddy you up with somebody and (.) | AUTHORITY |
| 871. | R: Mm hmm | |
| 872. | W: and and (.) you see you see it (.) just during (.) the like (.) the process of the meeting that when you (1) they don't like talking about what's happened. (1) They want it it's hard for them espe- especially with somebody new as well | fresh start. assumptions |
| 873. | R: Yeah | feel bad as they don't want to talk about it. |
| 874. | W: and the fact that it's at another school (.) and you're talking about negative | EMPATHY. |

| | |
|--|---|
| <p>things that has happened in a school [or]</p> | |
| <p>875. R: [Mm hmm]</p> | <p>behaviour</p> |
| <p>876. W: a serious incident that's happened at school. (1) But the minute that you you you kind of draw a line under that (.) and you 've (.) like flipped to the right' (.)</p> | |
| <p>877. R: Mm hmm</p> | |
| <p>878. W: cos you're going to be starting with us and this is what's gonna happen. You see a change in (.) even just their mannerisms and how they sit (.) and then how they respond to you they eye contact they'll give you and it's (1) and then (2) it's like when when you look at (.) Owen's case (3) because we were so (.) encouraging about him doing well here [and we]</p> | <p>being positive. want best for them We are an empathetic/ understanding/ inclusive school</p> |
| <p>879. R: [Mmm]</p> | |
| <p>880. W: we said we said about (.) him (.) joining things like the student voice and (1) he he loved it he just (.) he he loved it and it doesn't always it doesn't always work (.) [sometimes]</p> | <p>Student voice. Belonging - Owen PROUD of school</p> |
| <p>881. R: [Yeah]</p> | |
| <p>882. W: erm (.) we've we've had kids who have who have come through that system and it's (.) you can be as positive as as you like</p> | <p>helpless frame??</p> |
| <p>883. R: Mm</p> | |
| <p>884. W: the the behaviour won't (.) won't change. (.) Erm sometimes a mainstream provision isn't right for that child but (2) to be honest we have had a lot of successful cases (1) through Fair Access.</p> | <p>SEMH. One size for all? current needs?</p> |
| <p>885. R: Yeah</p> | |
| <p>886. W: Or through a a managed move from another school erm (2) so clearly something's working.</p> | <p>knowing PROUD</p> |
| <p>887. R: Mm hmm</p> | |
| <p>888. W: Erm and I think the the positivity is (1) probably part of</p> | <p>We know what we are doing</p> |
| <p>889. R: Yeah</p> | |
| <p>890. W: that.</p> | |
| <p>891. R: (1) The student voice stuff as well (.) erm (1) what (.) cos you said that (.) that Owen sort of (1) seems to like that.</p> | |
| <p>892. W: Mm (.) he loves that yeah.</p> | |
| <p>893. R: What do you think it is about that that he (.) that he kinda (.) seems to (.) like so much?</p> | |
| <p>894. W: Cos he gets praise for it.</p> | <p>He gets praise</p> |
| <p>895. R: Right.</p> | |
| <p>896. W: Yeah (.) cos he gets praise for it. (.) Erm (.) he he just (1) he loves (.) any kind of recognition. (.) Erm (1) and (.) especially like if they do the hospitality stuff where they support the parents evening and things. (.) He's (.) like (.) just proud as punch walking round [cos]</p> | <p>Upside - wants to prove self Why though? BELONGING I am proud too</p> |
| <p>897. R: [Right]</p> | |

| | |
|--|--|
| 898. W: he gets a (.) a a well done. | |
| 899. R: Yeah. | |
| 900. W: Erm (.) we had a bit of a (.) a blip with him last week actually [just a] | BLIP |
| 901. R: [Oh right] | |
| 902. W: just a little one (.) erm (2) but this goes (.) back to the (.) positive and negative | |
| 903. R: Mmm hmmm | |
| 904. W: (1) kind of (.) element (.) of what we're talking about | |
| 905. R: Mm | |
| 906. W: because (.) he'd been in a lesson with a (.) a (1) er (.) a teacher in (.) I can't remember what they lesson was but (.) erm (2) her style of teaching (.) erm is just (.) erm (1) it's very black and white it's very (.) you're going I'm going teach you're going to [to to] | <u>Defensive?</u> <u>HIGH EXPECTATIONS</u> <u>One size to fit all?</u> |
| 907. R: [Yeah] | |
| 908. W: to listen. (.) Erm and it and and (.) a lot of our kids they love that and respond to that. (.) There's but there's some (.) that that don't and I think like (.) Owen (.) he usually responds to it. (1) One day he'd got a little bit giddy and he'd then just (.) and it and it was nothing serious | some not always "one size fits" <u>EMPATHY</u> <u>UNDERSTANDING</u> he is so upset → walking on eggshells? |
| 909. R: Yeah | |
| 910. W: it was literally (.) he had to have a bit of a telling off. (1) Well (.) he was distraught. (.) He was absolutely distraught. (.) It was it he didn't even get to the point where he got a detention. (1) But he'd gone home and he'd he was that upset about it that mum had to bring him back into school. | distraught - blip <u>Why so distraught?</u> |
| 911. R: Ah | |
| 912. W: To to to just talk to somebody [about what (.) how he could] | |
| 913. R: [Aaah right] | |
| 914. W: make it better. | |
| 915. R: Right. | |
| 916. W: And I (.) his (.) I think his thought process probably would have been (.) I've let people down. (.) Erm and (.) and this goes back to if they've (.) if (1) you know he (.) he had (.) that serious incident at (.) that school and I think he just felt like he'd let ev- (.) I think it brings back those feelings [so] | <u>owen:</u> <u>"walking on eggshells??"</u> <u>he feels guilt + shame?</u> <u>understanding</u> |
| 917. R: [Yeah] | |
| 918. W: (1) So (.) I mean I did some restorative work with him and the teacher and that worked really well. | <u>Restorative work</u> <u>I know what to do</u> |
| 919. R: OK. | |
| 920. W: But I could tell afterwards he was he wanted to know how I felt about it (.) about (.) you know about er the fact that he'd he'd let himself down I think he was I think he was more sorry to to me. (.) Erm (1) and that's because part of that is because I said (.) we're giving you | Blip - devastated shouldn't have to feel so upset. |

this [spesh-]

921. R: [Yeah]

922. W: It's it's I think there's they think it's that that comes from me personally

923. R: ((laughs))

924. W: ((laughs)) it's not me personally but (.) erm (1) but yeah it's (.) because we've been so positive [he didn't]

925. R: [Yeah]

926. W: he didn't want any negative.

927. R: No

928. W: And (1) even just normal things (1) he'd just got told of [he'd]

929. R: [Yeah]

930. W: literally just been in the classroom and was told not (.) to turn round twice. (.) And then was threatened with a detention but (.) didn't actually [get one and he.]

931. R: [Yeah (.)]

932. W: Just (.) he was (.) devastated by it.

933. R: Aaah. (.) When he first started and things as well cos you were saying that he er (.) like was sort of (2) being overly polite and

934. W: Yeah

935. R: like wanting to hold the door open [and]

936. W: [Mmm]

937. R: all of that. (.) What do you think like (.) he was sort of (1) thinking in those first sort of few days and weeks and things and (.) like what do you think was behind all of that?

938. W: (3) I (.) I can't when (.) if I think back to like the the incident (.) that happened [at]

939. R: [Mm]

940. W: his previous school (1) I can't think (2) why he would he (.) he would (.) he would do that and (1)

941. R: Yeah

942. W: (1) I mean he's done it. (1) But I can't think (2) why. And I think he he (.) I (2) I think he he was trying to kinda make up for the for for what I (.) knew he'd done (.) erm (.) so I think it was just [that]

943. R: [Yeah]

944. W: just (3) cos it was particularly with me and remember I was one of the only people that knew about (.) what had happened at his previous school.

945. R: Mm hmm

946. W: Erm (.) and XTeaching assistant (.) she (.) she knew as well (.) cos she was part of (.) erm (.) the the settling in process.

947. R: Yeah.

948. W: So she had to kinda know. (.) So (.) I think cos he knew that we both knew (.) it was like I've got to make up for what I've done.

949. R: Mm hmm (1) yeah. (1) That makes

unrealistically positive??

eggs shells

SEM - he needs to know some - we is OK expectations too high

almost "I don't understand" "I wasn't expecting it"

his resilience is affected

my prompts are guiding her to unpick the needs for herself.

can't understand why do it.

INCOMPREHENSION

Lack of understanding - SEMH needs?

this conversation - giving her an opportunity to consider his perspective.

he feels desperate to prove self.

sense.

950. W: Yeah. (.) Sad that isn't it ((laughs))

951. R: Yeah (.) erm (.) but I mean it's good that he's clearly like (1) really wanting to do well and seems like he really is.

952. W: Yeah.

953. R: I mean he was telling me how much he likes it here and things and (1) what do you think er (.) his (1) parents thought about everything? (.) Like (2)

954. W: Erm

955. R: the swap (.) the (1) going through FAP [and]

956. W: [I I] think (2) I don't think they were particularly happy with (.) Xold school (.) [anyway.]

957. R: [Mmm]

958. W: I think (.) I think they had quite (.) erm (2) I think they had quite a negative attitude about the school (1) prior to the incident.

959. R: Right.

960. W: And I think (.) erm (3) I think I (2) I think (.) that meeting I had with them initially

961. R: Mmm hmm

962. W: I think (.) because I was quite firm with them in the meeting (1) it was rea- it was really strange like I I was like a parent telling two child- two children off (.) please don't

963. R: yeah

964. W: don't do that. (.) I think it just laid (.) the line clear (1) erm (.) and mum's (.) mum's very very emotional.

965. R: Yeah (.) yeah

966. W: And and (.) and I think (1) be just being as black and white as you can with

967. R: Mm hmm

968. W: with mum (.) so that she (.) she has an understanding of it

969. R: Mm hmā

970. W: and she can get things clear in her head

971. R: Yeah

972. W: I think erm (3) I think that (.) that was helpful for us. (.) So (.) I think the whole (.) the the (1) the whole situation was traumatic for the whole family. (.) Erm (1) but (2) I think they reassurances they were given (.) in those early (.) very early days were (.) were probably (.) really helpful.

973. R: (1) Mm (1) So (.) erm (1) reassurances in terms of kinda the way things were gonna be here do you mean?

974. W: Yeah.

975. R: Yeah.

976. W: Yeah (.) because (.) erm (1) like when I showed you around (1) when we say we're

→ almost a helplessness frame. There's nothing I can do about that.

~ me-wanting to praise school. building a relationship?

narrative - allows her to reflect on her own behaviour / communication

first mtg
AUTHORITATIVE / DETERMINED
abit guilty?

PROFESSIONAL KNOWING
OTHERING?
"us vs them"
POWER HIERARCHIES

assumptions about parent views?

fresh start can be reassuring
understanding

| | |
|--|--|
| <p>gonna do something we do it.</p> <p>977. R: Yeah.</p> <p>978. W: And we're consistent with everything we [do.]</p> <p>979. R: [Yeah]</p> <p>980. W: When I said to them in the meeting (.) erm every single child's gonna wear their uniform [perfect]</p> <p>981. R: [Mm hmm]</p> <p>982. W: when you go in lessons if a teacher does this and it will happen in all your lessons you will fall silent and (.) the the (.) everything we say here so in those meetings (.) he will have gone in a class and gone (.) oh actually</p> <p>983. R: Yeah</p> <p>984. W: it does happen. (.) And it happens all the time.</p> <p>985. R: Yeah.</p> <p>986. W: And I think erm (.) I think (.) er (1) that (.) that (.) that's part of what's (.) what's helpful [really.]</p> <p>987. R: [Yeah] (1) Do you think that erm (.) how how do you think they feel about things now? (2) His mum and dad?</p> <p>988. W: (1) Erm (3) I think they're just happy that he's settled again.</p> <p>989. R: Mm hmm.</p> <p>990. W: I'm erm (1) like I say mum mum came in (.) last week and (1) she does (.) although she is (.) she is quite an emotional [person]</p> <p>991. R: [Yeah]</p> <p>992. W: she (.) wa- (.) was really keen to work with the school and (1) she wanted Owen to (.) to be OK and (.) yeah I think (.) I think they're they're alright about the whole situation now.</p> <p>993. R: Yeah.</p> <p>994. W: I think it's just one of those now that we say we he leaves it behind him</p> <p>995. R: Yeah</p> <p>996. W: in the past.</p> <p>997. R: And I suppose you (.) probably don't have that much sort of (.) overly above and beyond the normal (.) to do with (.) his mum and dad (.) if he's not kinda (1) flagging up as</p> <p>998. W: No. (.) No (.) erm (1) we (.) to be honest I (.) when I saw mum (.) it (.) it was (.) the first time I'd seen her since he'd started with us.</p> <p>999. R: Right.</p> <p>1000. W: I think er (.) XTeaching Assistant may have met with her a couple of times [but]</p> <p>1001. R: [Right]</p> <p>1002. W: that was certainly the first time I'd seen her so we'd not had to (.) like (1) put anything any interventions in place</p> | <p>PROUD OF SCHOOL.</p> <p><u>Consistency</u></p> <p>AUTHORITY POWER ONE SIZE FITS ALL</p> <p>children reassured that things are fair + dealt with.</p> <p>HIGH EXPECTATIONS / STRUCTURE / ROUTINE</p> <p>speculating?</p> <p>looking down on it? othering?</p> <p>ASSUMPTIONS - parent views?</p> <p>Parents are supportive</p> <p>draw a line. "don't talk about the past"</p> <p>Power - what does he want?</p> <p>parent communication lacking?</p> <p>he doesn't need intervention</p> <p>staff knowledge</p> <p>Schools feel it needs to be "an intervention"</p> |
|--|--|

c) seem like a big task

1003. R: Mm hmm

1004. W: we (1) they just seem to have (.) coped with his move well and then he's settled in really well [so]

1005. R: [Yeah] (.) Ok. (2) Erm (2) yeah it's interesting really I suppose Owen's (1) situation (.) because (.) er (1) it seemed like it was just like a one off at (.) at *Xold school* (.) that kinda led to him (.) going through FAP.

1006. W: (3) Mm.

1007. R: Erm (3) what (.) I was just kinda wondering (.) really your (.) sort of thoughts (.) around (.) going (.) through (.) FAP (.) like rather than having that permanent exclusion (1) what you kind of think of it?

1008. W: (4) it's (.) difficult cos it's there's not (.) really much difference. (1) The only thing (.) that I think (.) is (.) is a (.) a big difference is (.) if a child knows that a permanent exclusion exclusion has been [issued]

1009. R: [Mmm]

1010. W: or a parent does (.) they see that as then being on their child's record.

1011. R: Right.

1012. W: Now (.) it (2) because (.) I think constantly through school (1) if if you (.) if you misbehave you're you're obviously threatened with an exclusion so you (.) you know an exclusion's a bad thing.

1013. R: Mm

1014. W: And then (.) schools then (.) then (.) obviously ultimately their ultimate sanction is a permanent [exclusion.]

1015. R: [Yeah] (.) yeah]

1016. W: And we talk about the impact that has (1) on the child.

1017. R: Mm

1018. W: Cos if a child's (1) at risk of being permanently excluded or has been

1019. R: Mm

1020. W: the conversations that have been had about what (.) that means (.) and it's (1) I think (1) I think if a child (.) sometimes feels they've got a permanent exclusion (.) on their record it's like a heavy weight around their [shoulders.]

1021. R: [Mm hmm]

1022. W: It's (.) it's going with them wherever they go [that's]

1023. R: [Yeah]

1024. W: still on their school record. (.) Whereas (2) FAP or (1) they've they've not been permanently excluded

1025. R: Mm hmm

1026. W: and they've got a chance for a fresh start. (2) So I think (.) I think they feel like going through FAP rather than a (.) a permanent

ASSUMPTIONS?

Difference: PX and Swap
KNOWING

IMPACT OF APX

"misbehave"

SOCIAL CONTEXT: SCHOOL CLIMATE/CULTURE

distanancing self from comments?
"it's not me who does it"

UNDERSTANDING

ASSUMPTIONS - how do we know how they feel?

exclusion (2) and we tend (.) we tend to find as well if they come through Fair Access (.) rather than

1027. R: Mm hmm

1028. W: I mean all if (.) even if they're permanently excluded they come through Fair Access but they've got a permanent exclusion [??]

1029. R: [Yeah yeah yeah]

1030. W: that has been issued

1031. R: Yeah

1032. W: from the previous school (1) so I think I (.) I think there's a difference in that.

1033. R: Mm hmm

1034. W: I think if a child does have a permanent exclusion on their record (.) there's that element of (.) I've given up.

1035. R: Yes.

1036. W: Erm (1) whereas (2) FAP certainly for the likes of Owen (.) it it was it was a fresh start.

1037. R: Yeah.

1038. W: You are gonna be given a fresh start.

1039. R: Yeah (.) Do you think it's more common (.) for it (1) now (.) like to be not a permanent exclusion and to do FAP or (2) would it be (1) like the same as it's always been or that there's more permanent exclusions than FAP? (1) I suppose coming through here?

1040. W: I think er (.) I think there's probably (4) ((sighs)) it depends on how the FAP system is at the time.

1041. R: Yeah.

1042. W: And if they're (.) it depends what they're willing to accept because if they (.) don't accept a child (.) it often leaves school with no option [to]

1043. R: [Right]

1044. W: So it it depends how that system's running at the [time.]

1045. R: [Right I] see. (.) So you mean if FAP don't accept it as a swap?

1046. W: If FAP have a (.) sometimes I think [it goes to]

1047. R: [I keep saying] swap but you don't call it that [do you ((laughs))]

1048. W: No. (.) If FAP have a a erm erm (.) a phase of (.) like (.) where (.) I think they (.) they (.) I think (.) it's a bit like this at the moment where (.) erm (1) it's quite difficult to get a (.) child placed at another school (.) then (.) the the (.) the referring school then (.) feels like they've got nowhere to go so a permanent exclusion has to be [issued]

1049. R: [Yeah] I see (.) yeah [ok]

1050. W: [Yeah]

1051. R: And things are changing at the minute around (1) [FAP]

speaking for staff collectively

IMPACT - PX.

EMPATHY
UNDERSTANDING

speaking for Owen?

HOPFUL.

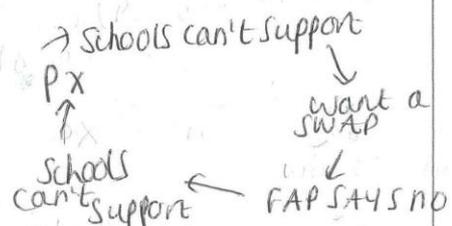
systems - schools can be left with no option

FAP systems -> "them" and "us"

FAP SYSTEMS CAN BE "INCONVENIENT" FOR SCHOOLS.

POWERLESS to FAP system
Uncertainty around FAP systems

SYSTEMS DON'T HELP:



FAP
Systems

1052. W: [Yeah] (.) cos there's now an early intervention panel and things like that so (.) fingers crossed.
1053. R: Right ok (1) and that early intervention panel is (.) erm separate to like the (1)
1054. W: The pa- the actual panel.
1055. R: The actual panel (.) Ok and would you go to the early [intervention]
1056. W: Er (.) no it's the principal (.) oh oh in fact in fact I'm not sure if it goes to (.) I (2) I don't wanna say too much on it cos I don't (.) really know [vet it's]
1057. R: [Yeah yeah yeah]
1058. W: it's literally only just been [discussed at secondary heads]
1059. R: [Oh ok (.) ok]
1060. W: and then it's it's this month will be the first one.
1061. R: Ah [right]
1062. W: [So] (.) I'm not sure (.) myself (.) entirely how it's gonna [work.]
1063. R: [Yeah] ok.
1064. W: But I'm just hoping it's (.) gonna be a better system.
1065. R: Oh right. (1) I (.) cos I know that there's changes but I don't know that (.) that sort of detail (.) about that (1) panel. (.) What's that gonna be about then do you think just to talk about what to do?
1066. W: I think (.) it's making sure that at that early intervention [level that everything's been done.]
1067. R: [Oh ok (1) ok]
1068. W: That everything (1) that could possibly (.) be done for a child at their current [school has]
1069. R: [Yeah yeah yeah]
1070. W: done.
1071. R: Right [I see]
1072. W: Which makes sense.
1073. R: Yeah (.) yeah ok. (1) Is that monthly then?
1074. W: It will be yeah.
1075. R: (1) Ok. (1) Er (.) yeah cos erm (1) I keep saying swap cos I've got that in my head but ((laughs)) the (.) cos you said that that system isn't really (.) happening [any more]
1076. W: [No]
1077. R: The swap system.
1078. W: But what we (.) we have (.) like (1) now erm we needed to (.) to have some respite and we needed (.) er couple of of our children to (1) to go through that [process.]
1079. R: [Yeah]
1080. W: And erm (1) a couple of schools responded so (1) we've got a couple that are

HOPEFUL - new systems

→ aware of what she says to me

HOPEFUL

"the system now isn't good"

Hopeful about new systems

INCLUSIVE DETERMINATION - SUPPORTING CYP.

Reason for SWAP = "respite"

VICTIM

"it's hard for schools"

due to go out.

1081. R: Right OK.

1082. W: So (.) we're just doing it now by just managing it between [ourselves.]

1083. R: [Yeah] yeah yeah. (.) And did you say that some schools (2) erm (1) didn't want to sort of carry on with that like formal (1) [swap system]

1084. W: [Yeah] (1) they just wanted to (.) have the agreements between (.) [themselves.]

1085. R: [Ok] (1) What do you (.) why do you think that was (.) that they didn't wanna (1) have like that (.) they way it had been?

1086. W: (1) Erm (3) I just thought some people just didn't think that that (.) that (2) system worked [or]

1087. R: [Mm]

1088. W: I think erm (3) yeah I just I just think some of the (.) the schools (.) oh no I'll tell you what it was they changed the protocol.

1089. R: Ok.

1090. W: About (1) the (2) the register marks and (.) and legally the child then had to go on roll at your school and things like [that.]

1091. R: [Right]

1092. W: Which would cause a school a lot of complications. (1) Erm (1) so (.) I think that was an element of a lot of people (.) backing out.

1093. R: Right.

1094. W: (1) Erm (1)

1095. R: So the (1) school that they went to (.) on a swap (.) they would have to go on roll?

1096. W: Yeah.

1097. R: Ok.

1098. W: Mm (.) yeah (.) so (.) and I think cos they changed some of the protocols (.) I think it put (.) a few of the schools [off.]

1099. R: [Right]

1100. W: So I don't (3) I don't wanna speak for them because [it's a (.) but]

1101. R: [No yeah]

1102. W: like (1) it was at that point that some schools then didn't opt in.

1103. R: Mm hm.

1104. W: To swap.

1105. R: OK. (.) And would that make it more complicated if they were on roll there do you think?

1106. W: (2) It does make it more [complicated]

1107. R: [Mm hmm]

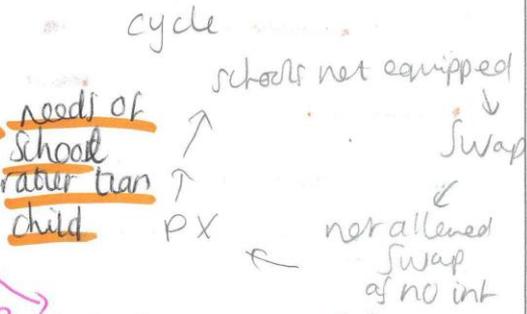
1108. W: Yeah if a child (.) comes on to your school role.

1109. R: Ok.

1110. W: Erm (3) there's there's all (.) kinds of things they're then (1) accounted for and (.) I think like on your (.) your sensus and stuff like

Aware: what she is saying to me

PROTOCOL CHANGED SO SCHOOLS NOT WANTING TO DO SWAP



Because they would be accountable for their education?

aware-what saying to me?

DEFENSIVE

depending the schools?

on role

| | |
|---|--|
| <p>that.</p> <p>1111. R: Ok.</p> <p>1112. W: (1) But erm (.) but (.) it's erm (1) the the process itself (.) erm (1) when we had those (.) the the the actual panel (.) I thought it was alright.</p> <p>1113. R: Yeah.</p> <p>1114. W: I thought it was OK.</p> <p>1115. R: Yeah (.) OK. (1) So now you just have this private agreement [with]</p> <p>1116. W: [Yes] (.) so (.) yeah we just build good relationships with</p> <p>1117. R: Yeah yeah</p> <p>1118. W: colleagues in other schools and just</p> <p>1119. R: Ok</p> <p>1120. W: then try and say can (.) can you help us out (.) or</p> <p>1121. R: Yeah</p> <p>1122. W: Vice versa can we</p> <p>1123. R: Yeah.</p> <p>1124. W: The (.) because the process (.) sometimes (.) can be really [successful you know] <u>PERSUADING ME??</u></p> <p>1125. R: [Yeah (.) right] (.) right.</p> <p>1126. W: Like I've said (.) to you before we've sent (.) kids out</p> <p>1127. R: Mm hmm</p> <p>1128. W: to other schools (.) and (.) they've they've really wanted to come back</p> <p>1129. R: Yeah</p> <p>1130. W: they've come back and they've made it work here.</p> <p>1131. R: OK.</p> <p>1132. W: Erm (.) or they've they've gone to another school and been successful at [that school]</p> <p>1133. R: [Right]</p> <p>1134. W: and then they've gone on roll there.</p> <p>1135. R: Ok. (.) What would be more (.) common do you think is it more that they realise they wanna come back here or that (.) that they realise (.) they wanna go somewhere else?</p> <p>1136. W: Most common (.) for here Xschool wise (1) <u>our kids wanna come back.</u></p> <p>1137. R: Ok.</p> <p>1138. W: Yeah (.) they I think (2) because <u>behaviour (.) is so well managed here</u></p> <p>1139. R: Mm hmm</p> <p>1140. W: (1) We have (.) we have this element of control over the</p> <p>1141. R: Yeah</p> <p>1142. W: the kids throughout the whole of the school day. (.) And (.) and (.) as much as you think (.) children wouldn't like that (.) they actually do.</p> <p>1143. R: Yeah.</p> | <p>NEED TO WORK TOGETHER</p> <p>Purpose of SWAPS - to help <u>them</u> or to help the child?</p> <p>POWER</p> <p>SOUNDS LIKE IT'S NOT A MUTUAL AGREEMENT?</p> <p>PURPOSE OF A SWAP??</p> <p>MULTIPLE PURPOSES OF A SWAP??</p> <p>PROUD</p> <p>HIGH EXPECTATIONS</p> <p>AUTHORITY/POWER.</p> <p>CONTROL over the kids?</p> <p>ASSUMPTIONS?</p> <p><u>speaking for the kids?</u></p> |
|---|--|

1144. W: And if we (.) we send them to (.) other schools (.) and (.) sometimes they (.) I (.) I feel bad saying this (.) because (.) but behaviour might not be as good [as it is here].

1145. R: [Yeah (.) yeah (.) yeah]

1146. W: Erm (2) they don't (.) they don't like that it's then (.) erm (1) you'd think like (1) that (.) cos naughty children (.) often find (.) other naughty children ((laughs)) (.) but (.) erm (2) yeah they (.) they tend to want to come back.

1147. R: Yeah.

1148. W: Yeah

1149. R: Ok.

1150. W: It's (1) strange isn't it ((laughs))

1151. R: I suppose it's positive in that way that they kinda realise (1) what they (.) what they like about it here [I suppose] and

1152. W: [Yeah (.) yeah] (.) and that's [the whole point of it]

1153. R: [what they miss]

1154. W: Yeah (.) cos we always (.) like to hope that we'll get them back.

1155. R: Yeah ((laughs))

1156. W: They're our kids you know. (1) Erm the the (1) the best thing is if they (.) they go away they learn a lesson (.) and (.) and we've had we've had many kids do that (.) where they've come back and

1157. R: Mm hmm

1158. W: they've then been OK.

1159. R: Yeah yeah (.) OK. (.) Well that's positive. (2) Er (2) yeah. (1) Well (.) yeah I (.) that was all I think that I (.) that I wanted to er (.) just ask and (1) [just in a bit more detail.]

1160.

PROUD

"naughty children"

"I am inclusive/caring"

POWER
AUTHORITY

PURPOSE OF ASWAP??

Appendix 10: Maps showing composition of analyses (using 'The Listening Guide')

a. Owen

| <u>Owen: Sections of analysis</u> |
|---|
| <p><i>'I just found it stupid'</i> (line 2) This theme relates to my perception of Owen's mixed emotions regarding the entire 'swap' process.</p> <p>Summary of section:</p> <ul style="list-style-type: none"> • Mixed emotions • Injustice • Frustration & anger |
| <p><i>'Does no one care about me?'</i> (line 152) This theme links with my perception of Owen being isolated and without anyone understanding his needs or feelings, throughout the swap process.</p> <p>Summary of section:</p> <ul style="list-style-type: none"> • Isolated • Unheard • School as a refuge • Punishment |
| <p><i>'I've started to slowly fade away'</i> (line 102) Owen's feelings of becoming unimportant and forgotten by both peers and adults, as well as feelings of powerlessness are suggested through this theme.</p> <p>Summary of section:</p> <ul style="list-style-type: none"> • Friendships • Losing contact • Worthless • Unimportant • Missed education • Shame |
| <p><i>'What kinda parent does that?'</i> (line 340) Owen's difficult relationship with his parents is highlighted in this section. This includes my perception of both positive and negative feelings, which appear to be heightened by the</p> |

1. Listening for the plot
- Character, place, events
 - What is missing
 - Salient themes, metaphors & symbols
 - Emotional hot spots
 - Researcher- own feelings and thoughts

2. Listening for the 'I'
- First person voice as it speaks of acting and being in the world
 - Creation of 'I poems'

3. Listening for contrapuntal voices
- Voices that speak towards the inquiry/research question
 - The interplay of different voices
 - Different ways of speaking about the self
 - Tensions, harmonies and dissonances between different voices
- Owen's contrapuntal voices:
- | | |
|---------------------------|--------------|
| • Understanding | • Vulnerable |
| • Incomprehension | • Child |
| • Indifferent | • Adult |
| • A conscientious student | • Afraid |
| • A good friend | • Hopeful |
| • Isolated | • Honesty |
| • Resilience | |
| • Resignation | |
| • Determination | |
| • Agency | |
| • Powerless | |
| • Anger | |
| • Ashamed | |
| • Proud | |
| • Desperate | |
| • Competitive | |

'swap' process.

Summary of section:

- Difficult home life
- Living between two parents
- Caught in the middle
- Guilt
- Only a kid
- Want to make parents proud
- Hopes for the future

'I'm just a smart boy who's made a stupid mistake' (line 356)

This theme represents Owen's perception of himself as a good student, who has made a mistake. My feelings around his determination and resilience are presented, as well as his feeling that he now has a lot to 'prove'.

Summary of section:

- Conscientious student
- Resilience
- Agency
- Determination
- Desperate to prove self

'This is the school I should belong at' (line 412)

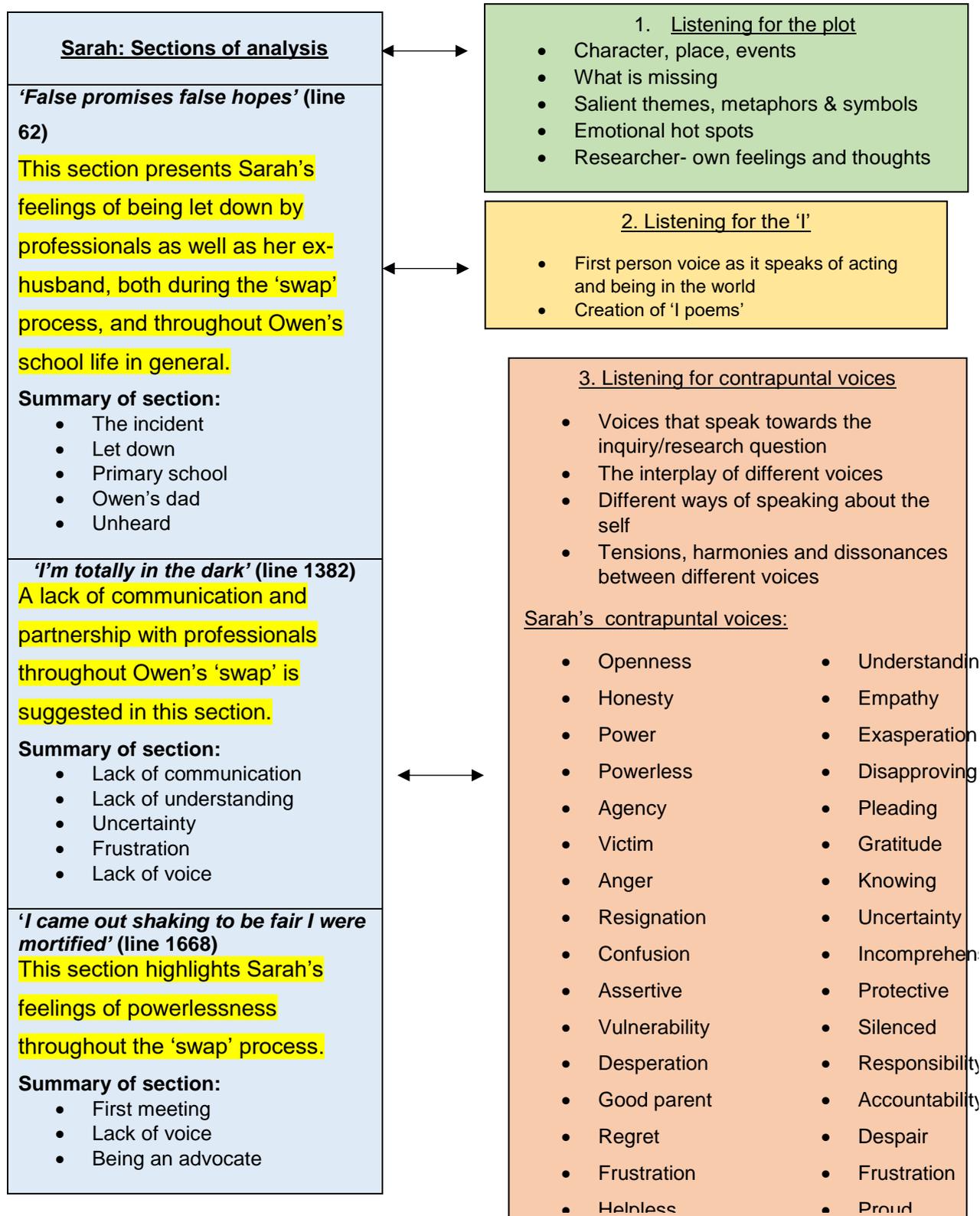
This section presents the positive factors Owen speaks of at his new school.

Summary of section:

- The new school- positives
- Encouraging teachers
- Building confidence
- Building peer relationships
- Belonging
- Successful

(continued)

b. Sarah: Composition of analysis using 'The Listening Guide'



***'He's got this big thing hanging over him'* (line 2262)**

This section highlights my perceptions of Sarah and Owen's feelings of unease, due to worries about exclusion in the future.

Summary of section:

- Uncertainty: the future
- School as a refuge
- Being insignificant

***'These are the years he should be learning this stuff...and we've like stripped that away from him'*(line 2274)**

Summary of section:

Here Sarah's frustrations regarding her desire for Owen's behaviours to be viewed in context are presented. She speaks of her desires to want to teach him more appropriate ways to manage his emotions.

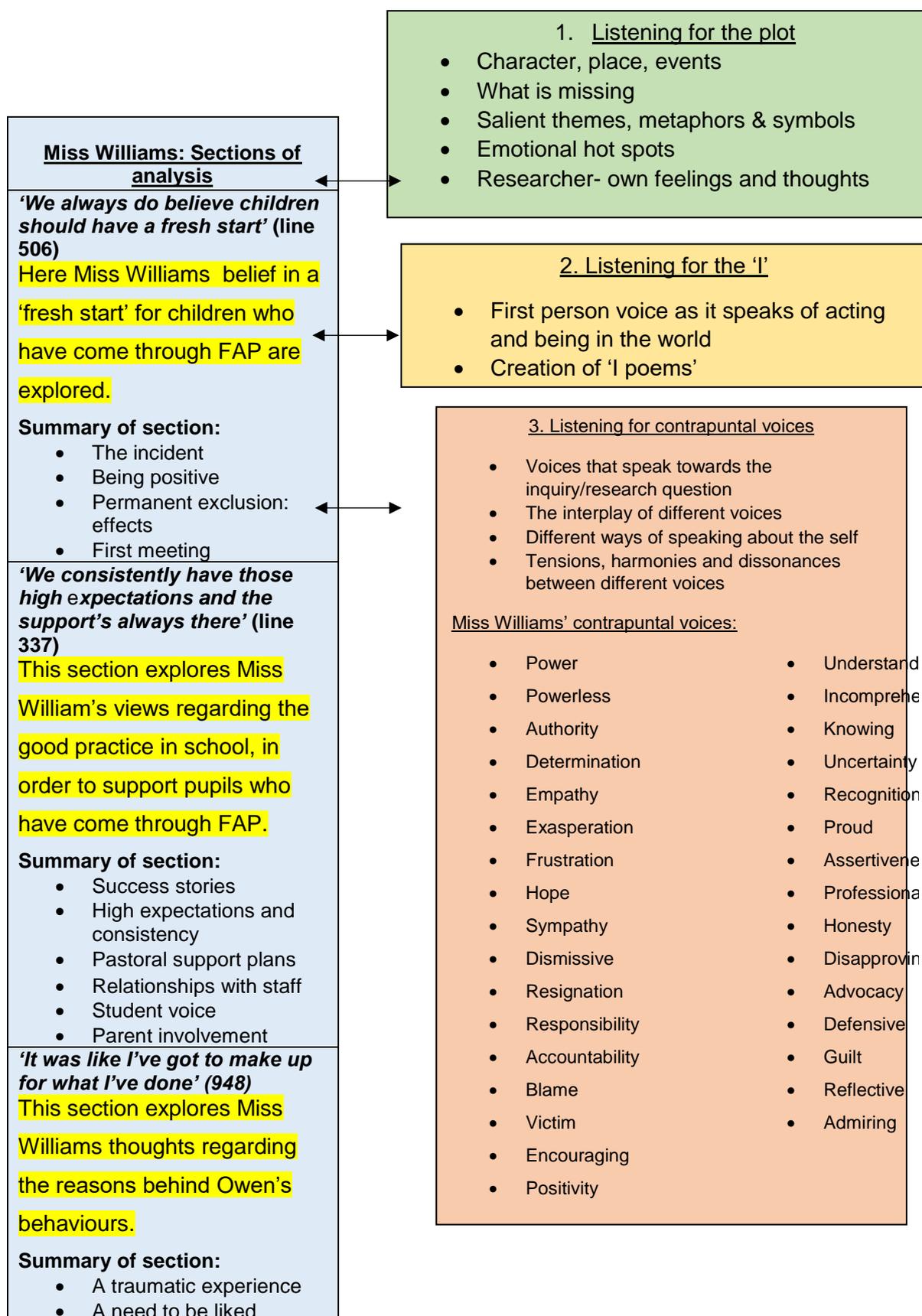
- Difficult home life
- Caught in the middle
- Parenting challenges
- SEMH needs

(continued)

Sarah's contrapuntal voices continued

- Loyal
- Inferiority
- Anxiety
- Ashamed
- Resilience
- Conscientious
- Defensive
- Disappointed
- Guilt
- Confusion
- Humiliation
- Reflection

c. Miss Williams: Composition of analysis using 'The Listening Guide'



- A blip

'I think he has got some social emotional issues' (line 263)

This section presents Miss William's thoughts around Owen's possible SEMH needs, as well as her perception of the needs of other FAP pupils.

Summary of section:

- Difficult backgrounds
- SEMH needs
- Interventions
- Positivity: not always enough
- A lesson learned

'The way SWAPP was done in XLocal Authority was one of the worst I'd seen' (line 385)

This section presents Miss William's views on the FAP systems within the local authority.

Summary of section:

- Failure of SWAPP
- Difficulties with FAP
- Hopes: New FAP systems

(continued)

Appendix 11: I Poems

a. Owen's 'I poem'

On twilight

I just found it stupid

I understand why they did it

I weren't allowed out

I can't be caught

I just found it stupid.

I can't really do much

I were getting someone

I literally just sat there

I were thinking

I wanna get on with my work

I'm wanting to learn.

I were struggling

I couldn't go out

I'm like stopping

I can't just sit at home

I like being on the go

I don't hate it

I like it

I'm just bored

I'll try and do summat

I'm the one missing out on my learning

I feel like I were restricting everybody.

I didn't understand.

I can't understand

I got given

I've never

I did what I wanted

I literally

I'd get given

I were sat .

I literally sat

I'm just trying to get on

I ended up knowing

I'd rather talk to someone

I literally got to just sit there

I'm better at maths and English now

When at home during twilight

I sat down and did nowt

I'd do that homework

I'd have nowt to do

I were on twilight

I'm missing out

I fly apart

I've started to slowly fade away

I've obviously not been able to

I'm now just left out

I think what's the point

Before twilight- peers

I'd meet up with them

I were just thinking before oh they don't care

Peers seeing him during twilight

I'd see 'em

I'd see 'em

Twilight

I were doing like little jobs

I did this like art project thing.

The incident

I'm the only one

I just thought ignore him

I were being shoved

I ended up doing it

I thought oh nowt'll happen

I just got told

I end up off school

I spend three days in exclusion

I goes what you don't know

I'm one who's been in fight as well

I've broken a rib

I'm all right.

This school

I'd rather be at this school

I'm getting better education

I've got better mates

I'd rather be at a strict school

Old school

I were in like second set for English

I weren't being challenged

Now

I'm like getting challenging work

I've moved up to first set

Old school

I'd cry me eyes out

I'd do everything I could

This school

I've never s heard a word

I were in top set

I still haven't been moved down

I'm alright at it.

I've shown 'em

I've made a mistake

I'm just a smart boy who's made a stupid mistake.

I like all me teachers.

I followed Xpupil on my first day

I got me own plan

I didn't know anyone

I started to kinda make some friends

I just started going with friends

I'll try and make friends

I think of it as a competition

I'm trying to learn

I've been described as a sponge

I'm that person

I'll take it in best I can

I just take it as a complement.

Being told about the swap

I were coming here

I got shown round

I got told it don't matter

I didn't have to come in

I were at Xnew school that day

I was like oh right

On twilight

I'm literally just sitting

I'll have a kick about

I weren't benefiting

I were only doing two hours a day

I may as well be sat at home

The swap

I got asked

I straight away turned around

I mean it's a better school

I know that

I got told

I got told

I thought oh alright

I were like leaving everything behind

I thought better school

I've got like it's like a second chance for me.

I won't take it back

I've made a lot more friends

I've got a better education

I mean it's just better

I can do more after school clubs.

I did running

I were on football team

Home life

I goes what difference does it make?

I've been told now I know

I can't sleep all night

I'm just scared of going

I once forged a signature

I got dared to

I'm like what kinda parent does that

I once forgot to sign my planner

I thought

I don't want detention

I forged the signature

I don't wanna go to Xold school

I were turning round

I'll just stop at me dad's

First day

I've done drama before

I were all right at it.

I did it

I had PE

I heard some of lads

I mean

I think it were football

I mean not one of em tried tormenting me

I got told

I felt happy

I thought this is the school

I should I belong at.

I told me parents

I can't say owt bad

Now

I play on with lads in my year

I have Xpeer and Xpeer

I didn't really know them

I might not be where I am today

Future

I just wanna be a lawyer.

I've thought with me dad

I always say I wanna be a lawyer

I wanna be like a police officer

I wanna be a high ranking officer

I could be a lawyer

I'll be making a lot of money.

I know you need English

I always forget other one

I wanna use me brain

(PART 2)

Good times

I remember being with me mates

I were doing cross country with 'em

I literally er took people around

I'd end up having a mess about

I had to take part

I just like all of it.

I'm just enjoying it all

I just really liked it.

I ended up saying

Twilight

I miss out on me learning

I can't even walk

I were missing out

I ended up going to Xtutoring service.

I didn't want me learning and that to drop down.

I'd get home and do it straight away

I'm top set for everything.

I'm gonna go straight back there

I were on twilight.

I thought I may as well try it.

I tried it and all that

I said I wanna keep going

I were going five times a week

I got two footballs

I still play with 'em now.

I also did it through Christmas

I know it'd benefit me

I want to play out

Current situation

I say to her it's my decision

I go out with a lot more people

I do a lot more things

I wouldn't have known if I'd never made that mistake.

I'll catch bus with 'em

I don't see 'em out side

I don't think she's happy

I'll walk it down to me dad's.

I'll ring somebody up

I were sick on Tuesday.

I didn't get sent home.

I've had a cold for a while.

I literally just got rid of it

Football

I play for Xteam

I train at Xplace.

I've just always been into it

I joined that team

I'll give it a shot.

I've stuck with it

I hate it.

I'm used to waking up

I would do me football match

I'll tell 'em what time kick off is

I'll just look at my phone

I'll end up ringing 'em

I'm on me way

Comparing this school and old school

I mean you could mess about

I think this school is a lot more organized

I don't mind it really

I don't understand

I've only ever got like one or two EL's.

I prefer way it is here

I were six months behind

I just couldn't find point

I kept getting all the languages mixed up

I don't think I've ever put it on red.

Starting the new school

I think it happens to everybody

I think ev- like everybody's just watching you

I really weren't bothered

I'd rather be friends

I think it it's like not a good way but it's not a bad way

I got my time my first time ta- my own timetable my second day

I heard some of lads

I said

I'm thinking

I ended up with me own timetable

I'd always meet up with older lads

I started with more and more of me lessons

I'd get curious

I'd start talking

I've ended up in with me friendship group

I'd walk it home with 'em

b. Sarah's I Poem

On twilight/FAP

I'll apologise
I got assured
I don't know
I got told
I only got a shortend version
I managed to get hold of it
I did the right thing
I wouldn't tell them the source
I'll be honest with you
I'm aware police could have been called
I'd heard nothing
I didn't know
I showed the video
I were in touch with Xschool wellbeing service
I appreciate (.) Ow- it weren't practical
I don't think
I gets a phone call
I'd no idea
I'm trying to think
I don't know
I don't think
I don't know

First meeting at the new school

I totally disagree
I'm not saying
I do disagree
I were like no
I do understand

New school

I ain't got a problem

I'm not saying

I said that's an aggressive move

I know that too

I says (.) yes

I keep saying

I do think that (.) he's not an angel

I phoned school up

Problems with Owen's dad

I'm not saying

I've been there

I've been threatened

I'm not saying

I'm not saying

I left his dad

I'm not saying

I'm not saying

New school

I wouldn't have allowed

I turned round

I forgot what it were

I don't know

I've had words

I don't know

Owen- caught in the middle

I couldn't understand it

I didn't (.) understand it

I think he's he's (.) seeing bits

I have heard of a few incidents

I I can't (.) do anything

I think he's like me

I'm not going to say to you

I can tell you when

I've explained

I'm not that person

I've acknowledged you

I've give him a reason

I'm not scared

I'll tell them

I've made a mistake

I'm human

I don't know

I've offered (.) to take Owen

I meant well

I'm thinking (.) my god

Difficulties with Owen's dad

I used to do scouting

I was scout leader

I quit

I couldn't guarantee the safety

Communication/relationships with new school

I've only ever met

I'm not not gonna not challenge something

I thought it were unacceptable

I knew you'd been in

I don't know

Difficulties parenting with Owen's dad

I couldn't notify Owen

I could've prepared

I couldn't.

I say it how it is

I will answer honestly
I tell you no lies
I've got nowt to hide.
I'll be honest
I've had dogs
I've I've let him into my home
I've seen him kick me dogs
I can't say
I'm not saying
I'm the best one
I don't lie
I don't mean
I'll be honest
I dreaded
I knew full well
I don't know
I do know
I can only go

Owen and friends

I'm encouraging him
I don't know.
I honestly don't know
I don't know
I caught him

Difficulties parenting with dad

I'll tell you something
I've got two children
I used to (1) make stories up.
I couldn't understand
I went no
I could quite easily

I know full well

I know that

I've no idea

I'm not saying

I don't condone it

Past: Difficult relationship with Owen's dad

I got them out.

I can't tell you

I've tried

I left his dad

I had had a battle

I just left

I've had problems

I used to encourage

I just (.) don't know

Difficulties parenting with dad

I refused

I stayed away

I don't want

I kept away

I respect

I have brought Owen up

I don't know

I'm having to give up my time

I'm expected

I didn't say anything

I didn't want to go

I took him

I got told

I owe money

I have seen

I walked away

FAP process

I appreciate

I don't think

I know

I were doing

I come across (2) erm (.) being clever

I know things

I'm totally in the dark

I just hope

I don't want

I'll be honest

Communication with new school

I'm subordinate to (.) him

I know

I'm not being treat equal

I'm (.) not being told

I don't know

I ain't been able

Her own childhood

I'd gone (.) absolutely crying

I swore down

I went through

Difficulties parenting

I'm helpless

I remember not being able

The incident

I were prepared

I knew

I'm not saying

First meeting in school

I explained it

I appreciate

I get treated

I'd gone in there

I still live with hope

I come out shaking

I were mortified

I weren't allowing

Difficulties parenting with dad

I have noticed

I sent one back

I I knew I'd get no

I didn't get a no

I didn't get no money.

I can't hear

I'm not deaf.

I see (1) is fear

I don't normally swear

I went (.) no

I'm keeping quiet

I [see Owen]

I see that

I'm allowing him to bully me

I'm not sticking up for myself

I don't want that confrontation

I don't know

I am obviously (.) fighting back.

I'm not scared

I'll be honest

I've never done.

Parenting alone

I find myself in a situation

I don't know

I knew he'd not seen me [angry.]

I know full well

I can manage

Difficulties parenting with dad

I told 'em

I got given

I let him know.

I don't know

I've ignored it

I've managed

I've got a feeling

I've asked

I'll be honest

I'm saying lame excuse

Sarah as an individual

I will go that extra mile

I'll do it

I know I'm busy

I'll help

I can't always do it.

I won't say (.) [no.]

Difficulties parenting with dad

I lost my erm (2) step dad

I didn't take time away from him

I were working

I were actually working

I can't tell him

I should be able

I can't

I couldn't wait

I thought it'd be easier

I didn't believe them

I want a quiet life.

I don't want a (.) Corrinaton Street

I want (.) quiet life.

Hopes for Owen for the future

I hope

I just hope

I can't see

I know what I've taught my child

I would never (.) have done that

I've not been an angel

I would be asking

I notified school.

Inconvenience of 'twilight'

I know about BBC [bitesize and stuff]

I'm at a stalemate

I'll be honest

I'll never forget

Effects of early life on parenting

I also pressurized meself

I were in a (.) bad state

I learned

I didn't put too much pressure on

I do say

I've always helped

Current relationship with Owen

I've always said

I think it's a lie.

I'm more than happy

I don't know answer

I personally encouraged it

I don't know.

Difficulties parenting with dad

I've had to sign

I've gotta (.) be respectful

I know

I've filled them in

I'm not saying

I've done it to be helpful

I'm not gonna win

I'm not with him 24/7

Sarah as a parent

I'd have gone back

I look at the impact

I can tell you

I don't have to (2) be clever about it.

FAP process

I think

I don't think

I weren't getting phone calls

I got refused the bus pass

I got accused

I weren't (.) allowed

I'd have challenged it sooner.

c. Miss Williams' I Poem

The incident

I spoke to the vice principal

I haven't seen the footage

First meeting

I got parents in

I think they frequently (1) argue.

I sent him out

I brought him back in

I said to mum and dad

I have to tell them

His first days

I should have introduced you

I said you must

I'm not sure

Incident with a peer

I don't think

I seem to remember

If I'm really honest

I can't remember

Talking about the incident

I talked through the incident

I think he liked it

I did his reintegration meeting

I've not mentioned it

I think's helpful

What is behind it all?

I think he

I think maybe

I don't know

I'm not sure

I couldn't say

The time he is having

I said he could

I just see him

I just walk

I check

I'm looking

I don't see him

I think

What works?

I know obviously

I met with Owen's parents

I say to them

SWAP/FAP sytem

I've been familiar with

I don't know

I think

I've seen it

I went to them

I'm sure]

I always do believe

I'd phone

I know

I've met

Hopes for future

I just hope

I'm just hoping

I don't really know

I can't imagine now

I can't imagine him

I had to talk about it

I know

I'm hoping

What works/first days

I think a lot of people can relate

I couldn't say

I could show you

FAP

I've kinda got the understanding

I get like it's it's it's really hard

I don't know

I've seen

I can meet you again

Part 2- What works

I think

I was saying

I'll (.) go through (.) the reasons

I think

I can't remember

Blips

I think

I did some restorative work

The incident

I can't think

I think

I was one of the only people

First meeting

I said to them

FAP

I'm not sure

I'm just hoping

I don't wanna speak

I thought it was OK

I feel bad

Appendix 13: Transcript extracts referenced for Miss Williams

Lines 383- 445

383. W: what happens in other authorities is what we call a managed move.
384. R: Uh huh.
385. W: (1) now (1) the the system that I saw here (.) the way that erm (.) SWAP was done in in Xthis local authority (.)
386. R: Yeah
387. W: was the worst I'd seen.
388. R: Really.
389. W: Yeah. (.) It it really was because (.) to start off with nobody was monitoring it.
390. R: Ok
391. W: (.) High schools were were shifting kids between (.)
392. R: Yeah
393. W: different schools (.) erm (.) sometimes I don't know if they were being marked right on the register
394. R: yeah
395. W: Erm (.) then (.) erm (.) they'd just fail and then go back to their other school. No [nobody]
396. R: [Right]
397. W: was really monitoring it
398. R: Yeah ok.
399. W: or (.) some schools would take more in (.) than others (.)
400. R: Yeah
401. W: some some wouldn't take any at all. (.) And (1) it was so (.) very disorganised you what it was (.) it was being used as a (.) to say that it was an intervention before you permanently excluded [a child]
402. R: [Ok]
403. W: or
404. R: yeah
405. W: before you put them through to Fair Access so
406. R: yeah
407. W: it was like oh we've done that
408. R: Yeah
409. W: we've sent them to another school. (.) So it it was nobody was really monitoring it or supporting those children
410. R: Yeah
411. W: or those families who were going through [SWAPP.]
412. R: [Mm hmm.]
413. W: The the most effective I've seen it work is in Xcity
414. R: [Ok.]
415. W: [in (.) over in Xlocal authority.
416. R: (1) and they call it a managed move?
417. W: They call it a managed move (.) and what they have is they have a lady (.) who (.) erm is er ve very experienced she she worked for behaviour support (.) erm and most other authorities have behaviour support [and]

418. R: [yeah]
419. W: Xthis local authority doesn't .
420. R: Yeah.
421. W: I think they do for primary school children [but not for children at high school.]
422. R: [ok (.) mm hmm]
423. W: (1) So (.) she (.) erm is in contact with all the head teachers
424. R: mm
425. W: (.) and she co-ordinates managed [moves.]
426. R: [mm]
427. W: (.) And so (.) every single child on a managed move she has to know [about it]
428. R: [Ok (.) yeah]
429. W: and then what happens is she goes to the initial [meetings]
430. R: [mm hmm]
431. W: with parents (.) and then she makes the decision whether the managed move has failed or not.
432. R: Ah I see right.
433. W: (.) So it's a person that works for the local authority which is (.) difficult now because you've got so many [schools]
434. R: [Yes]
435. W: that are academies and
436. R: Yeah
437. W: they don't buy into (.) that. (.) So (erm) that's the most effective I've seen it because the thing was (.) when she came to meetings (.) you literally had to evidence what interventions [you're putting in place]
438. R: {Right]
439. W: to try and make it work.
440. R: Yeah Ok.
441. W: (.) Erm where as the system here wasn't like that as I say it was just a [let's say]
442. R: [yeah]
443. W: that we've done a SWAPP and
444. R: yeah
445. W: we're not bothered if it works or not.

Lines 478- 488

- 478 W: (1) and then other schools then said (.) erm (.) we said we'd take part. Xold school did. (.) I think Xschool did. But
479. R: Yeah
480. W: we're too far away [from eachother]
481. R: [yeah]
482. W: and the problem is if you are going to put a child on a SWAP
483. R: Yeah
484. W: it's (.) you can't it can't set them up to fail [from the minute that they]
485. R: [yeah course]
486. W: you know knowing that they can't get on the bus [there or]

487. R: [yeah yeah yeah yeah
488. W: it's gonna cause their family stress getting them there cos then it's (.) it doesn't serve [it's purpose.]

Lines 1116-1134

1116. W: [Yes] (.) so (.) yeah we just build good relationships with
1117. R: Yeah yeah
1118. W: colleagues in other schools and just
1119. R: Ok
1120. W: then try and say can (.) can you help us out (.) or
1121. R: Yeah
1122. W: Vice versa can we
1123. R: Yeah.
1124. W: The (.) because the process (.) sometimes (.) can be really [successful you know]
1125. R: [Yeah (.) right] (.) right.
1126. W: Like I've said (.) to you before we've sent (.) kids out
1127. R: Mm hmm
1128. W: to other schools (.) and (.) they've they've really wanted to come back
1129. R: Yeah
1130. W: they've come back and they've made it work here.
1131. R: OK.
1132. W: Erm (.) or they've they've gone to another school and been successful at [that school]
1133. R: [Right]
1134. W: and then they've gone on roll there

Lines 1078-1082

1078. W: But what we (.) we have (.) like (1) now erm we needed to (.) to have some respite and we needed (.) er couple of of our children to (1) to go through that [process.]
1079. R: [Yeah]
1080. W: And erm (1) a couple of schools responded so (1) we've got a couple that are due to go out.
1081. R: Right OK.
1082. W: So (.) we're just doing it now by just managing it between [ourselves.]

Appendix 14: Summary: The EP role in supporting CYP at risk of exclusion

- Supporting schools to meaningfully involve CYP in decisions that affect them.
- Supporting schools to meaningfully involve parents and carers in decisions that affect them and their children.
- Helping schools to consider and re-address the power imbalances that may hinder working in 'collaboration' with CYP and families.
- Use of narrative techniques in consultation with CYP, families and staff in order to listen, understand, problem solve, understand the past and create a preferred vision for the future.
- Use of consultation to work in partnership with schools, CYP and families, to develop a holistic view of the child and understand behaviour as a complex interaction between the child and wider systemic factors.
- Working with schools at a systems level in order to create an ethos which develops resilience and a sense of belonging for CYP (e.g. through the development of policies and evidence- informed practices at a preventative level).
- Supporting schools to implement 'behaviour management' strategies that draw on 'evidence informed' practice.
- Support for staff wellbeing and resilience.
- EPs have an important role in continuing to reflect on their own practice, in order to identify ideas, practices and support mechanisms that enable CYP and families to *'move beyond regimes of knowledge-making found to be oppressive, enabling them to navigate more successfully in their lives'* (Billington & Williams, 2017). This must include a critical consideration of current discourses and personal values.