An exploration of the effectiveness of the ‘Managed Move’ protocol to support the integration of secondary aged pupils

A thesis submitted to the University of Manchester for the degree of Doctorate in Educational and Child Psychology in the Faculty of Humanities

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<td>AI</td>
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<td>ASD</td>
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<td>BESD</td>
<td>Behavioural, Emotional and Social Difficulties</td>
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<td>BPS</td>
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<td>PRU</td>
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<td>PSP</td>
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<td>Voice of the Child</td>
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Abstract

The literature within the area of Managed Moves has highlighted that there is a lack of research considering young people’s experiences of integration. From the limited research, there is evidence that permanent exclusion has a deleterious effect on childhood development (Hayden & Dunn, 2001) and young people are placed at greater risk of later disadvantage (Sparkes, 1999). Previous research highlights that ‘Managed Moves’ offer pupils a carefully planned route to secure education (Abdelnoor, 2007) and are used as positive alternatives to permanent exclusion. All secondary schools are expected to be working in partnership to develop clear protocols for Managed Moves and hard to place pupils (DCSF, 2010).

The research examines factors that may facilitate integration to mainstream secondary school following a school transfer under a ‘Managed Move’ process. The research focuses on three English Local Authorities and has taken a critical realist approach in exploring within school factors and out of school factors facilitating integration and factors that may improve the Managed Move process in the future. For the purposes of this research ‘successful integration’ has been defined as a young person maintaining integration for a period of at least two terms.

The research adopts a case study design focusing upon three young people between the ages of eleven and fifteen who had experienced a successful Managed Move. Thematic analysis of the data suggest that ‘consideration of child and parent views’, ‘personalised intervention’, ‘staff skills’, ‘pupil characteristics’, ‘school ethos’, and ‘enabling ownership of behaviour’ were important contributing factors to successful integration. ‘Out of school’ factors identified as facilitating successful integration included ‘parental role’, ‘friendship groups’ and ‘social connectedness’. In addition, the research identified ‘out of school support’ and ‘social networking’ as key factors affecting the Managed Move outcome. Finally, this research identified factors that could lead to improvements in the effectiveness of the Managed Move protocol in the future. These included ‘raising awareness of legislation and rights’, ‘user friendly process’, ‘consistency of personalised support’ and ‘details of the Managed Move protocol’. ‘Personalisation’ is identified as an overarching principle needed to address the needs of pupils experiencing Managed Moves through a carefully managed educational plan.
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This research would not have been carried out without the commitment of the schools involved, the pupils and their parents who agreed to take part. The participants within this research offered a valuable and honest insight into their unique experiences for which I am deeply grateful.

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I would especially like to thank my mother, Patricia, for her consistent and unconditional love and encouragement throughout my life and for always keeping me focused. Also, my brother, Philip, whose ambition, tenacity and determination in his own career has been an influential and contributory factor in my journey to become an educational psychologist. I also would like to thank my fiancé, Anne, who has been supportive throughout my journey prior to and during the Doctorate and I hope I have made you proud.
1 Introduction

The following thesis is presented by a third year Trainee Educational Psychologist (TEP), currently studying on the Doctorate in Educational and Child Psychology at the University of Manchester. The researcher is determined to explore how the Managed Move process can be improved to support pupils successful integration to a mainstream school. This determination stems from the researchers previous experience of Managed Move processes within a different role which were perceived to be unsuccessful in meeting the needs of pupils during integration into a new school. The researcher has considered whether Educational Psychologists (EPs) have a specific role in supporting the integration of young people. Due to EPs’ specialist training in child development issues and inclusive practices, the researcher feels that there is a clear role in the process of integration following a Managed Move.

Within the current political context, the Government’s Green Paper for Special Educational Needs (SEN) ‘Support and aspiration: a new approach to special educational needs and disability’ was published in 2011. The Department of Education (2011) suggest that every child deserves a fair start in life, with the very best opportunity to succeed. The new approach to SEN and disability makes wide-ranging proposals to respond to the frustrations of children and young people, their families and the professionals who work with them. The vision for reform set out in the Green Paper includes wide ranging proposals to improve outcomes for children and young people who have SEN, minimise the adversarial nature of the system for families and maximise value for money. The proposed reforms respond to the frustrations of children and young people, their families and the professionals who work with them. The current Government propose that assessments of SEN and any assessments of children displaying challenging behaviour, by any professional, identify the root causes of the behaviour rather than focus on the symptoms.

Pupils at School Action Plus are 20 times more likely to receive a permanent exclusion and seven times more likely to receive a fixed-period exclusion than pupils with no identified SEN (DfE, 2011a). Where children and young people do not receive the appropriate support this can lead to poor long-term outcomes for them and their families, they can be more likely to be excluded and achieve less well at school (DfE, 2011a). Short term negative outcomes have been associated with permanent exclusion, such as feelings of stigmatisation, rejection and labelling (De Pear and Garner, 1996; Kinder, Wilkin & Wakefield, 1997; Pomeroy, 1999). Longer term implications of permanent exclusion have suggested possible links to involvement in crime (Berridge, Brodie, Pitts, Porteous & Tarling, 2001). The practice of permanent exclusion from school has therefore
been questioned by many writers within this field (Blyth and Milner, 1993; Parsons, 1996) and can be challenged as a process with relation to the proposals outlined within the Government’s Green Paper ‘Support and aspiration’.

Alternatives to permanent exclusion have been considered more recently in order to avoid the negative outcomes associated with this practice. The ‘Managed Move’ process has been introduced as a positive alternative to permanent exclusion, this process involves the transition of a pupil from one school to another. A Managed Move process is regularly used with pupils who are placed ‘at risk’ of permanent exclusion and has been promoted as a transition which allows for greater planning and consideration of the pupil’s needs (Abdelnoor, 2007). Guidance on school behaviour and attendance partnerships (DCSF, 2010) states that secondary schools are expected to be working in partnership to improve behaviour and address attendance issues, including the development of clear protocols for Managed Moves.

Following a ‘Managed Move’, pupils face ‘integration’ to another educational setting. On account of the size and complexity of mainstream secondary schools, integration appears be a particular challenge (Parsons & Howlett, 2000). A Managed Move considers the future for the pupil and provides an individualised intervention. This is particularly important if pupils are to be better supported in the future.

There is limited literature regarding the process of ‘Managed Moves’ (Abdelnoor, 2007; Vincent, Harris, Thomson & Toalster, 2007). The process appears to be in need of further exploration and this thesis contributes to the existing knowledge within these fields. In particular, the research adds to a further understanding of what factors facilitate successful integration following a Managed Move. This research has been carried out with a consideration of the existing literature, but has also been driven by the researcher’s own professional experiences and attitudes toward inclusion and exclusion.

At the start of this research journey, the researcher was appointed as a Trainee Educational Psychologist (TEP) working within a Local Authority in the North West of England. The EP role (Ashton and Roberts, 2006; Cameron, 2006; Farrell, Woods, Lewis, Rooney, Squires & O’Connor, 2006) involves working predominantly with school settings and families to consider how best to meet the needs of particular children and young people. Through this role, the researcher has continued to recognise the challenges involved in achieving successful integration
within mainstream schools, particularly for pupils who are placed at risk through permanent exclusion.

The researcher was determined to explore the facilitative factors which contributed towards successful integration. The researcher’s experiences as a Behaviour Support Mentor and within the TEP role suggests that initial integration can be successful, but placements can often fail following the removal of individual support and a lack of communication between the two schools involved in the Managed Move. Within the field of exclusion, previous research had focussed on negative experiences for the pupil and their families (De Pear, 1997; Pomeroy, 1999; Pomeroy, 2000). Therefore, the researcher was interested in adopting a positive approach, influenced by the methodology of Appreciative Inquiry (AI) with the aim of encouraging and enabling participants to be positive (Preskill & Catsambas, 2006).

As a result of reflections on the researcher’s professional background and existing literature in the fields of permanent exclusion, integration and Managed Moves, the research aimed to explore factors which facilitate successful integration ‘within school’ and ‘out of school’ and also which factors would ‘improve the Managed Move process in the future’. This research has focussed on the views of three pupils, three parents/guardians and three key members of school staff within three mainstream English secondary schools. The pupils had all experienced a successful integration within mainstream secondary schools following a Managed Move process within six months of the research commencing. The members of staff selected to participate in the research had all been directly involved with the provision of support for the pupil at the ‘receiving’ school. The researcher was also interested in what could be established through the operationalisation of the Managed Move protocols in each of the three Local Authorities.

The thesis begins with a literature review focusing on the current climate with regards to permanent exclusions and the deleterious effects of this practice, leading into a discussion surrounding ‘integration’ and a focus upon the literature and legislation around the process of Managed Moves and factors which support this process. The methodology then begins with a discussion regarding the epistemological position of Critical Realism (Robson, 2002) as well as the research design, followed by a presentation of the data gathering and analysis tools. The findings are introduced with a content analysis of the three Managed Move protocols followed by an analysis of each individual case study. The themes emerging from the three content analyses and case studies are then presented. Finally the discussion will address each research
question and then provide implications for Educational Psychologists followed by recommendations towards future research areas.
2 Literature Review

2.1 Introduction

This chapter is divided into a number of sections to systematically explore the following areas:

- The current climate with regards to permanent exclusions and Managed Moves in the UK.
- The definitions and trends in numbers of permanent exclusions within the UK.
- The consequences of exclusion.
- A definition of integration.
- A consideration of key aspects which could support integration.
- A focus on the Managed Move as an alternative to support successful integration into mainstream educational settings.
- A review of the literature and legislation around the effectiveness of Managed Moves.
- A focus on existing evidence which highlights factors that have been identified as supporting the Managed Move process.

These perspectives and the literature that is to be explored throughout this chapter, have contributed to the formulation of three research questions to be explored within this piece of work.

A thorough and systematic literature review relating to the areas above was carried out using a range of relevant databases including the Education Resources Information Centre (ERIC), JSTOR, Psych articles, Psychinfo, the Web of Science, the University of Manchester (John Rylands) library catalogue. Google Scholar was also used as search tools. Key terms were used within the specific database searches including: “permanent exclusion”, “managed moves”, “managed moves schools”, “managed moves school exclusion”, “integration schools exclusion”, “supporting factors mainstream permanent exclusion”, “disaffected pupils integration”, and “disaffected young people integration”. Searches were carried out until a saturation point was reached, whereby no new articles emerged from the specific database searches.
2.2 Exclusion from School

In educational terms, we use the noun ‘exclusion’ to label the process whereby pupils are removed from participating in an activity or at a setting.

Munn (2000) identifies three different types of exclusions in education:

- Temporary exclusion – whereby a young person is removed from the setting for a short definite period of time, after which they are allowed to return
- Permanent exclusion – whereby the pupil is removed from the setting and is not permitted to return ever
- Unofficial Exclusions – where a pupil is sent home, but no record is kept (and so families have no right to appeal)

In addition to the three above categories, Cohen & Hughes (1994), describe the term ‘internal exclusions’ whereby the pupil is removed from full participation alongside their peers and placed in either a segregated area within the school or an offsite provision whilst remaining on role. Internal exclusions are not monitored or recorded nationally.

It is the unofficial and internal exclusions that present the greatest methodological challenge for researchers looking at exclusion data (Lawrence & Hayden, 1997; Parsons 1996a, 1999; Munn, 2000). Statistics measuring trends in exclusions can only ever be as accurate as the data they interpret; unofficial and internal exclusions can skew this. Although the Education Regulations for Maintained Schools (2002) and PRUs (DfE, 2002) stated that all exclusions from then on should be ‘official’ thereby recorded, it is widely accepted that some head teachers still use unofficial exclusions to protect their school’s statistics (Eastman, 2011). In addition, the DCSF’s (2010) ‘Guidance on School Behaviour and Attendance’ places emphasis on schools working in partnership to provide support and resources around children with social, emotional and behavioural difficulties, this is likely to lead to an increase in internal exclusions and time spent offsite but on roll, further distorting exclusion statistics.
2.2.1 Consequences of Exclusion

Permanent exclusion is harmful to vulnerable children and families even though schools may find it necessary (Abdelnoor, 2007). There is abundant evidence that permanent exclusion inflicts further social harm on those who are already experiencing it, and almost universal agreement that it has a deleterious effect on childhood development into adulthood (Hayden & Dunn, 2001). Excluded children commit up to fifty per cent more offences in the year after exclusion than in the year leading up to it (Audit Commission, 1996) and eighty-three per cent of boys in the criminal justice system have been permanently excluded (Challen & Walton, 2004). Given that exclusion should be reserved for only the most serious acts of misbehaviour, it is unsurprising that there is an overlap between those who are excluded from school and those who become involved in offending (Berridge et al., 2001; Hagell & Newburn, 1994).

In 2007/2008, 8130 cases of permanent exclusion for serious misbehaviour were reported in the UK (DCSF, 2009), with 86% being from secondary school. This number is increasing, and reducing the numbers of exclusions of pupils from school and ensuring their effective re-integration to mainstream is now becoming the priority of local government (Lawrence, 2011). The consequences of exclusion for the child are potentially serious. A sizeable proportion of permanently excluded pupils simply disappear from the educational system (Blyth and Milner, 1993) and children excluded from school have been found to be increasingly distanced from achieving the five Every Child Matters outcomes (Morrison, Brown, D’Incau, O’Farrel & Furlong, 2006).

Many appear to be out of school for long periods of time with little or no educational input and as a result suffer educationally and personally (Cohen et al., 1994). Many of those excluded are already among the most vulnerable in the community. Exclusion therefore serves to exacerbate what are already difficult circumstances for the child. Reflections on the experiences of permanently excluded young people have suggested that they are often left feeling rejected, stigmatised and labelled (De Pear and Garner, 1996; Kinder et al, 1997; Pomeroy, 1999). Also, it is reported that often these young people are already subject to difficulties in their home or community contexts and are then subject to increased stress and feelings of hopelessness from being permanently excluded (Munn, Lloyd & Cullen, 2000). Research has also suggested that exclusion of pupils leads to greater risk of later disadvantage (Sparkes, 1999) and research studies have indicated links between exclusion and social isolation, youth offending, drug and alcohol
misuse, crime, susceptibility to mental health problems (Hall-Lande, Eisenberg, Christenson & Neumark-Sztainer, 2007) and reduced cognitive functioning (Sameroff, Seifer, Baldwin & Baldwin, 1993).

Permanent exclusion to a different school can ‘intensify feelings of low self-esteem, stupidity and lack of worth in young people and place additional stress and strain on families already finding it difficult to cope’ (Munn, 2000, p. 148). While exclusions are concentrated at secondary school level, it seems that most of those involved have longstanding difficulties with education (Abdelnoor, 2007). They are also more likely than other students to have special educational needs, usually related to emotional and behavioural difficulties (Social Exclusion Unit, 1998; Berridge et al., 2001). Pupils with SEN (both with and without statements) are over 8 times more likely to be permanently excluded than those pupils with no SEN (DfE, 2010). Billington & Pomerantz (2004) in their discussion of children excluded and marginalised from schools, state: ‘there is something deeply offensive to social justice in witnessing fellow human beings pushed out through overt or covert marginalisation’ (p. 6). In the UK, for example, Lown (2005a), suggests, ‘we continue to accept this as a way to treat children and families in difficulty’ (p. 49).

Permanent exclusion can be a legitimate sanction in certain cases, according to the ‘No Excuses’ document (Eastman, 2011). 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, in some cases. Furthermore, it often fails to address the issues which have led to the child or young person’s exclusion in the first place. Many are not encouraged to take any form of responsibility for their behaviour, which they will invariably need support to be able to do. The underlying causes of their behaviour remain unaddressed and their needs unmet, they leave their school with a sense of failure, blame and rejection (Eastman, 2011).

However, the researcher acknowledges that permanent exclusions may be considered by some schools with no other suitable alternative. There are a number of schools that attempt to put appropriate support in place for pupils at risk of permanent exclusion, but are still unable to meet their needs. For example, a pupil may have breached the school’s behaviour policy repeatedly over a sustained period of time or a pupil’s behaviour may be placing themselves and others at an extreme risk, despite interventions to support the pupil. A permanent exclusion may be the only alternative for health and safety reasons, protecting the well-being of others and
maintaining standards of behaviour within the school advocated within the school’s behaviour policy.

2.2.2 Unofficial School Exclusions

Documented in the Department for Education (DfE) report (2011) ‘Reasons for Exclusion from School’, there was evidence of increasing use of unofficial exclusions by some head teachers. This is sometimes recorded as authorised absence. LEA officers were sometimes aware of this, sometimes not. Unofficial and unrecorded exclusion may be used by some schools as a means of disguising the level of exclusion, or as a means of realising targets for a reduction in exclusion. It is also sometimes used ‘in the best interests of the child’ so that a child does not have the ‘stigma’ of exclusion on his or her personal record (DfE, 2011b). Unofficial exclusions were generally short term measures although unofficial permanent exclusions may also operate particularly for some pupils in the final years of secondary school. These can amount to long term truancy which is encouraged and condoned by the school.

When unofficial exclusions operate, parents and carers forfeit any rights they may have to challenge the school’s decision. Whether short-term or permanent, such exclusions lead to problems for children, their parents and schools. They may face difficulties when they are attempting to find an alternative school place, when the child starts in the new school, or when they transfer to secondary school. It was said of exclusion that it was punishment not only for the pupil, but also the parents (Munn, 2000) because they are responsible for their child during the exclusion. Research suggests that exclusion can cause additional tension between the young people and their families (Munn, 2000; Cullingford & Morrison, 1996) including parental irritation with the pupil and the practical inconvenience of having the young person at home all day. Parents and siblings felt stigmatised by the exclusion and there were increased levels of arguments and tension in the household. In addition, parents experienced stress caused by frustration about the education system (Munn, 2000).

2.3 Definition of Integration

From considering the literature and government guidance, it became apparent that the term ‘integration’ is referred to on a regular basis, without a clear definition of what this term actually means. When considering data within the three Local Authority’s research was carried out in,
‘integration’ is defined by the start date at a new provision (following a permanent exclusion or Managed Move) following a 12 week trial period. Lown (2005a; 2005b; 2007) explored the term ‘integration’ further and having identified that there was a lack of clarity around how to define ‘successful’ integration, she defined this herself for the purposes of her research. Following initial intensive support, Lown felt that support for young people following integration would gradually be removed. For this reason, she identified ‘successful’ integration as ‘sustained’ integration which referred to a pupil remaining at the school following a period of at least three terms. For the purposes of this research, ‘successful integration’ will be viewed as a pupil completing a 12 week trial period within 6 months of the research commencing.

From the perspective of the researcher’s own views, the interest for this research stemmed from a passion to ensure that children and young people are treated equally despite difficulties they may face in and out of school. The researcher felt that Managed Moves were not consistently effective due to uninformed practice guidelines, a lack of statutory legislation targeting the process and a lack of knowledge and awareness from a staff perspective as to what is required to be put in place to ensure Managed Moves are consistently successful. The researcher was interested in determining what could be put in place in order to support staff, children and young people who experience Managed Moves to ensure they experience successful integration.

2.3.1 Pupil Belongingness to Support Integration and Pupil Engagement

Bronfenbrenner (1974) described schools as potent breeding grounds of alienation. Since this statement was made, a number of studies have found similar results, noting both alienation and low levels of student engagement (Anderman & Maehr, 1994; Bryk & Schneider, 2002; Goodenow, 1993). Some studies report that as many as 40 to 60 percent of high school students are consistently unengaged, chronically inattentive, and bored (Marks, 2000; Sedlak, Wheeler, Pullin, & Cusich, 1986; Steinberg, Brown & Dornbusch, 1996). Recent literature has begun to focus on student-teacher relationships and the importance of pedagogies of care (Noddings, 1992, Wentzel, 1998).

Baumeister & Leary’s (1995) theory suggested that ‘belonging’ is fundamental to human motivation. Their theory suggests that the need to belong is “a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships” (p. 497). The terms ‘belongingness’ (Finn, 1989), ‘relatedness’ (Connell, 1990),
‘connectedness’ (Weiner, 1990), or ‘school membership’ (Wehlage, 1989) are generally parallel and interchangeable, though all have been measured in a variety of ways.

2.3.2 Quality Relationships with Staff and the link to Positive Outcomes

The positive outcomes found regarding children’s reports of quality relationships with teachers are many (Johnson, 2009). Wentzel (1998) found that students’ perceptions of teacher caring are significantly linked to children’s internal control beliefs, school interest, and academic effort despite differences in race or socioeconomic status. Positive relationships with teachers are particularly salient during adolescence, when students begin to explore their personal identity beyond the bounds of parents and family, often relying more heavily on relationships outside of the family for support and direction (Erikson, 1968; Steinberg, 2002). At this developmental stage, teachers can meet these needs by offering more opportunities for student collaboration and student-teacher interaction. Forming quality relationships with staff has links to the previous chapter on pupil belongingness, in that the pupil may feel that their needs for lasting, positive and significant interpersonal relationships are being met within school. As a consequence, the pupil may feel more engaged in school and the quality relationships may act as a barrier to potential alienation.

2.3.3 Collaborative Learning and Academic Re-engagement

The concept of collaborative learning, the grouping and pairing of pupils for the purpose of achieving an academic goal, has been widely researched and advocated throughout the professional literature (Gokhale, 1995). The term ‘collaborative learning’ refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The pupils are responsible for one another's learning as well as their own. According to Vygotsky (1978), students are capable of performing at higher intellectual levels when asked to work in collaborative situations than when asked to work individually.

Collaborative learning methods may address pupil interest by facilitating the coordination of pupils' social and academic or achievement goals and may help some pupils seek the approval of well-adjusted peers and teachers rather than strengthening their relationships with poorly adjusted peers (Urdan & Maehr, 1995). This movement toward academic approval furthers the likelihood of academic engagement and is particularly useful for adolescents who have difficulty
bridging their social and academic worlds (Phelan, Yu & Davidson, 1994). Collaborative learning methods could support individuals experiencing Managed Moves who wish to seek the approval of well-adjusted peers and teachers which could lead to the enhancement of pupil belongingness within the ‘receiving’ school. As a consequence, the pupil may feel motivated to achieve both academically and socially.

2.3.4 Staff Satisfaction and Positive Outcomes toward Pupil Learning

Beyond the effects of school context on adolescent pupils, the findings here suggest that teachers too experience greater satisfaction with their work and an openness to share their private lives with the school community when they have a sense of belongingness. This openness may be due in part to the collegiality supported by the structural arrangements of the school. Teacher workplace researchers suggest that collegiality is one of the most important organisational characteristics influencing teachers’ professional commitment, performance, and sense of efficacy (Johnson, 2009; Rosenholtz, 1989). Teacher satisfaction leads to important positive outcomes with regard to student learning. Teachers who experience job satisfaction are absent less often and are seen by students as enjoying teaching (Bryk & Driscoll, 1988, as cited in Smerdon, 2002), and this contributes to their shared sense of belongingness. Educators would do well to consistently recognize that teacher support and children’s sense of school membership are important factors associated with learning and motivation (Johnson, 2009). The researcher sees this as an interesting point, and one that needs to be considered throughout the research when relating children’s perceptions of teacher satisfaction at the ‘receiving’ school to their own feelings of school-belongingness during the Managed Move trial period. If a pupil experiencing a Managed Move feels that if staff at the ‘receiving’ school are supported, experiencing job satisfaction and are enjoying teaching, then a pupil’s motivation to succeed is more likely.

2.3.5 The Importance of Listening to Child and Parent Views to Support Integration

Permanent exclusion may not always suitably consider the children’s and parents’ views and all the sensitive information about their situation which could help uncover hidden needs (Abdelnoor, 2007). Sometimes pupils express a sense of injustice because they feel that their side of the story of the incident that led directly to exclusion had never been heard (Munn, 2000; Munn & Lloyd, 2005). The Special Educational Needs Code of Practice (Department for Education and Skills, 2001) places value on the Voice of the Child (VoC) and ‘highlights the
importance of listening to pupils’ views regarding their own needs’. It is essential to reveal pupils’ views about returning to mainstream school in order to become informed about, learn from and act upon what we as educators are told by children and young people and what we go on to tell others (Lown, 2005). Gersch and Nolan (1994) recognised the potential contribution that could be made to understanding the process of exclusion and marginalisation by pupils who had experienced it, and undertook a study to elicit their views. The authors assert ‘there are good moral, pragmatic and legally supported reasons for listening to pupils, if plans are to be successful for them’ (p. 37).

The elicitation of pupils’ perspectives is congruent with the growing use of research processes which encompass pupils’ voice (Fielding & Bragg, 2003; Flutter & Rudduck, 2004). This trend is underpinned by ideals of empowerment (Warren, 2000), a belief in children’s rights (Greene & Hill, 2005) and respect for young people’s capacity to reflect on and have agency in their unique encounters with their worlds (Davie, Upton & Varma, 1996; Lewis & Lindsay, 2000). Harris, Vincent, Thomson & Toalster, (2006) suggest in their study that ‘experiencing success, receiving praise, feeling listened to and receiving support were all factors identified by pupils that inevitably had a positive impact on self-esteem’ (p. 32). Munn & Lloyd (2005) outlined in their study, which focusing on excluded pupils, that teachers did not seem to listen to the pupils. They argued that these kinds of comments draw attention to the routine practices in schools which can provoke exclusion and that school practices can promote or not a sense of belonging, of teachers interested in pupils’ lives outside school and mutual respect.

The views presented by the excluded young people in Munn & Lloyd’s study are consistent with approaches to tackling disruption which advocate active pupil participation in school and classroom decision making about rules, rewards and sanctions. Such approaches are also consistent with a range of initiatives, from active citizenship to school development planning, where genuine pupil engagement in decisions which directly affect them is being developed. The researcher feels that schools do attempt to ascertain pupil views during the Managed Move process but the range of initiatives utilised are very limited. It is important to consider the most appropriate way of eliciting pupil views dependant on the individual needs of the pupil. For example, a transition meeting at the ‘receiving’ school including a range of professionals, senior management figures, parents or guardians and possibly a member of staff from the previous school may seem overwhelming for a pupil who experiences low levels of self-esteem. The Educational Psychologist may have a role in this process in determining the most appropriate means of gaining the views of a pupil.
These approaches are also consistent with legislation on human rights (Osler & Vincent, 2003). This is not to imply that if only schools had a positive ethos in which all pupils actively participated in all decision-making, then there would be no disruption and no exclusion. It is to imply that there are things which schools can do to minimise disruption and that pupil-teacher relationships of courtesy and mutual respect are a vital part of this agenda (Munn & Lloyd, 2005). Therefore, a further strategy for schools concerns promoting the active engagement of young people in the life of the school. Including young people in the decision-making about schools means listening to what the young people have to say, even when it is critical and said by those young people whose teachers may feel are not entitled to be heard.

2.3.6 Parental Involvement and Successful Integration

Lawrence (2011) suggested that re-integration is successful when parents share responsibility for their child’s actions and have realistic views and hopes for the future. Within the study, it was perceived that the most successful re-integration occurs when the young person has parent(s) who are supportive of, and positive towards, their child and their education. Harris et al. (2006), suggests that parents expressed frustration at the lack of clarity about the actual Managed Move process. The experience of being ‘forgotten’ and ‘missed’ sends powerful messages to a pupil and family about their value and position in school and adds to a sense of insecurity. In the researchers view, parents or guardians are not fully included throughout the Managed Move process. To prevent any form of parent exclusion, schools need to re-consider their role to enable a coherent and transparent process which boosts parental inclusiveness and their feelings of being valued.

2.4 The Concept of Managed Moves

The concept of ‘Managed Moves’ was introduced by the Social Inclusion: Pupil Support document (DfEE, 1999), which set out a process for reintegrating pupils to a new setting for a fresh start, prior to schools getting to the point of permanent exclusion. However, reintegrating pupils to a new setting may have been used prior to this document being released without using the phrase ‘Managed Move’. Managed Moves are referred to in a number of advisory documents produced by the DCSF (2004 & 2010), as an alternative to permanent exclusion. The guidance on school behaviour and attendance partnerships (DCSF, 2010), states that all secondary schools are expected to be working in partnerships to improve behaviour and address persistent
attendance issues, including the development of ‘clear protocols for Managed Moves and hard to place pupils’. It outlines measures of monitoring and accountability in relation to total numbers of exclusions per school and groups represented disproportionately within each schools’ data, e.g. children with SEN or from particular ethnic groups. This can be seen as increasing the pressure on schools not to exclude, whilst providing strategies to help to introduce the changes.

In 2004, DfES, as cited in Abdelnoor (2007), described the Managed Move process in the following way:

“The head teacher may ask another head teacher to admit another pupil. This should only be done with the full knowledge and cooperation of all the parties involved including the parents, governors and local authority and in circumstances where it is in the best interests of the pupil concerned. In order to fully address the pupil’s difficulties it may be helpful for schools within an area to have a protocol in place and to have a full support package in place for the pupil. Parents should never be pressured in to removing their child from the school under threat of a permanent exclusion” (p. 17).

‘Managed Moves’, as the name suggests, offer children who would typically be permanently excluded pupils, a carefully planned route back into education by paying attention to all the steps throughout the process. Managed Moves are forward-looking instead of retrospective and provide a plan for recovery, whereas permanent exclusion seems to offer no forward plan (Abdelnoor, 2007). Children and parents feel they still have a role in deciding what comes next, and the process can draw out previously unknown issues and give services the opportunity to respond to these positively (Abdelnoor, 2007).

From both the children’s and the families’ points of view, instead of rejection, the focus is on finding a solution, and all parties are included in the process. Whilst a permanent exclusion seems like the “final straw” (Blyth & Milner, 1993, p.261) a Managed Move takes on a different dynamic which considers the future for the young person and involves a greater deal of planning. Pupils whose families are involved in their education, regardless of family background or income, are more likely to earn higher grades, be promoted, show improved behaviour, and enrol in postsecondary education programs (Henderson & Mapp, 2002, as cited in Minke & Anderson, 2005). We all share a duty to do everything we can to ensure every child has the chance to fulfil their potential (Every Child Matters, 2003).

Parental involvement and an appreciation of their views plays a significant contribution to successful educational outcomes for children, parents who reported more frequent requests from
their child’s teachers for parental involvement reported greater involvement in their children’s education both at school and at home (Booth & Dunn, 1996). There are a number of aspects which would appear to contribute to the effectiveness of Managed Moves which include: multi-agency involvement, the Children Act (2004), inclusive education, staff development, out of school factors, family circumstances, extended schools, multi-agency approaches, group membership, sport and physical activity and friendship groups and social networking websites. These aspects will now be explored in more detail.

2.4.1 Multi-agency Involvement

Managed Moves are increasingly being used as an alternative to exclusion in more than half of English Authorities each week (Abdelnoor, 1999). They enable a child or young person to make amends and to move on to a new placement or programme in a planned way which satisfies the school, the child and family and any individual who has been aggrieved. The process is designed to bring everyone involved together to find a solution, rather than simply to punish and blame (Abdelnoor, 2007). There are a wide range of direct benefits of bringing everybody involved together and working in a multi-agency way for children and their families (Atkinson et al., 2002). The need for multi-agency working between health, education and social services has also been highlighted by numerous studies, including studies of disaffected and excluded pupils (e.g. Webb & Vulliamy, 2004). The Green Paper, Every Child Matters (2003), has been the most influential driver for integrating services for children and families to ensure services are tailored to children’s needs in order to promote positive outcomes.

In the UK there has also been growing recognition that schools cannot solve the problems associated with social exclusion and multiple disadvantage on their own (Wilkin, White & Kinder, 2003). The concomitant demands that this places on school staff have been widely recognised, together with the need for the ‘availability and accessibility’ of specialist advice. One response to these problems has been the development of multi-agency approaches. The provision of a base within schools for outside expertise has been as a means of coordinating multi-agency approaches and, at the same time, creating a solution to the growing demands placed on school staff. Combined with rising concerns about the ‘fragmentation’ of services, it has been argued that the possibility of ‘one-stop shopping’, where prevention, treatment and support services are all provided on the school site, has opened up (Smith, 2001).
The Children Act (2004) requires agencies to work together to protect and support vulnerable children and believes that schools should become the venue for intra-agency collaboration as well as for contact with children themselves. Theoretically, such joined up thinking could ensure that young people receive appropriate comprehensive support and care during their time in and out of school to help them develop self-support, feel values and, where appropriate, repair some of the psychological damage that has been done to them within and outside of the school system (Harris et al., 2006). Locally based multi-agency teams could enhance and extend the scheme by offering pupils in part-time education support in and out of school, thus potentially reducing their isolation and increasing opportunities to experience reparative relationships, where necessary (Cairns, 2002). If pupils are to know they matter, then care must not stop at the school gate.

2.4.2 An Inclusive Ethos and a Child-centred Approach

Inclusion is a ‘buzzword’ of the 1990s and politicians began to stress their commitment to inclusion and social justice – not competition (Thomas, Walker & Webb, 1998). The new inclusive mood has created a growing demand for mainstream schools to find ways of including and teaching all children – even those who at one time would certainly have been sent to special schools. The last decade has seen a groundswell of developments in educational policy in the UK relating to inclusive education for students with special educational needs (SEN). However, whether government policy has been fully implemented in schools remains a concern (Humphrey & Lewis, 2008).

However, in the study by Lawrence (2011), the main barrier to re-integration for pupils was found to be a school that is not truly inclusive in terms of ethos, attitudes and expectations. It was reported that some mainstream schools hold very formal and intimidating re-integration meetings with parents and young people which can result in the child and family disengaging from education, thus exacerbating the child’s fears and worries about re-integration (and their behavioural difficulties) (Lawrence, 2011). Effective inclusive schools are diverse problem solving organisations and there are different ways of achieving this goal which should reflect the cultural and social context (Rouse & Florian, 2009).
Lawrence (2011) also stated that mainstream provisions that adopt a child-centred approach rather than being concerned about the school’s needs, are more successful at re-integration. It was crucial that mainstream provision hold an inclusive ethos and adopt an inclusive approach.

2.4.3 Staff Development to Support Successful Integration

Donnelly (2004) argued that if teachers are not accorded the time and space to develop a critical understanding of their own values and beliefs then there is the potential for schools to simply reinforce the psychological barriers which sustain division. Furthermore, related to staff development, it is suggested that successful implementation of inclusion requires a need for on-going professional development (Avramidis, Bayliss & Burden, 2002). It is often argued that a lack of knowledge on the part of classroom teachers, attributed to a lack of training, is one of the main barriers to inclusion (Florian, 2008). Furthermore, Hodkinson (2006) found that Newly Qualified Teachers' conceptualisation of inclusion becomes more negatively based over the course of their first year of employment owing to perceived lack of support and resources to ensure its successful implementation.

Evidence on teaching practice and pedagogy in special and mainstream education suggests that the teaching strategies used in mainstream education can be adapted to assist students who have been identified as having special educational needs. Cook & Schirmer's (2003) review, which sought to identify what is ‘special’ about special education, showed that teaching practices that are effective for students identified as having special educational needs also work with students who are not identified as having special educational needs. Lewis & Norwich (2005) came to a similar conclusion in their review of specialist pedagogy. They suggested that teaching strategies might be arranged along a continuum from high to low intensity, rather than being arranged according to their association with a particular type of special educational need.

Once again, the emphasis is on the use of a strategy rather than apparently different teaching approaches. The researcher has encountered members of school staff reluctant to attempt to support pupils with a special educational need due to their own perceived inability to differentiate their teaching delivery. There seems to be an apparent need for professional development with staff facing this dilemma, including a need to develop teacher confidence in their abilities to meet the needs of pupils with special educational needs.
2.4.4 The Effects of Out of School Factors and the Positive link to Managed Moves

The field of prevention, both research and practice, came a long way in the 1980s: from short-term, even one-shot, individual-focused interventions in the school classroom to a growing awareness and beginning implementation of long-term, comprehensive, environmental-focused interventions expanding beyond the school to include the community (Benard, 1991). Furthermore, in the mid-1980s we finally started to hear preventionists talking about prevention strategies and programs based on research identifying the underlying risk factors for problems such as alcohol and other drug abuse, teen pregnancy, delinquency and gangs, and dropping out (Hawkins, Lishner, & Catalano, 1985). While certainly a giant step in the right direction, the identification of risks does not necessarily provide us with a clear sense of just what strategies we need to implement to reduce the risks.

More recently, we are hearing preventionists talk about ‘protective factors’, about building ‘resiliency’ in youth, about basing our strategies on what research has told us about the environmental factors that facilitate the development of youth who do not get involved in life-compromising problems (Benard, 1991). As discussed in an earlier chapter, reflections on the experiences of young people who have experienced exclusion have suggested that they are often left feeling rejected, stigmatised and labelled (De Pear & Garner, 1996; Kinder et al, 1997; Pomeroy, 1999). Also, it is reported that often these young people are already subject to difficulties ‘out of school’, for example, in their home or community contexts and are then subject to increased stress and feelings of hopelessness from permanent exclusion or a Managed Move (Munn, Lloyd & Cullen, 2000).

2.4.5 Family Circumstances and the Impact upon Managed Moves

The relationship between ‘out of school’ factors as a facilitator for successful integration into school should now be considered. For example, a pupil’s family circumstances can be seen to impact upon social, emotional and behavioural development, which in turn may lead for some young people to a barrier or a facilitator to integration. Here, the impact of childhood experiences with caregivers is important to understand, with relation to later experiences within school (Brisch & Hellbrugge, 2009). Children and young people with insecure attachments can function as a risk factor, so children with these patterns of attachment may develop difficulties when stressed or find it hard to resolve conflicts in a socially acceptable way (Perry, 2009).
In Munn and Lloyd’s (2005) study, some young people felt that the school should understand the difficulties in their lives outside school. What schools should know of pupils’ lives outside school and who in the school should have access to personal and sometimes highly sensitive information are difficult questions. Some schools have well worked-out policies on this, involving social work and pastoral care staff and clear codes of conduct about who knows what, and when classroom teachers need to know.

2.4.6 The Positive Impact of Extended Schools on Managed Moves

The provision of an extended school can impact positively on pupil attainment, attendance and behaviour as the school’s role and value in the community can be enhanced. Wilkin, Kinder, White & Atkinson (2003) suggest that the multi-agency input within extended schools was identified as particularly effective in meeting a range of pupil and family needs and as a means of removing barriers to attendance and achievement through school-based holistic strategies. ‘Extended schools’ are schools which act as a focal point for a range of family, community services, such as childcare, health and social services, adult education and family learning, study support, ICT access, sports or arts activities. There is robust evidence to suggest that involvement in extended activities, properly managed, is entirely compatible with a school's maintaining high standards in its 'core business' of raising students' attainments (Dyson, Millward & Todd, 2002).

There is also evidence that targeted interventions with 'at risk' groups in the school and the community stand a good chance of fulfilling objectives such as raising attainments and re-engaging disaffected pupils. Involvement in extended activities may have a positive impact on the cultures of schools and their communities, particularly in terms of how learning is viewed and of some notion of community cohesion. These impacts are particularly important if education is seen as being about more than simply raising attainments groups with education.

Wilkin, Kinder, White & Atkinson (2003) suggest that the multi-agency input within extended schools was identified as particularly effective in meeting a range of pupil and family needs and as a means of removing barriers to attendance and achievement through school-based holistic strategies. Schools should consider involvement in extended activities and should do so with confidence that, properly managed, they will enhance rather than impair performance in other areas. They should clarify the aims of their activities, consider how community needs will be
defined, develop appropriate management structures and lock themselves into supportive networks of other schools and agencies (Dyson, Millward & Todd, 2002). Dyson & Robson (1999) suggest that there is a real role for schools to play as part of a co-ordinated regeneration strategy, some schools emphasise extended involvement in community issues and family support; others emphasise their role of developing human capital in these areas by working intensively with pupils who might otherwise under-achieve.

2.4.7 Out of School Group Membership and the link to Successful Integration

With regards to ‘out of school’ group memberships, Wentzel & Caldwell (2006) followed pupils over time to examine relations of number of reciprocated friendships, peer acceptance, and group membership to academic achievement. Findings suggested that group membership was the most consistent predictor of academic achievement over time. Results suggest that aspects of peer relationships are related to classroom achievement indirectly, by way of significant relations with pro-social behaviour (Wentzel & Caldwell, 2006). Achievement beliefs and behaviours that are encouraged or positively received by the peer group seem to be more likely to surface again in the presence of one’s peers (Ryan, 2001). Adolescents report that they feel peer pressure regarding school involvement and such perceptions are significantly correlated with individual attitudes and behaviour regarding school. Observing a friend’s commitment to school work or hearing a friend voice a belief about the meaning of school may introduce an individual to new behaviours and viewpoints (Brown, Clasen & Eicher, 1986).

Out of school group memberships has links to Baumeister & Leary’s (1995) theory which suggested that ‘belonging’ is fundamental to human motivation. Pupils experiencing Managed Moves who become members of groups outside school can feel a sense of ‘belonging’ to the ‘receiving’ school, a connectedness with their peers which can promote peer acceptance which could lead to the facilitation of a successful Managed Move.
2.4.8 The Benefits of Engaging in Sport and Physical Activity out of School

The DCSF’s report in 2003, ‘Learning through Sport and P.E.’ represents an understanding of how high quality PE and ‘out of school’ sport can be used as a tool for whole school improvement, particularly in terms of attendance, behaviour management and attainment. Many schools within their investigation also found that pupils’ self-esteem and confidence have grown and that they are now more committed to a healthy, active lifestyle. The psychosocial benefits of exercise has been variously described as the potential enhancement of pro-social behaviours and positive interactions in children and young people (Sandford, Armour & Warrington, 2006), levels of maturity and social competence, reduction of social and emotional problems (Bailey, 2005; Wiles et al., 2008) and self-esteem enhancement (Burgess, Grogan & Burwitz, 2006; Daley & Buchanan, 1999; Slutzky & Simpkins, 2009; Walters & Martin, 2000; Lamb & Gulliford, 2011).

2.4.9 Social Networking Websites and the Potential Effects on Managed Move Pupils

‘Out of school’ factors identified by Thavarajah (2010) as being supportive of sustained integration included the support of adults around the young person (such as parents). Other important ‘out of school’ factors included friendships, as well as the use of ‘Facebook’, a social networking website. Fovet (2009) suggested that despite criticism of its use due to fears around online bullying, ‘Facebook’ provides a positive platform in which young people labelled as having Social, Emotional, Behavioural Difficulties (SEBD) could forge and mend relationships with their peers. Fovet suggested that even if active relationships are not formed within school, the online system provides an opportunity for these young people to be part of a community and access a supportive connection.

However, social networking sites can have a detrimental impact on young people and can lead to cyber bullying, which can seriously impact on the health, well-being, and self-confidence of those targeted (DCSF, 2009). The DCSF (2009) document ‘Cyberbullying: Supporting School Staff’ advocates that every school should have robust policies in place that include the acceptable use of technologies by pupils and staff and address cyber-bullying. Whole-school policies and practices designed to combat cyber-bullying should similarly be developed by and for the whole-school community. Schools will need to develop clear guidance to help to protect every member of the school community and to ensure that sanctions are appropriate and consistent. This will need to be effectively communicated to and discussed with employees, pupils and parents.
2.5 Literature Review Summary and Aims of the Present Research

Baumeister & Leary’s (1995) theory suggested that ‘belonging’ is fundamental to human motivation. Recent literature has begun to focus on student-teacher relationships and pupil belongingness to a school and can be seen as paramount to the facilitation of a successful Managed Move. The positive outcomes found regarding children’s reports of quality relationships with teachers are many (Johnson, 2009). Pupils undertaking Managed Moves and who may be engaged in collaborative learning can capitalise on other pupil’s resources and skills and this may help some pupils seek the approval of well-adjusted peers and teachers rather than strengthening their relationships with poorly adjusted peers (Urdan & Maehr, 1995).

Teacher satisfaction can lead to important positive outcomes with regard to student learning and the research will hopefully explore these outcomes further through the elicitation of pupil views. The acknowledgement of child and parent views is seen as an important one which could help uncover hidden needs (Abdelnoor, 2007). Harris et al. (2006) suggest that parents expressed frustration at the lack of clarity about the actual Managed Move process. The experience of being ‘forgotten’ and ‘missed’ sends powerful messages to a pupil and family about their value and position in school.

There is a wide range of direct benefits through sharing communication, skills and knowledge when bringing agencies together and working in a multi-agency way for children and their families (Atkinson et al., 2002). The Children Act (2004) requires agencies to work together to protect and support vulnerable children and believes that schools should become the venue for intra-agency collaboration to facilitate the effectiveness of Managed Moves.

The study by Lawrence (2011) suggests that the main barrier to re-integration for pupils was found to be a school that is not truly inclusive in terms of ethos, attitudes and expectations. Also, it is often argued that a lack of knowledge on the part of classroom teachers, attributed to a lack of training, is one of the main barriers to inclusion (Florian, 2008).

Despite the evidence to support the need for further exploration of ‘out of school’ factors including the effect of children’s academic achievement and social, emotional and behavioural development (Wentzel & Caldwell, 2006; Wilkin, Kinder, White & Atkinson, 2003), there is limited research focusing on the ‘out of school’ factors which may lead to successful integration.
following a Managed Move. A pupil’s family circumstances can be seen to impact upon social, emotional and behavioural development, which in turn may lead for some young people to a barrier or a facilitator to integration. There is robust evidence to suggest that involvement in extended activities, properly managed, is entirely compatible with a school’s maintaining high standards in its 'core business' of raising students' attainments (Dyson, Millward & Todd, 2002).

With regards to ‘out of school’ group memberships, findings suggest that group membership was the most consistent predictor of academic achievement over time. The DCSF’s report in 2003, ‘Learning through Sport and P.E.’ represents an understanding of how high quality PE and ‘out of school’ sport can be used as a tool for whole school improvement, particularly in terms of attendance, behaviour management and attainment.

Managed Moves are a positive alternative to permanent exclusions (Munn, 2000). Abdelnoor (1999) suggests that Managed Moves offer excluded pupils a carefully planned route to secure education. There is, however, a lack of research focusing on Managed Moves, specifically, what facilitates the successful integration of children and young people (Lown, 2005a; 2005b; 2007).

With regards to pupils moving schools following a permanent exclusion or a Managed Move, it appears that a Managed Move ‘is a fairly new concept, and the numbers involved are small’ (Abdelnoor, 2007). Therefore, it is important to learn from the experiences of those who have returned, in order to inform evolving understandings and shape future developments in educational policy and practice in relation to these pupils, their families, support services and schools. This research will aim to contribute to the area of Managed Moves by focusing on ‘in-school’ and ‘out of school’ factors that facilitate a successful Managed Move and what will improve the Managed Move process in the future for secondary aged pupils.

As a result of the findings of the literature review the following research questions are proposed:

1. What ‘in school’ factors facilitate integration to school following a Managed Move?
2. What ‘out of school’ factors facilitate integration to school following a Managed Move?
3. What would improve the Managed Move process in the future?
3 Methodology

3.1 Rationale

The aim of the research is to explore the effectiveness of the ‘Managed Move’ process to support the integration of secondary aged pupils. To explore the ‘Managed Move’ process fully, the researcher feels that it is also necessary to explore the ‘Managed Move’ protocols in addition to gaining the views of individuals who have recently experienced a Managed Move. It is important to learn from the experiences of those pupils who have returned to a school following a Managed Move, in order to inform evolving understandings and shape future developments in educational policy and practice in relation to these pupils, their families, support services and schools. The research will involve three case studies within three North West L.A.s. The following research questions are proposed:

1. What ‘in school’ factors facilitate integration to school following a Managed Move?

2. What ‘out of school’ factors facilitate integration to school following a Managed Move?

3. What would improve the Managed Move process in the future?

3.2 Propositions

Propositions are statements akin to the hypotheses that state why you think you might observe a specific behaviour or relationship. Yin (2009) says the researcher should be able to state the purpose (in lieu of propositions) of the study and the criteria by which an explanation will be judged successful. Propositions help narrow the focus of the study (Yin, 2009).

3.2.1 Propositions for Research Question One:

1. Tailored pastoral support programmes will facilitate successful integration during a Managed Move.

2. Considering the pupil and parent/guardian’s views will facilitate a successful Managed Move (Abdelnoor, 2007).
3.2.2 Propositions for Research Question Two:

3. The provision of sport and leisure activities will provide support for pupils outside of school (Sandford, Armour & Warrington, 2006).

4. Providing parent/guardian advice and guidance to support them through the Managed Move process will facilitate successful integration during a Managed Move (Lawrence, 2011).

3.2.3 Propositions for Research Question Three:

5. Raising an awareness of the Managed Move protocol to the individuals involved will improve the protocol in the future (Harris, Vincent, Thomson & Toalster, 2006).

6. Raising an awareness of pupil’s educational rights and related educational legislation will improve the Managed Move protocol in the future (Osler & Vincent, 2003).

3.3. Epistemological Position

Epistemology refers to the “theory of knowledge” and questions what should be defined as acceptable knowledge (Bryman, 2004). It attempts to provide answers to the question, ‘How, and what, can we know?’ (Willig, 2001). The researcher will adopt a critical realist stance for the research, which hopes to draw together elements of positivist and social constructionist traditions and claims that ‘interpretations can be explanations’ (Collier, 2001, cited in Matthews, 2010). Critical realism incorporates the perspectives of the participants (Robson, 2002), and can be useful in revealing what works from some people in some contexts. This may then be developed into useful theories which may be able to predict what happens in the future (Matthews, 2010).

By approaching the research from a position of critical realism, the researcher aimed to carry out a project with scientific basis through choosing the case study method to carry out an in depth investigation into the social phenomena of the way that pupils experience the Managed Move process. Research methods including a series of semi-structured interviews and an analysis of relevant documentation, namely the Managed Move protocols, were selected by the researcher as a critical realist to ensure that they would connect with people’s ability to reflect on and account
for their own actions (Banister, Burman, Parker, Taylor & Tindall, 1999). Furthermore, the critical position is clear through the researcher carrying out interviews with those involved (the CYP and the key adult associated with the ASR) to balance out what could be considered to be a subjective view of participation by the researcher, with how it is viewed by the adult and CYP so that an objective viewpoint is also considered.

Having considered an interpretivist epistemology, the aim is to understand the “knowledge” that had been constructed by the young people involved in the study and how systems in place within and beyond secondary schools may influence their own “realities” or perceptions. A decision was made around the best method to comprehend these realities. In light of this, semi-structured interviews will be selected as a means of understanding the potential differing perceptions. Through carrying out individual interviews with each young person, their parents or guardians and a key member of school staff, an exploration of multiple realities could be uncovered.

The term ‘reflexivity’ is a concept that can take on differing meanings within qualitative research (Alvesson & Skoldberg, 2009; Lichtman, 2010). Guillemin & Gillam (2004) defined a reflexive researcher as one who: .....is able to step back and take a critical look at his or her role in the research process (Guillemin & Gillman 2004, p.275). Through adopting a critical realist stance, the role of the researcher within the process was important, as the researchers own realities and perception of ‘knowledge’ would have impacted upon the interpretation of interaction and dialogues. With regards to the researchers own reflectivity, regular supervision with the University tutor allowed the researcher to be reflective throughout the research process and enabled a consideration of different perspectives on issues that arose. Ensuring that the findings were ‘reliable’ as well as ‘valid’ was important.

3.4 Design of the Study

The researcher undertook a series of exploratory case studies, utilising qualitative methods. Multiple cases strengthen the results by replicating the pattern-matching, thus increasing confidence in the robustness of the theory (Yin, 2002). Additional sources of information are used to triangulate the information and to increase the construct validity of the emerging themes (Yin, 2002). For example, the researcher carried out a content analysis on the Managed Move protocol for each Local Authority to add to the validity of the findings from the semi-structured interviews. This is followed up with a cross-case analysis between each of the three Local
Authority protocols. The researcher acknowledges that three case studies are insufficient to consider any analysis for claims of statistical generalisability but that the contrast between three different local authorities will be sufficient to propose some analytically generalisable findings. The subject of study, context for the research to take place, the research participants and units of analysis for the research study have been included in the table below.

**Figure One: Case Study Outline:**

<table>
<thead>
<tr>
<th>Stage One: The Managed Move Protocol.</th>
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<tbody>
<tr>
<td>Stage Two: The School Context</td>
</tr>
<tr>
<td>Case: Pupil, Parent and Member of School Staff</td>
</tr>
<tr>
<td>Units of Analysis:</td>
</tr>
<tr>
<td>1. ‘In-school’ factors which facilitate integration</td>
</tr>
<tr>
<td>2. ‘Out of school’ factors which facilitate integration</td>
</tr>
<tr>
<td>3. Factors which will improve the process in the future</td>
</tr>
</tbody>
</table>

Other qualitative methods, such as using focus groups (Bloor, Frankland, Thomas & Robson, 2002, Gibbs, 1997) or an ethnographic approach (Atkinson & Hammersley, 2007; Pink, 2007) were considered to address the research questions. However, these approaches would not have considered the discretion, respect and privacy required and may have also raised ethical issues due to the nature and range of the pupil’s needs and their potentially distressing individual experiences of the Managed Move.

**3.4.1 Case Study Protocol:**

A Case Study Protocol (CSP) is a set of guidelines that can be used to structure and govern a case research project (Yin, 1994). It therefore outlines the procedures and rules governing the conduct of researcher(s) before, during and after a case research project. In addition, a CSP can be particularly useful in research projects involving multiple researchers as it ensures uniformity in data collection and analysis (Yin 1994). In essence, a CSP is a set of comprehensive guidelines that is an integral part of the case research design and contains the procedures for conducting the research, the research instrument itself, and the guidelines for data analysis. By developing a CSP,
researchers are forced to consider all issues relevant to their research and this in turn contributes to more rigorous (case) research that has greater internal and external validity (Maimbo & Pervan, 2003; Miles & Huberman (1994). The main features of a CSP related to this research will now be outlined in Table 2:

Table One: Case Study Protocol

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity</th>
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</table>
| 1. Background         | • Previous research within the area of Managed Moves is limited. However, previous research on the topic has been cited by Abdelnoor (2007), Blyth & Milner, (1993) and Thavarajah (2010).  
                          • This research aims to explore the effectiveness of the Managed Move protocol to support the integration of secondary aged pupils.  
                          • To explore the topic in more detail, the research was broken down into three research questions to focus on: 1. In-school factors which facilitate integration following a Managed Move. 2. Out of school factors which facilitate integration following a Managed Move and 3. What would improve the Managed Move process in the future. |
| 2. Design             | • The research is a multiple-case design focusing on three North West L.A.s.  
                          • The object of study is the pupil and the school context.  
                          • There are a number of propositions derived from each research question. |
| 3. Case Selection     | • Each school was invited to identify a pupil, parent or guardian and a key member of staff involved with the pupil’s Managed Move. The school established initial contact with the participants and distributed the participant consent forms with a letter inviting them to take part in the research.  
                          • Each case was required to have completed a Managed Move within the previous six months of the research commencing. |
| 4. Case Study Procedures | • The researcher contacted each L.A. to obtain a copy of their Managed Move protocol to complete a content analysis (Stage 1) prior to the interviews commencing (Stage 2).  
                          • Within each of the three L.A.’s the researcher interviewed the pupil, parent and a key member of staff from the ‘receiving’ school (in that order). The interviews were approximately 30 minutes in length and were digitally recorded following the confirmation of consent from the participants.  
                          • The researcher followed pre-designed interview guides using open-ended
questioning (See Appendices D, E and F).

| 5. Data Collection | • A triangulation of perspectives between the three participants will be achieved through a cross-case analysis within each L.A.  
• Following this, each of the three L.A.’s will be compared and contrasted to determine overarching themes to address each of the three research questions.  
• The data will be stored and password protected to allow for security of the data adhering to the Health and Care Professions Council (HCPC) ‘standards of conduct, performance and ethics’ (2008)* and the British Psychological Society’s Code of Ethics (2009). |

| 6. Analysis | • The researcher carried out a content analysis with the aim of describing and making inferences about characteristics of each protocol in a systematic fashion (Stage 1).  
• The researcher adopted thematic analysis to identify natural groupings of themes throughout the interviews (Stage 2). The phases of analysis used were taken from Braun & Clarke, (2006).  
• Sequential coding of interviews for each case using constant comparison analysis was carried out to address each research question (See Appendix I).  
• A cross-case analysis of the themes and sub-themes was also carried out to combine findings to address each research question. |

| 7. Reporting | • The target audience includes educators and those responsible for policy-making within L.A.s. |

| 8. Schedule | **Date:**  
• L.A. contact to retrieve Managed Move protocol from three L.A.s Jan 2012  
• L.A. contact to promote research aims and objectives and identify three schools Jan 2012  
• Researcher to attend thesis panel Feb 2012  
• Participant recruitment March 2012  
• Interviews May 2012  
• Transcription of data June 2012  
• Write up findings November 2012  
• Dissemination of findings May 2013 |
These standards were adopted in July 2008 by the Health Professions Council (HPC). Some minor changes were made to them on 1 August 2012, when the HPC became the Health and Care Professions Council. The revised standards apply from that date.

3.5 Sampling and Participant Recruitment

The three participating schools were selected by EPs currently working within each of the Local Authorities. The following information has been taken from OfSTED reports for each of the three secondary schools involved in the research. Information has been selected to give an overview of each secondary school in order to understand the social context and structures in place. As information has been based on OfSTED reports, some information may have changed since these were made available. An outline and a brief demographic summary of each school is described below:

School A: Information about this school has been taken from a 2011 OfSTED report. The Secondary School is smaller than the average secondary school. It serves a wide geographical area, with some students travelling from a neighbouring authority to attend. The proportion of students known to be eligible for free school meals is slightly above average and there are low numbers of students from minority ethnic groups. The proportion of students with special educational needs and/or disabilities is slightly above average and the proportion with a statement of special educational needs is high. The school specialism encompasses the fine and performing arts and information and communication technology (ICT). It holds a number of awards including Artsmark Gold, the Inclusion Quality Mark and the ICT Mark and has Investors in People status.

School B: Information about this school has been taken from a 2010 OfSTED report. The school is a smaller than average school that has experienced a decline in its roll over recent years as a consequence of demographic changes. Although it serves an area of above average disadvantage, students travel from beyond the immediate community to attend and the proportion eligible for free school meals is average. Almost all students are White British with small numbers from a range of minority ethnic backgrounds. No student is at the early stages of learning English. The school is designated barrier-free for students with physical disabilities. The percentage of students with learning difficulties and/or disabilities is above average but the proportion with statements of special educational need is well below average. Comparatively few students join and leave the school other than at the normal times.
**School C:** Information about this school has been taken from a 2010 OfSTED report. The school is a larger than average comprehensive school. The school is oversubscribed and stable, with a lower than average percentage of students entitled to free school meals. There are few students from minority ethnic backgrounds or with English as an additional language. The proportion of students with statements of special educational needs is broadly average. However, there are fewer than average students who need extra help with their learning. The school has specialist technology college status and has been designated a training school. It is also involved in a very wide range of partnership work and has extensive community links.

The research was discussed with the Head Teachers and the Special Educational Needs Co-ordinator’s (SENCo) from the ‘receiving’ schools, followed by a discussion and a request for signed consent from the parent/guardians and the pupils to ensure they permitted participating in the research. The researcher emphasised the requirement for pupils selected for the research to have completed a Managed Move successfully within the past three terms. This facilitated the participant’s accurate retrieval of factors which facilitated their successful integration. As part of the discussions with the school staff, it was hoped that the schools and the L.A.s would value any contribution they could make towards supporting children and young people in the future regarding Managed Moves and hoped that this research, with their involvement, could lead to improvements within their current L.A. protocols.

**3.6 Data Gathering Methods**

The researcher carried out a series of semi-structured interviews, to address each of the three research questions. Semi-structured interviews allow researchers to develop in-depth accounts of experiences and perceptions with individuals. By collecting and transcribing interview talk, the researcher can produce rich empirical data about the lives and perspectives of individuals (Cousin, 2008). The semi-structured interview was used in order to collect rich qualitative information which carries a wealth of meaning, and sometimes a powerful emotional charge, rather than less descriptive quantitative data consisting of figures and statistics. The interview process and schedules were designed with consideration to elements of the AI process (See Appendices D, E and F). It is assumed that with AI, the language we use creates our reality and in every organisation something works (Hammond, 1998). The way questions are posed aimed to generate energy, hope and motivation and avoid questions which find fault, accuse and
condemn, this falls in line with the AI approach. AI encourages and enables people to be positive (Preskill & Catsambas, 2006).

Following this, three interviews took place in each of the three Local Authorities with the pupil, parent or guardian and a member of staff who supported the child throughout the Managed Move, using a semi-structured format. The three interviews aimed to address RQ1, RQ2 and RQ3.

The interviews were digitally recorded, then transcribed and anonymised. All participants were informed prior to data collection they would not be identifiable within the research report. The recording was stored and password protected to allow for security of the data. The HCPC (2012) ‘standards of conduct, performance and ethics’ and the British Psychological Society’s Code of Ethics (BPS, 2009) was adhered to ensuring that all data was stored securely. Participant confidentiality was maintained throughout the research by ensuring subjects’ identifying information was locked in a separate location and ensuring restricted access to documentation, removing personal information (e.g. names and addresses) from paperwork containing data after receiving this from study participants and properly disposed, destroyed, or deleted in line with the Code of Ethics.

The researcher provided feedback to the research participants immediately following the interviews to ensure that they were satisfied with the accuracy of the data collection. The research participants were provided with an opportunity to meet with the researcher to discuss the findings following completion of the research report. This was made explicit verbally following the research interviews.

In addition, the researcher carried out a ‘content analysis’ on three Managed Move protocols available from three North West L.A.s which are being used as a process of integrating pupils into a new school. The researcher aimed to make sense of the textual material within the current protocols to discover what themes were evident within the communication content. Content analysis is a research method that uses a set of procedures to make valid inferences from text (Weber, 1990). The researcher aimed to produce highly reliable and valid indicators of symbolic content through a classification scheme and relating content variables to their causes or consequences. The researcher carried out the following steps:

1. Define the recording units (e.g. word or whole text within the protocol)
2. Define the categories within the protocol
3. Test coding on a sample of the text
4. Assess accuracy or reliability
5. Revise coding rules

Upon completion of the classification process, the researcher aimed to describe and make inferences about characteristics of the protocol and make inferences about the effects of the communication within the protocol. Following this, the researcher carried out a cross-case analysis to compare and contrast the three protocols.

3.7 Data Analysis Methods:

3.7.1 Interpretative Approach

The researcher was required to make a decision about the stance to be taken in the overall analysis process, prior to carrying out the thematic analysis. A decision was to be made whether to use an *inductive* or *deductive* approach. For example, to what degree was the researcher to ‘interpret’ the data and how was the researcher to ensure that the data analysis was ‘reliable’. These issues will now be explored in more detail.

The process of deduction is described by Bryman (2004) as one where the researcher uses theoretical knowledge to formulate a hypothesis which is then “tested or scrutinised to create a theory” (p.8). Bryman (2004) goes on to describe induction as a process whereby data is explored in order to create theory. From the researcher’s perspective, there seems to be an element of risk with both these methods when adopted in isolation. A completely inductive approach could not be adopted due to already having some understanding of the research area (Braun & Clarke, 2006; Marks & Yardley, 2004). Also, although the themes were data driven, the researcher had a desire to explore specific areas within the research further, which made the analysis somewhat deductive. The research could therefore be described as using a joint approach of both aspects of deduction and induction and can be named as an ‘integrative’ approach, using a guiding theoretical framework when coding the data, but still actively including any emerging themes akin to a bottom up approach.
3.7.2 Phases of Thematic Analysis

The researcher chose to adopt a thematic analysis to identify natural groupings or themes throughout the interviews, which were then recorded and transcribed. A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set (Braun & Clarke 2006, p.82).

**Table Two: Phases of Analysis (Braun & Clarke 2006, p.87)**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description of the Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarising yourself with your data:</td>
<td>Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.</td>
</tr>
<tr>
<td>2. Generating initial codes:</td>
<td>Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.</td>
</tr>
<tr>
<td>3. Searching for themes:</td>
<td>Collating codes into potential themes, gathering all data relevant to each potential theme.</td>
</tr>
<tr>
<td>4. Reviewing themes</td>
<td>Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic “map” of the analysis.</td>
</tr>
<tr>
<td>5. Defining and naming themes:</td>
<td>On-going analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme (See Appendix I).</td>
</tr>
<tr>
<td>6. Producing the report:</td>
<td>The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of</td>
</tr>
</tbody>
</table>
The researcher also carried out a ‘content analysis’, this has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1952; General Accounting Office (GAO), 1996; Krippendorff, 1980; Weber, 1990). The content analysis enabled the researcher to sift through large volumes of data within each protocol with relative ease in a systematic fashion. The analysis aims to describe and make inferences about characteristics of the protocol and make inferences about the effects of the communication within the protocol.

It was hoped that the content analysis was effective in examining trends and patterns within each protocol and that the inferences made reflect the type of responses received in each L.A. The researcher expected that this process would identify potential gaps and opportunities to develop the protocol with consideration to ‘in school’ and ‘out of school’ factors. It is anticipated that this would lead to an updated protocol which may lead to an improved Managed Move process in the future. Finally, a cross-case analysis was carried out to compare and contrast the three protocols.

In addition to the above, the researcher obtained other relevant documentation such as each school’s mission statement, school policies, extended school services and local authority children and young people’s plans to generate more data to address the research questions.

3.8 Critique of Method

The advantage of thematic analysis is that it provides a means of organising and summarising the findings from a large, diverse body of research. It can also handle qualitative and quantitative findings since it is, in large part, a narrative approach (Pope, Mays & Popay, 2007). Despite the advantages, thematic analysis also came with its limitations. Braun & Clarke (2006) argued that the method has little “kudos” (p.97) in comparison to other analytic processes such as grounded theory, IPA or Discourse Analysis. It is an approach that has had few guidelines around its use (Attride-Stirling, 2001) which allows for its flexibility, but also can lead to it being seen as an unreliable approach and is associated with a lack of transparency (Pope, Mays & Popay, 2007).
Braun and Clarke (2006) provided an outline of the steps to the process of thematic analysis in order to develop greater clarity and consistency around its use, whilst also allowing for the flexibility that makes it a beneficial tool to use.

The content analysis method also has its limitations as the findings of a particular content analysis are limited to the framework of the categories and the definitions used in that analysis. Researchers who use different tools of measurement naturally arrive at different conclusions (Wimmer & Dominick, 2010). Content analysis can be frequently time consuming often laborious and tedious (Wimmer & Dominick, 2010).

The researcher also acknowledges that the sample size included in the present research could be too small to be considered generalizable to the wider population. However, steps were taken to attempt to broaden the research samples by inviting three neighbouring North West L.A.s to participate in the study. The researcher hoped that this would create a more accurate reflection of the Managed Move process within the North West region.

An awareness of case selection bias was also considered by the researcher. The L.A. EP may have targeted specific schools due to existing positive relationships between themselves and the schools rather than the researcher’s recommendation of randomized sampling. In addition, the schools taking part in the research may have had a tendency to identify participants who deliberately reflect the good practice and inclusive practices which the school feels it should provide. It is important for the researcher to acknowledge the validity of the research which may be undermined by both the school and the EPs selection bias and the implications this may have. Attempts were made by the researcher to encourage EPs to identify random schools and for the selected schools to select random participants who fitted into the selection criteria advocated by the researcher. For example, a pupil who had participated in a successful Managed Move within six months prior to the research commencing.

Important to note at this point, Case C (Sarah) was selected to participate in the research as she had met the selection criteria, although the Managed Move process was initiated by her mother rather than the L.A. which is the typical procedure. The researcher does acknowledge the risk of making causal inferences when working with a smaller set of cases. However, qualitative studies that focus on relatively few cases clearly have much to contribute (Collier & Maloney, 1996).
From an ethnographic perspective, there is recognition by the researcher of the enhanced salience of combining research methods with ethnographic data such as a survey instrument or an observational scheme. Using more than one approach reveals multiple pieces of evidence that serve as “building blocks” in the research endeavour (Lieberson, 1992). However, due to time constraints, a decision was made not to utilise this additional research method and focus solely on the use of qualitative interviews.

3.9 Operational Risk Analysis

<table>
<thead>
<tr>
<th>Risk</th>
<th>Level of Risk</th>
<th>Contingency Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>The researcher reveals ambivalence in the</td>
<td>Low</td>
<td>The researcher ensured that schools identify participants who have experienced recognised success throughout their Managed Move experience.</td>
</tr>
<tr>
<td>success of the Managed Move.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A member of staff from the school decides</td>
<td>Low</td>
<td>Schools seem determined to support the research due to their inclusive approach to supporting pupils in general.</td>
</tr>
<tr>
<td>not to take part in the research.</td>
<td></td>
<td>All appropriate staff were fully informed of the benefits of taking part in the research.</td>
</tr>
<tr>
<td>Participants choosing to withdraw from</td>
<td>Low</td>
<td>The sample schools ensured that they identified a second child in case the first participant(s) chooses to withdraw.</td>
</tr>
<tr>
<td>the research once it has commenced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researcher illness/absence</td>
<td>Low</td>
<td>The research process was started immediately following ethical approval to provide contingency time and in eliminating risk.</td>
</tr>
<tr>
<td>The interview session is interrupted by</td>
<td>Low</td>
<td>The researcher made explicit the</td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
or pupils from the school.

importance of using a room free from distraction.

Schools ensured that a suitable room was provided to ensure that the participants could focus on the research questions and not lose concentration due to external noise or other individuals entering the interview room.

3.10 Ethics

Prior to the research taking place, the researcher put forward an application for ethical approval, made to the University of Manchester’s School of Education Research Ethics Committee. Ethical approval was received in February 2012 (See Appendix H). The research was carried out in line with the British Psychological Society (BPS) Code of Conduct and Ethical Principles (BPS, 2009) which highlights key principles when working with human participants.

A participant information sheet and consent form was created with information about the research for the pupil, their parents or carers and a key worker from the school (See Appendix A, B and C). An initial set-up meeting was arranged prior to conducting the research. The initial meeting allowed the researcher to discuss the information sheet with the pupil and to answer any questions they may have. The initial meeting also enabled a positive rapport to take place and to ensure that the pupil was fully informed of the research process. At each stage of the process the researcher ensured that participants were aware of their rights within the research (Bell, 2008; Powell & Smith, 2009), for example, the right not to take part, the right to stop the interview at any point and the right to privacy. The researcher ensured that the participants were informed of their right not to discuss a particular topic if they feel distressed or uncomfortable of where the conversation may lead.

A signed consent form was completed by all the participants and parental/guardian consent was required prior to meeting any of the pupils. Key issues such as confidentiality, anonymity and the voluntary nature of the research (Morrow & Richards, 1996; Wiles, Crow, Heath & Charles, 2006) was outlined in the participant information sheets and also discussed throughout the research
process. Confidentiality was ensured through the use of a private room which was arranged prior to the interview day and the participants were assured that information discussed will remain anonymous. Once parental/guardian permission had been secured, arrangements took place to carry out the interviews. A clear description of the research was provided to all stakeholders prior to the study commencing. The pupils involved in the research were currently attending a secondary school having recently completed a Managed Move using the current protocol within their L.A.
4 Findings: Phase One- Analysis of the Managed Move Protocol

4.1 Introduction

Content analysis can be defined as an analysis of ‘data as representations not of physical events, but of texts, images, and expressions that are created to be seen, read, interpreted, and acted on for their meanings’ (Krippendorff, 2004). In the case of this research, the types of text analysed were Managed Move protocols. One of the uses of conducting a content analysis is to analyse the communication trends of individuals (Krippendorff, 2004). For this specific research, conducting a content analysis of Managed Move protocols provides the foundation for comparing existing content with user needs and identifying potential gaps and opportunities i.e. How appropriate are the protocols in successfully supporting pupils to reintegrate back into school?

Although it was considered to sample segments of each protocol, it was felt necessary to sample each protocol as a whole due to the document not containing vast amounts of material relevant to the study. Further to this, Weber (1990) recommends that documents be sampled in their entirety in order to preserve semantic coherence.

Table Three aims to display a direct comparison of the key features of each of the three protocols in a table format, this will be followed by an in-depth analysis of each protocol in turn. The aim of the comparison is to critically analyse the content of each protocol exploring specific categories which could affect the outcome of pupils experiencing a Managed Move in that particular L.A. The content analysis categories have been developed through recursive reading, previous research and through the previous experience of the researcher.

Table Three: Protocol Comparison

<table>
<thead>
<tr>
<th>Protocol Categories</th>
<th>Local Authority A</th>
<th>Local Authority B</th>
<th>Local Authority C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joint decision made on whether Managed Move is appropriate with pupil and parent/guardian</td>
<td>✗</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>Respite placement offered prior</td>
<td>✗</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Managed Move</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flow-chart design to guide the</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>reader through the process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocate or keyworker</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>provided to support child and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parent/guardian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of acronyms or educational</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>jargon throughout protocol</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child/parent/guardian friendly</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>language used</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil provided with a choice</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>of school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dual registration at both</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>schools required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline of pupil’s difficulties,</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>issues or problems forwarded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the receiving school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline of strengths and</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>previous successes forwarded</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the receiving school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil support plan established</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>at the start of the trial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>period</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice of the Child (VoC)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>considered in formulation of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the pupil support plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria outlining successful</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>placement made explicit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for multi-agency</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>involvement to support the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pupil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirement for EP</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>involvement at any stage of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermittent review meeting</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
### 4.2 Summary Evaluation of the Managed Move Protocols

#### 4.2.1 Content Analysis for the Managed Move Protocol in Local Authority A

The first protocol to be analysed is five pages in length. On page one of the protocol, a flow chart is presented showing the steps outlining when the potential for a Managed Move is consulted with the Pupil Access Team for the L.A. to one of two end points. One being that the receiving school allows the pupil to be on roll and all necessary paperwork is completed. The second end point outlines that other schools should be considered and the pupil returns to their ‘donor’ school. The flowchart consists of fifteen boxes from start to finish and is presented in a concise and coherent way which would allow for an easier interpretation of the Managed Move process.

The researcher believes that page one is the most relevant part of this particular protocol as the whole Managed Move process from start to finish is made explicit, therefore, a more in depth analysis shall take place of this page. The rest of the protocol, four pages, requests data such as general details of the child, previous schools, ethnic origin, child protection issues, agency involvement, incidents in school that have given rise to concern and academic ability. Page five requires the receiving school to complete a number of boxes outlining the proposed period for the trial, a review date, transport arrangements, any other issues, and confirmation by all parties of a commitment to the Managed Move. Also, there is no signature required from the pupil, only for the head teacher, parent or guardian and the Pupil Access Team representative.
Page one of the protocol, as mentioned earlier, starts with the head teacher consulting the Pupil Access Team about a potential Managed Transfer. The next stage of the protocol states that, if suitability agreed, the Managed Move is outlined to the potential pupil with parents or carers in attendance. At this point, a ‘receiving’ school has not been identified and this may produce a level of anxiety amongst the pupil and parent. If the parent approves of the Managed Move, then parents, not pupils, are informed of the procedures and the likely timescales. If the parents decline the transfer, then the usual systems for discipline continue to function. It is interesting to note that there does not appear to be an opportunity for the pupil to make choice at this stage. If the offer is declined, the possibility of a more severe sanction could take place, such as a permanent exclusion.

If the parent accepts the transfer, the relevant documentation is completed and the pupil’s file forwarded to the Pupil Access Team within ten school days. Again, there appears to be no opportunity for the pupil to have their opinion considered or their voice heard. At this stage, the Pupil Access Team approaches schools that are appropriate and agreement to admit sought. From the researcher’s perspective, there does not appear to be any documentation or information provided to the pupil or parent on what is deemed as an ‘appropriate’ school. The researcher feels that listening to the views of pupils and parents at this point may be vital to ensuring a smooth transition to a preferred or more appropriate school to meet the needs of the pupil and their parents. This, it is hoped, would instil parental confidence in the process.

The Pupil Access representative arranges a meeting with a new school with the pupil and the parent, representative from the ‘donor’ school and new school and any other relevant agencies. This multi-agency approach is a positive one in attempting to meet the child’s needs with a potentially broad range of support. However, at this point, there could be an appropriate opportunity to seek the pupil and parents views as to which representative they would like to attend the meeting and whether ‘other relevant agencies’ may create heightened anxiety for the pupil or the parent. For example, perhaps the pupil may have experienced a difficult relationship with the school representative from the ‘donor’ school. Or maybe the representative from a perceived relevant agency may not be in the best interests for the pupil and parent. For example, a Police Community Support Officer may be present who could hold negative views about the child and their family. Alternatively, the pupil may request a member of staff they have a particularly good relationship with to support them through the meeting. A careful, sensitive approach would need to be considered in light of the pupil’s views at this stage.
Furthermore, consideration of a child-centred agenda for the meeting would be beneficial to elucidate the pupil’s views and generate empowerment and ownership of their own success. In addition, consideration of the type of setting the meeting takes place at should be established to consider the wishes of the pupil and their parent. An overly formal setting may increase feelings of anxiety, tension and powerlessness and prevent views and feelings being brought forward. Additionally, transport arrangements may need to be considered if public or private transport is inaccessible.

Within the latter stages of the protocol, upon approval of the Managed Move to the ‘receiving’ school, the pupil is then dual registered throughout the trial period (this is made explicit within the latter stages of the protocol). If the pupil has previously had difficulties adhering to the ‘donor’ school’s policies, then it is necessary to clarify expectations for the new school policy. The researcher feels that if the pupil experiences a Managed Move at a ‘receiving’ school, then understanding and following two sets of policies may be overwhelming. This is especially the case if the two school policies differ in their standards and expectations of their pupils, adapting to a ‘receiving’ school can be a difficult challenge for children in light of this protocol feature.

If the pupil is unsuccessful following the trial period, the Pupil Access Team are informed immediately by the ‘receiving’ school. The flow chart states that this could be due to concerns regarding the lack of achievement of successful outcomes. The protocol does not make explicit what the success criteria are and what deems to be a success or a failure. As a consequence, schools could be in a position whereby they can pick or choose who they would like to accept on roll. If the pupil is unsuccessful, it would be interesting to discover if a request was made for a record of the evidence to suggest why this was so. Monitoring and tracking procedures may be an effective mechanism to consider to provide evidence to the Pupil Access Team on why they feel a place on their roll would not be recommended. The protocol does not emphasise or outline any requests upon schools to provide this information. The researcher feels that this would be a beneficial amendment to the current protocol for this L.A. If this feature was established by the Pupil Access Team, perhaps ‘receiving’ schools may feel more responsible to ensure that appropriate support is in place for the pupil to assist a pupil’s integration.

If the pupil is unsuccessful, they are returned back to the ‘donor’ school without delay. The pupils may feel helpless at this point, they are returning to the ‘donor’ school who, in some cases, had wanted the pupil to leave in the first instance. This may have a detrimental effect on the
pupil knowing that they are returning to a school which rejected them previously. It is important to consider at this point that not all cases involve a school rejecting a pupil, it may have been requested by the pupil, parent or guardian.

If the pupil is successful, then the pupil remains on roll at the ‘receiving’ school. At this point, the ‘receiving’ school completes the Managed Move paperwork.

**4.2.1.1 Summary for the Managed Move Protocol in Local Authority A**

To summarise the features of the protocol, there appeared to be a number of factors which could provide support for the pupil during the Managed Move and a number of features which could risk the potential success of the Managed Move. The supportive factors include the easy to interpret flow-chart design to guide the reader through the process. An outline of the pupil’s difficulties and strengths are forwarded to the receiving school to enable support to be put in place prior to the pupil’s arrival and finally, an end of trial review is provided to decide whether the Managed Move has been successful or not. These appear to be supportive features for a pupil experiencing a Managed Move.

The researcher has identified a number of protocol features which may risk the success of the Managed Move. For example, the decision to authorise a Managed Move is not a joint one to include the pupil view despite the Special Educational Needs Code of Practice (DfES, 2001) placing value on the Voice of the Child (VoC) and there is no respite placement offered prior to the Managed Move. The pupil does not receive any form of support from an advocate or a key worker despite the recognised positive outcomes found regarding children’s reports of quality relationships with members of staff (Johnson, 2009). The protocol does not exclude the use of acronyms and educational jargon to enable a comprehensible read and in addition, does not use child or family friendly language. The pupil does not receive a choice of ‘receiving’ schools to select from and upon identification of a school by the L.A., there is no indication that a pupil support plan is established at the start of the Managed Move. The protocol does not indicate that the child’s views are sought from the start.

There seems to be no evidence of specific criteria to outline a successful Managed Move so the pupil does not understand what is expected of them. Also, an opportunity for multi-agency and EP involvement is not required throughout the Managed Move process which appears to
contradict the Children Act (2004) and the requirement for agencies to work together to protect and support vulnerable children. An interim review meeting is not provided for the pupil and the end of trial period review does not make explicit the opportunity for the pupil’s views to be sought. Finally, if the pupil is unsuccessful during the trial period, then pupil support is not provided when they return to their ‘donor’ school.

4.2.2 Content Analysis for the Managed Move Protocol in Local Authority B

The second protocol to be analysed is thirty one pages in length due to the inclusion of several attachments including the Parental and School Agreement and the Supported Transfer Review Form. The protocol is headed ‘Protocol for Supported Transfers in xxxx Secondary Schools’. It is important to note at this point, that this particular L.A. uses the term ‘Supported Transfers’ as an alternative to Managed Moves. The elements of the protocol which appear to be more relevant for the research are the ‘Supported Transfer Flowchart’ on Page Six and will be the focus of the content analysis.

The process for a Supported Transfer involves a number of stages and has been designed in a flow chart format which allows for ease of understanding upon viewing. The first stage states ‘Persistent disruptive behaviour’ in bold followed by an explanation that the Link Teacher shall be involved to advise with the assessment of and support for underlying learning difficulties. It is interesting to note that the Supported Transfer process seems to be established with the focus being on the presentation of disruptive behaviour and then a consideration of underlying learning difficulties preceding this.

The next stage of the process suggests the consideration of a respite placement being offered before a Supported Transfer to provide the pupil with an opportunity to return to their school and minimise the likelihood of purposeful disruption. Respite placements usually take place at Pupil Referral Units (PRUs) which are a type of school that are established and run by the Local Authority specifically for pupils who cannot attend a mainstream school. Under Section 19 of the Education Act 1996, Local Authorities have a duty to provide suitable education for children of compulsory school age who cannot attend school because of illness or exclusion.

The researcher feels that this stage of the process is not clear and needs investigating further, for example, clarification would be required for the phrase ‘minimise the likelihood of purposeful
disruption’. It would be interesting to see what type of support would be in place for the pupil during the 6 week respite period to ensure that the display of persistent disruptive behaviour on the pupil’s return is minimised.

The next stage considers a School Action Plus intervention, with the introduction of a Pastoral Support Plan (PSP) with Behaviour Support involvement where appropriate. Also, it is at this stage that the consideration of EP involvement takes place to undertake a detailed assessment. Interestingly, a decision to introduce the PSP is decided only at this stage, when it would seem beneficial to introduce this earlier in the process.

The next stage discusses the arrangement of a PSP meeting with parents to agree whether a Supported Transfer is appropriate, this appears to be a positive and collaborative approach. If a Transfer is deemed appropriate, then the parent signs the relevant form. It is not clear whether the PSP meeting with parents and agreement of a Managed Transfer is an automatic step from the PSP introduction and possible involvement of an EP. There does not seem to be an allocated amount of time to see if the EP involvement had a positive impact before considering calling a PSP meeting with a view to deciding whether a Supported Transfer is appropriate, it would seem beneficial for this to be made explicit within the flow-chart.

The head teacher then contacts another school, for consideration of a Supported Transfer. When this is agreed, all parties are notified and an admission date arranged. It would be interesting to explore how schools are identified and whether the Head Teacher feels that the school is appropriate to meet the needs of the pupil. It is not stated whether the pupil and parent have an opportunity to voice their views upon which school they feel would best suit their needs. It may be that agencies previously involved with the pupil may have an opportunity at this stage to voice their professional opinion as to which school would be deemed appropriate. If schools have different policies, this could mean different placement schools have varying standards and expectations which could influence the success of a pupil’s placement dependant on the individual’s needs.

Upon approval of the Supported Transfer process, all the attainment information is passed on to the placement school and a six week trial period commences. The pupil is classed as a ‘guest’ in the placement school and is maintained on roll of the donor school, suggesting a possible duel registration procedure. Furthermore, the impact of a pupil being known as a ‘guest’ is worth
exploring further within the discussion section with regard to school belongingness and feelings of self-worth. This stage also suggests that Behaviour Support, if appropriate, will monitor the pupil. It is not made explicit whether or not a personalised, needs-led support package will be implemented by Behaviour Support to support the pupil, however, their inclusion is a positive move to generate multi-agency working.

The review meeting takes place at least one week prior to the end of the placement with both schools, parent, pupil and Behaviour Support if necessary. It would be intriguing to find out how these meetings are administered and who leads the meeting, sets the agenda, who attends and what constitutes a successful placement. It would be of benefit for the pupil to be a key part of this review meeting to ensure its effectiveness but this is not made explicit within the protocol. The United Nations Convention on the Rights of the Child gives children the right to have their views given due weight in all matters affecting them (Lundy, 2007).

The final stages of the Supported Transfer process focus on whether the Transfer has been successful or not. If problems are reduced then the pupil stays at the placement school and is taken off the roll of the donor school. It is interesting to note that the flowchart states the phrase ‘problem reduced’, the researcher feels that a more suitable, alternative use of language can be used here. The protocol states that if the ‘problems’ are not reduced then a consideration of an extension of placement could be appropriate. If this is not deemed as appropriate, (for reasons not stated in the protocol), then the donor school attempt to find a second placement and the same process is followed. There appears to be no set criteria to advocate qualifying for an extension.

At this stage, discussions take place with the pupil referral central team with a view to a potential placement. In addition to the consideration of a ‘Pupil Support Centre Placement’, further EP assessment is recommended and the donor school considers applying for Statutory Assessment. A number of interesting points emerge at this stage of the process. Firstly, there is no clarity on what the ‘Pupil Support Centre Placement’ would provide for the pupil to enable their needs to be met and no indication to the duration of this proposed placement.

The final box of the flowchart states that if the protocol has been followed and the pupil has had two unsuccessful placements, then the L.A. will look to underwrite this by withdrawing the pupil to an alternative provision. From the researcher’s perspective, this does not appear to be a
supported element of the process based upon meeting the pupil’s individual needs. Withdrawing a child and placing them in alternative provision appears to be a last resort. Potentially, a pupil could be placed in alternative provision following twelve weeks of placement and support. This does not seem to be an appropriate length of time to establish any success following EP assessments and Behaviour Support involvement. The pupil may be experiencing heightened stress during the trial periods and an appropriate length of time is necessary for the pupil to fully integrate into placement schools. It takes time to generate positive relationships with staff and pupils and to generate a sense of school connectedness. In light of Baumeister & Leary’s (1995) theory it is suggested that ‘belonging’ is fundamental to human motivation, twelve weeks does not seem like a sufficient amount of time to fully integrate.

4.2.2.1 Summary for the Managed Move Protocol in Local Authority B

The protocol has a number of supportive features for pupils experiencing a Managed Move, including a respite placement offered prior to the actual Managed Move commencing so that the pupil can potentially remain at school. The protocol is presented as a flow-chart which provides an easy to interpret Managed Move process. An outline of the pupil’s difficulties are forwarded to the ‘receiving’ school and there is an opportunity for multi-agency involvement during the trial period. The protocol advocates the involvement of an Educational Psychologist throughout the Managed Move and the pupil also receives support if they are unsuccessful in the trial period. The protocol also provides the pupil and their family with a review meeting encompassing the views of the pupil.

A number of risk factors are evident throughout the protocol which could have a detrimental effect on the outcome of the Managed Move. For example, the decision on whether a Managed Move is appropriate is made by the Head Teacher without regard to pupil and parent/guardian’s views. An advocate or keyworker is not considered to support the pupil and the use of acronyms and educational jargon is used which may be difficult to understand for individuals unfamiliar with the education system. The pupil and parent/guardian are not provided with a choice of potential schools to trial and outlines of the pupil’s strengths are not forwarded to the ‘receiving’ school, just their perceived difficulties are highlighted. There is no evidence to suggest a pupil support plan will be established and the voice of the child will not be obtained at this stage. A success criterion does not seem to be made explicit to the pupil and an intermittent review during the trial period is not provided.
4.2.3 Content Analysis for the Managed Move Protocol in Local Authority C

The third protocol to be analysed is eighteen pages in length. The protocol in its entirety is named the ‘In Year Fair Access Protocol’. The protocol does not just focus on Managed Moves but also considers ‘parental requests for admissions to schools’. For the purposes of this study, the analysis will start on page six which is headed ‘Managed Transfer requested by the school’. The protocol outlines that all Managed Transfers must be requested through the appropriate Fair Access Panel. The protocol states that schools should follow the procedures within the protocol so that each school will have no doubt as to who is responsible for the pupil at any one time. The protocol highlights that any suggested move needs to be with the full agreement of the parent or carer. If the pupil has a statement of needs, an interim review takes place prior to the Transfer, it is made explicit within the protocol that this is a statutory requirement.

The process for the Managed Transfer takes the form of a series of statements starting with a Managed Transfer referral to the panel made by the pupil’s ‘donor’ school. It is indicated that the Managed Transfer should form part of the pupil’s PSP, IBP, IEP or pupil profile which seems to be a useful idea. However, if the protocol was designed to be child and parent/guardian friendly, then acronyms may not be useful for their understanding of the process. It is not clear on how the Managed Transfer can be integrated into these pupil plans and more clarification appears to be needed at this stage.

It is made explicit that the Managed Transfer will last for one half term, six to seven weeks, after which point a decision will be made to complete the Transfer or the pupil will return to the ‘donor’ school. The final review date will be set at the start of the transfer. In some circumstances, the protocol states that the trial period can be extended by the Panel after the one half term but will not last more than twelve weeks. Interestingly, the protocol states that there will be a review of progress after three to four weeks of the Managed Transfer starting. The review arranged early after a short time frame seems to be a good idea so that amendments could be made to the support plan if required. It would give an opportunity for the pupil’s voice to be heard during the trial period as an alternative to providing this at the end of the period. This will allow for a more personalised and needs-led support package. Despite the useful recommendation of providing an earlier review meeting, there does not seem to be a checklist or criteria which would indicate a successful or unsuccessful trial period placement. This may form
part of the next statement within the protocol, which indicates the drawing up of a clear plan of support for the pupil.

The support plan, it is suggested, should be completed by the receiving school, the ‘donor’ school and the Local Authority. The support plan should been drawn up both prior to entry and during the trial period. The protocol indicates that the plan should draw upon all available and appropriate resources. The researcher believes that the pupil voice needs to be acknowledged at this point to determine which resources are available and how they are to be utilised to meet their needs in line with the Special Educational Needs Code of Practice (Department for Education & Skills, 2001).

It is highlighted in bold beneath this statement that throughout the trial period, the ‘donor’ school should have a role in monitoring the plan. The researcher feels that it would be necessary to discover what this role would entail and to determine who would be responsible for initiating the contact between the two schools. There is also no indication of who the pupil contacts if they have a concern which places the pupil at risk due to their needs potentially not being met. It would be helpful for the pupil and parents to have a choice of school to move to with the knowledge of what resources can be provided to address their needs accordingly. These points are not addressed in the protocol but could be discussed during the plan of support prior to the start of the trial period. However, it would be useful for this to be made clear within the protocol from the researcher’s perspective.

At the end of the term (six to seven weeks), the receiving school should make a final decision as to the permanency of the Managed Transfer. This final decision seems to be made without regard to the pupil’s or parents views. The Transfer may be jeopardised due to a lack of pupil satisfaction or a lack of motivation to integrate fully into the school. If the school is not satisfied that a permanent move is to be granted then they will return to the ‘donor’ school, with the option of a re-referral to the panel. It is not clear whether this would be the pupil’s choice or the ‘donor’ school’s decision. This needs to be made explicit within the protocol otherwise this option may not be utilised if nobody is aware of who’s role this is.

The protocol briefly discusses financial implications to support the Managed Transfer including the point that upon the pupil being formally admitted, the funding will be back-dated to the start of the trial period. The protocol then suggests that ‘all schools should act in a spirit of
partnership and co-operation for the arrangements to work'. Acting in the spirit of ‘partnership’ and ‘co-operation’ seems to be a very subjective statement which could be interpreted in a range of ways by different schools. For example, ‘co-operation’ could imply support shared between staff members within the same school or it could be interpreted as two schools working together. Also, ‘partnership’ could be interpreted as working alongside parents or carers, or working in partnership with the ‘donor’ school or working closely with the Managed Move pupil. Furthermore, schools hold different mission statements and have independent ethos’ which may not specifically advocate working ‘in a spirit of co-operation and partnership’ despite this being recommended as good practice.

The protocol finishes off with the statement, ‘in the cases of Children in Care, the review period of six to seven weeks may be extended’. On pages ten to eighteen, the Appendices include the following:

Appendix One: The Managed Transfer Request form from the ‘donor’ school
Appendix Two: The Parent/Carer Information sheet,
Appendix Three: The Panel’s decision form, and finally,
Appendix Four: The Agreed Arrangements by the receiving school.

On viewing these Appendices, some important points emerged which will now be discussed in more detail. In Appendix One, page twelve, information is requested regarding incidents in school giving rise to concern and an additional request for information regarding fixed term exclusions over the last one to two years. This information appears to focus on within-child factors and problematic behaviours from the pupil’s educational history. The researcher feels that it would be beneficial to include a request of information based on the pupil’s strengths and abilities to form part of the pupil support plan. It is important to acknowledge previous behaviours of concern but this could create a negative picture of the pupil and create barriers to inclusion during the trial period. By focusing on the pupils strengths it would create an opportunity to focus on the positives and not the negatives (Eastman, 2011).

Within Appendix Three, there is a box to be completed by the Panel to place the name of the recommended receiving school for the pupil. It would be interesting to discover how this decision is made and which factors are considered during the decision-making process including the seeking of the views of the pupil. Perhaps there is an opportunity for a piece of work to take
place prior to the Managed Transfer trial period to gain the views of the pupil to seek out what they feel would support them most effectively. This could be achieved through gaining the voice of the child, artwork, person centred counselling, focus groups (with the pupil, peers and support staff), role plays, photography and/or a letter to the Panel from the pupil. The EP could have a clear role in gaining the voice of the child through appropriate, sensitive means (Lawrence, 2011).

4.2.3.1 Summary for the Managed Move Protocol in Local Authority C

The protocol has a number of supportive features which will have a positive impact on the Managed Move process. The protocol highlights that any suggested Managed Move needs to be with the full agreement of the parent or guardian and if a pupil has a statement of needs, an interim review will take place prior to the Managed Move or Managed Transfer in this case. An outline of the pupil’s difficulties is forwarded to the ‘receiving’ school and an opportunity for multi-agency involvement is evident throughout the process. The protocol also has the benefit of holding an end of trial review to determine whether the Managed Move was successful or not.

A number of risk factors are identified from the protocol including the lack of a respite placement prior to the authorisation of a Managed Move and no advocate or key-worker provided to support the pupil during the Managed Move. The Managed Move process is not presented in a flow-chart design and uses acronyms and educational jargon throughout which may lead to confusion for the reader. The pupil is not provided with a choice of school to attend and following identification of a school by the Head Teacher, the pupil’s strengths are not forwarded to the ‘receiving’ school.

A pupil support plan is not established at the start of the trial period and there is no indication that the child’s views are taken into consideration at this point. There appears to be no outline of a success criterion to work towards for the pupil which can be seen as a risk factor. Also, Educational Psychology involvement is not made explicit at any stage of the process. The protocol does not advocate an intermittent review during the trial period or an end of trial review encompassing the pupil’s views. Finally, if the pupil is unsuccessful following the Managed Move, there is no indication of any form of support for the pupil following their return to the ‘donor’ school.
4.3 Summary Evaluation of the Three Managed Move Protocols across Local Authorities A, B and C

Following an analysis of the three protocols, there seem to be a number of similarities between them but also some significant differences, which will now be explored in more detail. Interestingly, all three protocols do not encompass the views of the pupils or parent/guardians when making the decision on whether a Managed Move is appropriate. This decision appears to be made solely by the ‘donor’ school. Prior to the Managed Move taking place, only one protocol advocated a ‘respite placement’ prior to the Managed Move taking place. This placement would provide an opportunity for the pupil to have a short-term ‘break’ with a return to the ‘donor’ school available before consideration of a Managed Move takes place.

Two of the protocols outline the Managed Move process through a flow-chart design. This allows the reader to be guided through the process with clarity, with all the stages of the process outlined in one page to minimise confusion. This seems to be a more appropriate means of outlining the whole process as opposed to L.A. Three’s step by step account using a series of statements over a number of pages. There are no suggestions of a keyworker or advocate to support the pupil and parent/guardian throughout the process. With the process being a relatively complicated one, the researcher feels that this is an area of need in which further exploration may be necessary and L.A.s should consider.

The three protocols under analysis all use a range of acronyms and educational jargon without an explanation as to what these mean. For educational professionals viewing the protocols, this may not be problematic but for parents and guardians who are unfamiliar with these terms, this could create confusion and a barrier towards their inclusion throughout the process. Furthermore, this suggests that the protocol was not designed to be considered and understood by pupils, who are directly influenced by the outcomes of the protocol. If the intention of the protocol is to be provide a clear process for Managed Moves, then a consideration of a pupil-friendly discourse is necessary to encourage full participant engagement. The three protocols do not provide an opportunity for the pupil to have any form of influence over the choice of schools for the Managed Move. This may be an opportunity missed, especially if the pupil has a desire to attend a specific school for reasons such as positive group affiliation, convenient distance to their home, more suitable options of subjects on offer, school team sport opportunities and/or a particular schools reputation or ethos that meets the need of the pupil.
Each protocol requires a dual registration at the ‘donor’ school and the ‘receiving’ school. Although the researcher acknowledges that this may be a necessary requirement due to the unknown outcomes of the trial period and the possible return of the pupil to the ‘donor’ school, concerns exist with the dual responsibility created for the pupil. Dual registration requires a pupil to adhere to two sets of rules, two sets of codes of conducts, two behaviour policies and two sets of expectations. At a potentially difficult and testing time for a pupil experiencing a Managed Move, abiding to two sets of rules may confuse a pupil further and set them up for failure. If dual registration is required, then the rules of the ‘receiving’ school need to be clearly communicated to the pupil upon their arrival prior to the Managed Move commencing.

Each protocol had a designated section to highlight the pupil’s difficulties, issues or problems with only one of the protocols requesting information on the pupil’s strengths and previous successes. If the Managed Move process is established to support and encourage a pupil’s successful transition to a new school as an alternative to permanent exclusion, then highlighting previous concerns may not promote positive change and a ‘fresh start’. Only one of the protocols requested information on the pupil’s strengths as a platform to establish a support plan for the pupil. The researcher feels that this is a positive step in the right direction for L.A.s to enable a more solution-focused response from the ‘receiving’ schools.

There was no evidence to suggest that any of the L.A.s within this piece of research would consider the implementation of a pupil support plan to support the pupil’s integration to the ‘receiving’ school. Although a transition meeting was put in place, there was no indication that a personalised pupil support plan would assist their integration. If L.A.s paid more attention to this idea, perhaps success rates of Managed Moves would increase due to the likelihood of a pupil’s individual needs being considered. This idea could fall hand in hand with the opportunity for the voice of the child to be established. The three protocols do not require the pupil’s perspectives and the researcher feels this would be a key requirement of the Managed Move process to allow the pupil to put forward their views and opinions on what would be effective for them.

One particular point of interest to the researcher following an analysis of the three protocols was the lack of criteria outlining what a successful placement entails. It is unclear how a pupil, parent/guardian, school or L.A. will be able to acknowledge whether a trial period was deemed to be successful or not. The researcher believes that a lack of success criteria could potentially allow schools to be selective towards the pupils maintained on their role following the trial
period. Therefore, it would be advisable to consider a jointly agreed criterion to determine what a successful placement entails before the Managed Move trial period begins, in agreement with all parties involved.

With regard to EP involvement, only one protocol out of the three advocates a referral to an EP prior to the Managed Move taking place to administer a full assessment of the pupil’s needs. There is no indication of a further role for the EP apart from the assessment requirement and there is no mention of any form of EP involvement in the other two protocols. The researcher feels that EPs have a unique role in the Managed Move process, a much wider role than administering a full assessment of the pupil’s educational needs.

Each protocol provides the opportunity for an end of trial period review to determine whether or not the placement has been successful or not. However, only one protocol within the study requests the views of the pupil at this stage. Further to this, only one protocol holds an intermittent review meeting in addition to the final review to monitor the placement and to allow adaptations to be made. This is highly recommended by the researcher to determine the success of the trial period. The researcher feels that obtaining the views of the child at this stage is also paramount. Only one out of the three protocols within the study offers support if the pupil is unsuccessful in the trial period when they return to the ‘donor’ school. The researcher feels that if a pupil is unsuccessful during the trial period and is required to return to the ‘donor’ school again, then support at this stage is crucial.
5 Findings: Phase Two – Individual Case Studies

5.1 Introduction

This chapter will start with a description of the individual Managed Move case and will then take an in depth exploration of the themes that were created as a result of thematic analysis in order to understand what has supported pupils in their integration following a Managed Move. A descriptive exploration of each overarching theme that emerged as a result of interpretative latent level coding (Boyatzis, 1998) has been carried out and the findings will be presented with relation to each of the three research questions.

Each case is explored in turn and are anonymised for confidentiality followed by an integrated summary of both the Managed Move protocol and the case study interviews. The main focus of the research is an exploration of the Managed Move protocol in supporting secondary aged pupils back into secondary school and the majority of the findings will therefore focus on this question. Further analytical considerations and relevance of the findings with relation to existing literature is explored in the discussion chapter.

5.2 Case A: Introduction to Leon

(See section 3.5 for details of School A and section 4.1 for details of Local Authority A)

Leon attended School A and started at this provision in September 2011. Leon was in Year 8 and aged 12 at the time of the interview. In addition, interviews took place with Leon’s mum and the SENCo at the ‘receiving’ school. Leon had a diagnosis of Autistic Spectrum Disorder (ASD) and had significant communication difficulties which led to behavioural outbursts which led him to being moved to his current school. Leon had no brothers and sisters and lived with his mum who had researched the education system rigorously. This enabled her to make the right choices and know her and Leon’s rights related to school provision. According to Leon’s mum, the L.A. wanted to place Leon in a special school but she was determined to move Leon into a mainstream setting to meet his needs. Leon had made good progress following the Managed Move although behavioural interventions still needed to take place due to the display of anti-social behaviours at times.
5.3 Research Question One: What ‘in school’ factors were perceived as facilitating integration to school following a Managed Move?

As a result of the thematic analysis, the following themes were created in response to Research Question One:

Theme One - School ethos
Theme Two - Staff skills
Theme Three - Consideration of pupil and parent views

5.3.1 Theme One: School Ethos

This theme is a predominant theme, in that there were a significant number of references from each participant referring to the importance of the ‘school ethos’ throughout the data. Although the data did not always explicitly state ‘school ethos’ directly, the researcher felt that the terms used fitted appropriately under this heading. This theme is made up of three significant and meaningful issues which need to be considered:

- School environment
- Enhanced staff communication
- Tailored pastoral support
5.3.1.1 Sub-theme: School Environment

The findings suggest that the ‘school environment’ is a key element in supporting Leon’s integration. For example, Leon’s parent quoted “the environment is the biggest factor for him” and Leon suggesting “I know where I am going” with regard to the layout of the school. A number of references relating to the size of the school with a smaller school being more appropriate for the Leon were presented. It seemed apparent from the participant’s views that a smaller school could be more suitable for Leon so that he can find his way around. The child states “I get scared finding my way around” and “I hate big schools”. Reference was also made to the aesthetic aspects of the receiving school, the staff participant discussed efforts made by the school to provide a more child-friendly and welcoming environment. Specifically, the staff participant stated “there are lots of photographs and pictures of students and artwork around the corridors” and particular reference to the corridors being “colourful, bright and freshly painted”.

It is clear that the small size of the school prevented Leon from being ‘scared’ and that he was able to find his way around the school preventing anxiety and the possibility of heightened stress levels. Furthermore, the efforts the ‘receiving’ school considered with regard to the design of the school corridors enabled the creation of a more child-friendly, interesting and less intimidating environment for Leon to be able to settle into.

5.3.1.2 Sub-theme: Enhanced Staff Communication

Information sharing amongst the staff team was deemed to be of importance to enable the staff members to be better prepared to manage and support pupil’s due to embark on a Managed Move at their school. The staff participant stated “You don’t always get the whole picture of what’s going on in the past, it’s a need to know business, information has not been shared fully”. This was mentioned by the staff participant during a discussion regarding pupil planning meetings held at the ‘receiving’ school prior to the arrival of Leon; “The pupil (Leon) was covered in a team meeting” however, the staff participant also indicated that “we’ve bad children in the past where we have not been informed of their needs”. It is evident that limited communication between staff members can be detrimental to providing the best support for a pupil upon their arrival at a new school. To enable their needs to be fully met, then information needs to be shared between all staff members who will be involved with the pupil to ensure they are receiving the personalised support required to meet the pupil’s needs and to determine a successful transition.
5.3.1.3 Sub-theme: Tailored Pastoral Support

The staff member indicated that “tailoring his needs to classes” has been beneficial in supporting the Leon’s transition during a Managed Move trial period. To do this, an awareness of the pupil’s needs is necessary prior to the Managed Move taking place so that the school is best prepared to support the pupil. The staff participant informed the researcher; “He invades personal space but we are working on this and providing more appropriate resources, we reinforce appropriate behaviours”. This specific example of tailored pastoral support was reinforced by Leon “they make sure I stop touching other people and that”. Also, the staff member emphasised that “if he is stressed, they will give him one to one on his emotional needs”. As the extracts from the data set suggest, the provision of a tailored, personalised support package is necessary to ensure the pupil’s emotional, behavioural and social needs are being met to ensure a successful transition. Leon reinforces this point by mentioning “they’ve made it easier to settle in”.

5.3.2 Theme Two: Staff Skills

A second theme which came out of the data in relation to the in-school factors facilitating Managed Moves was ‘staff skills’. This theme encompassed ‘SEN experience’ and the ‘staff training’. The researcher will now focus on the two sub-themes to investigate the ‘staff skills’ theme in more detail.

5.3.2.1 Sub-theme: SEN Experience

All the participants referred to the school’s SEN experience during the interviews. For example, when the researcher posed the question “What factors contributed to the success of the school as a whole?” the parent participant responded with “their skills and experience of SEN”. Throughout the research, Leon’s parent made reference to the skills and experience of the ‘receiving school’ staff encompassed which supported her son’s successful Managed Move at the school. Reference was also made to the responsiveness of staff in coming up with strategies to support Leon and ensuring difficulties are dealt with straight away. Similarly, Leon stated “They’re all good” in response to the question enquiring about the quality of the staff at the ‘receiving’ school. It seems apparent that both the academic staff and pastoral staff who have experience of pupils with SEN seem better placed to support pupils experiencing Managed Moves. Leon’s parent
referred back to negative experiences at previous schools due to a lack of resources and skills to support Leon; “they did not have the resources or skills to manage him”.

5.3.2.2 Sub-theme: Staff Training

It became apparent throughout the data set that clear links were formed between the sub-theme of ‘staff skills’ and the sub-theme of ‘staff training’. As already highlighted within 5.3.1., the benefits of staff having quality SEN experience seems to be a contributory factor in supporting Managed Moves for pupils. Additionally, Leon’s parent made reference to the need for staff training (focusing on meeting SEN needs in particular) on a number of occasions with two particularly prominent statements within the data set. These included “their skills and experiences of SEN and social and emotional disabilities, down to staff training” and the final comment Leon’s parent announced “train your bloody staff up”. What seems to be a key factor facilitating a successful Managed Move is the need for schools to provide Continuous Professional Development (CPD) to their staff. The provision of CPD opportunities which are relevant to the needs of pupils and fill ‘gaps’ in staff knowledge appear to be crucial in providing the most effective, tailored support for pupils experiencing Managed Moves. This, it is hoped, will lead to a more educated, motivated and confident staff team who can respond and support children’s needs appropriately.

5.3.3 Theme Three: Consideration of Pupil and Parent Views

What was evidenced throughout the interviews for Local Authority A was the need for the ‘consideration of pupil and parent views’. This was clearly a distinct theme with several references towards this consideration especially by Leon’s parent (See Appendix I). The two main sub-themes emerging from the data were those of ‘open lines of communication’ and ‘awareness of pupil and parent feelings’. These will now be discussed in more detail using specific examples from the data set to represent each sub-theme.

5.3.3.1 Sub-theme: Open Lines of Communication

The participants made reference to the need for ‘open lines of communication’ throughout the interviews, with specific regard to gaining regular feedback from school, communication between external agencies, gaining the opinions of the child, providing choices to the parent and child when preparing for a Managed Move and finally, raising awareness of the Managed Move
protocol. For example, the staff participant stated “we send postcards home to parents so that they can receive positive stories” and Leon’s parent valuing this aspect of communication with “they tell me how they are helping him to progress”. A particularly salient point raised by Leon’s parent related to the historically poor lines of communication between the external agencies and the parents and children in previous schools; “it’s always been down to a lack of communication between agencies and me and him”. This statement has links with the ‘awareness of child and parent feelings’ which will be discussed within the next chapter.

Gaining opinions of pupil’s and providing choices to both the parent and the pupil appear to be a significant aspect of the overarching ‘consideration of pupil and parent views’ theme. According to the parent participant “not enough is done to get the opinion of the child and parent” and “kid’s opinions matter, they feel listened too”. The parent participant also emphasised the importance of the provision of choice. For example, when discussing whether her child was provided with a choice of potential schools to attend for his Managed Move, the parent participant stated “he was given a choice, always given a choice by me, the L.A. want him in special school”. Clearly, parent and pupil opinion and pupil choice is an important aspect of the Managed Move process.

Additionally, all the research participants had no awareness of the Managed Move protocol for their Local Authority and this was seen as a relevant aspect of the theme. In response to whether or not the participants had seen the protocol, the staff participant disclosed “I don’t know what the Managed Move protocol is?” and Leon’s parent stated “I was not given any information”. An awareness of the Managed Move protocol fits in nicely with ‘the consideration of pupil and parent views’ as the two appear to go hand in hand. Finally, in response to the question ‘if you had a magic wand and could make three wishes to improve the Managed Move process in the future’, the Leon’s parent stated “communication” as being a key factor. This emphasises the importance for Leon’s parent regarding open lines of communication in determining pupil and parent views.

5.3.3.2 Sub-theme: Awareness of Pupil and Parent Feelings

Being aware of the feelings of pupils and parents emerged from the data in a number of ways. For example, the emotional impact during a Managed Move seems to be a key factor for schools and external agencies to be aware of. The emotional impact refers to the feelings of alienation, anxiety, fear of the unknown and powerless in the decision making process. The parent refers to this point with the statement “it is emotionally draining with no support” and “you are a bag of nerves for 6
weeks waiting for a phone call to come through”. From the pupil’s perspective, the parent participant refers to the Managed Move and her son being “full of anxiety” followed by the emphasis on a “need for social and emotional support for the child, parent and families”.

Reference to the pupil’s self-esteem during a Managed Move was also discussed throughout the interviews by the participants. The parent participant made reference to her son’s self-esteem with the comment “I could sense the negativity” and consequently “he has been low and it has affected his confidence and motivation”. A direct link became apparent with mental health consequences for the participants during a Managed Move. “Mental health was affected so much”, “worry about phone calls”, and the parent stating that “I nearly broke down to the Head Teacher once”. Clearly, there seems to be a need for educational professionals to be aware of pupil and parent feelings, an issue which appears to be over-looked throughout the Managed Move protocol being explored. Perhaps by addressing the ‘open lines of communication’ sub-theme discussed within the previous chapter, the consideration of child and parent feelings can be appreciated in more detail. This could result in a more personalised, tailored package of support to enable the Managed Move to be administered effectively to attempt to meet the needs of the pupil, parent and families.

5.4 Research Question Two: What ‘out of school’ factors were perceived as facilitating integration to school following a Managed Move?

The researcher explored whether there were any factors ‘out of school’ that were supportive in their successful integration following a Managed Move. The thematic analysis led to two overarching themes shown below:
5.4.1 Theme One: Parental Role

This theme is a predominant theme, in that there were a significant number of references relating to the importance of the ‘parental role’ within the data. Throughout the interviews, emphasis was placed upon the role Leon’s parent played throughout the Managed Move process. Leon seemed to be heavily reliant on his mum’s support, “my mum knows everything’. Leon’s parent regularly referred to her input to enable the right support is put in place for her son and emphasised her key role within the process to ensure the right support is established. Reference was made to “My standing fight with the L.A.” and “there’s only me to support him” representing the importance of the parental role.

5.4.1.1 Sub-theme: Parent Resilience

Leon’s parent also suggested that “some parents can’t fight the battle” which perhaps reflects the difficulty this particular parent had in seeking the right support is put in place and the resiliency required by parents throughout the Managed Move process. Potentially complex issues relating to power also need to be explored further, for example, there seems to be a need for a greater understanding of the issues relating to power/lessness and the impact this may have on parent and school relationships.

Within the data set and linked to the parental role throughout the Managed Move process, there was an emphasis placed on the need for the provision of support for parents and the families of pupils experiencing a Managed Move. The comment within the interviews “some parents can’t fight the battle” refers to the difficulty this parent encountered when attempting to ensure that personalised support is established for Leon. Leon’s parent refers to her personal determination in researching what educational rights Leon has and what obligations the education system should be upholding. Specifically, “it was through research that I knew what I should be doing”. It appears from this research that parent or guardian support would be a useful option to support or guide individuals throughout the Managed Move process and to ensure that they are enlightened and aware of relevant legislation and rights. A number of parents and guardians may not have the resources or levels of resiliency to support their child through the process.
5.4.1.2 Sub-theme: Independent Representative

Linked to the ‘parental role’ theme is a suggestion from Leon’s parent that “somebody needs to help who is independent to help parents to do research to meet the needs of the child”. Leon’s parent also makes reference to the role the Parent Partnership service provided “Parent Partnership, I have spoken to, there’s not enough support around, not much out there at all”. Despite Parent Partnership’s aim of providing support for pupils and their families experiencing broad ranging issues at school, the support they provided on this occasion did not appear to meet Leon’s parent’s needs. Leon’s parent emphasised the perceived lack of support provided for her and a request for “independent advice, and to be made aware of what’s available”. Furthermore, Leon’s parent states “you need to fight your corner” indicating the need for parental support in a process that can challenge the most resilient of parents.

5.4.3 Theme Two: Friendship Groups

The importance of ‘friendship groups’ was highlighted within the data set especially from the perspective of Leon. Throughout the data, Leon refers to his ‘friends’ regularly, for example, “I have lots of friends”, “I see lots of friends outside school” and “I’ve got year 10’s” referring to friends he associates with from Year 10. These comments were made in response to questions regarding the Leon’s experience when he walked through the doors at the new school. The making of new friends within school extended outside of school, with Leon stating “I walk with them and talk to them, I’ve got two friends who I walk with, they wait for me after school. They shout my name and wait for me”. Leon placed emphasis and value on the importance of friendship groups in enabling him to settle into school. Friendships for Leon refers to a group of peers whom he felt supported by and had positive relationships with. When asked what would make him feel successful upon leaving school, Leon responded “having lots of friends”. Friendship groups seem to have supported Leon and enabled him to feel that he belonged to the school community and fulfilled a sense of security but this is not specifically addressed as part of the Managed Move protocol.

A positive outcome linked to ‘friendship groups’ was the prevention of bullying. Leon commented “One pupil used to be nasty to me but now he has stopped” and “it’s nice if you have lots of friends as they can stick up for you if you are getting bullied”. Leon made reference to the need to feel safe and secure by suggesting that friendship groups can protect you if you are a target of bullying. This highlights that in ensuring a successful transition to a school during a Managed Move, it is
important to consider friendship groups imminently as a facilitative factor towards a successful Managed Move and a preventative measure against bullying. Leon felt secure in knowing he belonged to a friendship group and viewed this aspect as a key factor to enable his success and in reducing pupils being ‘nasty’ towards him.

5.5 Research Question Three: What would improve the Managed Move process in the future?

As a result of the thematic analysis, the following themes were created in response to the research question:

Theme One – Raise Awareness of Legislation and Rights
Theme Two – User-friendly Process

Below is a final thematic map of the outlined themes, which will now be explored in more detail. The researcher has decided to explore each overarching theme by focusing attention on the sub-themes within them where necessary.

5.5.1 Theme One: Raise Awareness of Legislation and Rights

Analysis of the data led to the creation of a distinct theme of ‘raise awareness of legislation and rights’ that focused on the provision of the legalities surrounding the Managed Move protocol. “I can’t tell you the amount of hours and research and legal advice I have received looking into SEN and Children’s Act’s”. Leon’s parent felt that without researching the legal frameworks related to the Managed Move then her rights and those of her child would not have been upheld. This was
reinforced with the comment “nobody states the rights children and parents have” and “you need to be made aware of what’s available”. Leon’s parent felt strongly about this point and insisted that by raising awareness of legislation and rights, parents and young people would benefit in the immediate future as the protocol would be a fairer process. The staff participant complimented this viewpoint with a statement related to ways on improving the Managed Move protocol in the future; “have independent advice, be made aware of what’s available”. Clearly, there seems to be a current gap in the support provided for parents, families and young people related to the Managed Move protocol and the legal frameworks that surround it.

What became evident throughout the interviews for Local Authority A was the distinct lack of awareness of the Managed Move protocol by all research participants. This lack of awareness seemed to be linked directly with the theme ‘raise awareness of legislation and rights’ but with a subtle difference. The Managed Move protocol is designed and developed on a regional or an independent Local Authority basis unlike the more generalisable elements of national legislation and rights related to Managed Moves. Therefore, it could be suggested that it is the responsibility of the individual Local Authority to raise an awareness of the protocol to schools, parents, young people and external agencies. The staff participant reinforced the issue by insisting “I don’t know what the MM protocol is?”

5.5.2 Theme Two: User-friendly Process

The importance of having a user-friendly process throughout the Managed Move was made explicit by the participants in Local Authority A based on their previously negative experiences. Leon’s parent repeatedly made reference to the stressful nature of the Managed Move process including “it’s not user friendly” and “…two protocols, they aren’t married up”. The latter statement makes reference to the requirement of Leon adhering to two school policies, one from the ‘donor’ school and one to the ‘receiving’ school during the trial period of the Managed Move, usually 6 weeks approximately. For example, a pupil’s ‘receiving’ school may stipulate that name calling breaches their behaviour policy and would warrant an exclusion, however, the ‘donor’ school may issue a warning following such an incident as an alternative to an exclusion. This could be confusing for pupils and could potentially set them up to fail because of the dual registration requirement.
Leon’s parent also refers to the point that her son has been moved around to different schools “My son has had four different schools”, emphasising the concern that Leon has not always successfully reintegrated into a new school. In addition, Leon states “I kept moving all the time” and “I hate moving about, it’s stressful”. These findings suggest, in this case, that fewer Managed Moves encountered result in less stressful outcomes for pupils and fewer feelings of perceived failure and rejection.

5.5.2.1 Sub-theme: Provision of a Sensitive Transition Plan

The sub-theme ‘provision of a sensitive transition plan’ refers to the initial meetings with the pupil, parent or guardians, a staff member from the ‘donor’ and ‘receiving’ school and any other relevant external agency representatives. The aim of the transition plan meetings is to ensure that the pupil’s needs are effectively catered for by the ‘receiving’ school and to ensure a successful Managed Move. Leon’s parent acknowledged the positive impact the transition plan had upon the effectiveness of the Managed Move in this instance. “They did a transition plan, planned visits to meet teachers and pupils”, “he did a slow transition, coming in for a few days to get used to it” and “giving him time to adapt”. The findings reflect the effectiveness of a sensitive transition plan and its perceived influence on the success of the Managed Move.

5.5.2.2 Sub-theme: Provision of Pupil and Parent Views

In relation to the overall theme of ‘user friendly process’ is the sub-theme ‘provision of pupil and parent views’. The sub-theme relates to a number of items within the data set including the use of jargon “it’s the language used, how many parents know the jargon?” which can lead to intimidation and confusion for the parents, guardians and pupils and consequently prevents their views from being presented and considered. An interesting point raised by many of the participants related to the requirement for an independent body or representative to act on behalf of parents and guardians. This, it is suggested, would enable pupil and parent views to be taken seriously and their ‘voice’ to be heard.

Leon’s parent advocated “you need an independent body representing the child” and “somebody needs to help who is independent to help parents to do research to meet the needs of the child”. This sub-theme of the ‘provision of pupil and parent views’ was also highlighted by the staff participant in response to the question ‘what would make the Managed Move protocol more effective in the future?’, for
example, “have independent advice, be made aware of what’s available”. Clearly, there is a need to obtain pupil and parent views in an innovative way possibly through the use of an independent body or representative as identified within the data set.

5.5.3 Sub-theme: Outnumbered by Professionals

A crucial element of the overall theme ‘user friendly process’ was the emphasis placed upon being ‘outnumbered by professionals’. This point was raised specifically by Leon’s parent and was referred to regularly throughout the interviews. Leon’s parent referred to the “battle between professionals” due to the L.A. “wanting him in a special school”. With “10 professionals sat in front of me” Leon’s parent emphasises the difficulty she had in facing an intimidating amount of professionals and followed this up with the comment “you need to fight your corner” and “it’s like a mini-court appeal”.

Leon’s parent had a belief that “the power is in the L.A.s hands” and displayed reservations regarding being outnumbered by professionals during the decision-making process for school allocation to embark on the Managed Move. Clearly, this is an area of concern within this L.A. which reduces the effectiveness of the Managed Move protocol.

5.6 Case A: Phase One and Two Integrated Summary

5.6.1 Research Question One: What ‘in school’ factors were perceived as facilitating integration to school following a Managed Move?

School ethos was seen as a predominant ‘in-school’ factor to facilitate integration following a Managed Move for Case Study One. Within the ‘school ethos’ theme, a number of sub-themes emerged from the data, including the ‘school environment’. The smaller size of the school was seen as a key factor in supporting Leon so he could find his way around the school and so he would not feel over-whelmed by a larger, more chaotic environment. In addition, the school was decorated in a pupil-friendly way with photographs, artwork, pictures of pupils and brightly painted walls all adding to the welcoming environment. This enabled Leon’s anxiety levels to be reduced and is a significant ‘in-school’ factor leading to a successful integration. The Managed Move protocol for the L.A. does not provide the pupil with a choice of school to undertake the Managed Move which seems to be an opportunity missed especially as Leon may have a specific
choice of school he would have preferred to request. Leon’s mum, in light of her son’s ASD and significant communication difficulties, would also have appreciated a chance to voice her preferences for a school to meet her son’s specific needs although in this case, the ‘receiving’ school seemed to meet his needs effectively.

The next sub-theme highlighted ‘enhanced staff communication’ as being a key factor supporting integration for Leon. Leon’s needs surrounding his diagnosis of ASD were discussed prior to his arrival to the ‘receiving’ school to enable the school to develop an action plan in collaboration with all relevant staff to enable meet his needs to be met. The Managed Move protocol does not explicitly advocate a pupil support plan should take place prior to a Move taking place, this appears to be a decision made independently by the ‘receiving school’.

The final sub-theme identified as supporting Leon’s integration was ‘tailored pastoral support’. Throughout the interview it was highlighted that the individual strategies and interventions established to meet his behavioural, emotional and social needs had enabled Leon to reintegrate more effectively. The Managed Move protocol was beneficial in this instance, as an outline of Leon’s strengths and difficulties were forwarded to the ‘receiving’ school prior to his arrival to enable his needs to be addressed.

The second theme highlighted ‘staff skills’ including ‘SEN experience’ and ‘staff training’ (continuous professional development) as a key factor facilitating integration. The staff and their experience in supporting SEN enabled Leon to reintegrate more effectively. Reference was made to staff training in enabling schools support pupils with SEN more effectively through the provision of continuous professional development. The third theme focused on the ‘consideration of child and parent views’ and encompassed ‘open lines of communication’ and an ‘awareness of child and parent feelings’. Communication shared between school, parents and the child and communication between external agencies is a key factor in supporting integration including raising awareness of the content of the Managed Move protocol. In addition, being aware of the feelings of both the pupil and parents are key factors in supporting integration and this is not outlined with the protocol for the L.A.
5.6.2 Research Question Two: What ‘out of school’ factors were perceived as facilitating integration to school following a Managed Move?

The predominant theme that emerged from the interviews for ‘out of school’ factors facilitating integration included ‘parental role’ and the sub-themes of ‘parent resilience’ and ‘independent representative’. The role of Leon’s parent was perceived as an important one in supporting the Managed Move process and the resiliency shown by her in ensuring the best support is in place for him. What also emerged from the data was the need to be aware of the emotional impact that the Managed Move process can have on parents and guardians. The research findings outline the difficulty Leon’s parent had in supporting Leon throughout the Managed Move process. She suggested that external support and independent advice should be provided to support parents and guardians. This is not specifically advocated in the Managed Move protocol. The final ‘out of school’ theme raised in the interview identified ‘friendship groups’ as being a significant factor facilitating integration following a Managed Move. The protocol for this L.A. does suggest that the pupil’s strengths and difficulties are forwarded to the ‘receiving’ school and this may have provided an opportunity for the school to identify ‘friendships’ as a priority for intervention. However, the protocol does not specifically identify such factors as being a priority and is not addressed within the protocol. Leon highlights how the friendships generated within school have helped him out of school and prevented him from experiencing bullying type behaviour and heightened his sense of security and well-being.

5.6.3 Research Question Three: What would improve the Managed Move process in the future?

Themes generated from the interviews included raising awareness of legislation and rights and raising an awareness of the Managed Move protocol. The parent suggested that being made aware of what’s available regarding Leon’s rights and the legal frameworks surrounding the Managed Move would improve the Managed Move process in the future. Additionally, an awareness of the Managed Move process would be a beneficial factor with regards to its content and how this directly affects Leon. The L.A.’s protocol does utilise a flow-chart design for ease of understanding but it appears to be the case that the protocol needs to be explained to all participants in more detail to improve the process in the future.
The second theme relates to the provision of a user-friendly process including the confusion the protocols have upon Leon in requiring him to adhere to two school policies and the stress incurred with moving from one school to another if placements are unsuccessful. The provision of a sensitive transition plan was identified as a factor which would improve the process in the future enabling the pupil’s needs to be met effectively. In addition, the opportunities to gain the child and parent views would be a necessary feature of future protocols as this is not a requirement of the current protocol within this L.A. Being ‘outnumbered by professionals’ was highlighted as being detrimental to the effectiveness of the Managed Move process. Future provision would need to consider the perceived power imbalance between professionals and pupils and their parents to prevent feelings of intimidation and helplessness in the decision-making process. The protocol does not make reference to this concern.
5.7 Case B: Introduction to Warren
(See section 3.5 for details of School B and section 4.1 for details of Local Authority B)

Warren attended School B and started at this provision in December 2011. Warren was in Year 9 and was aged 13 at the time of the interview. There were no learning difficulties highlighted although Warren was described as having “behaviour” difficulties at his previous school which led him to participating in a Managed Move for a fresh start. Warren lived at home with his mother and father and according to their view, Warren was heavily influenced by his peers in his previous school which had a negative impact on his behaviour. There were on-going concerns at the ‘receiving’ school with regards to Warren’s late attendance although the reason behind this was due to the Warren having to catch three buses to get to school and his current school seemed to empathise with this.

The main focus of the research is an exploration of the Managed Move protocol in supporting secondary aged pupils back into secondary school and the majority of the findings will therefore focus on this question. Further analytical considerations and relevance of the findings with relation to existing literature, will be explored in the discussion chapter.

5.7.1 Research Question One: What ‘in school’ factors were perceived as facilitating integration to school following a Managed Move?

As a result of the thematic analysis, the following two themes were created in response to the first research question:

Theme One – Enabling Ownership of Behaviour
Theme Two – Personalised Intervention

Detailed below is a final thematic map of the outlined themes, which will now be explored in more detail. The researcher has decided to explore each overarching theme by also focusing attention on the sub-themes within them, if present.
5.7.1.1 Theme One: Enabling Ownership of Behaviour

This theme is a predominant theme, in that there were a significant number of references from each participant referring to the importance of ‘enabling ownership of behaviour’ throughout the data. What became apparent from the data from all participants was the indication that Warren had modified his behaviour which led to a successful move in the ‘receiving’ school. For example, Warren’s parent makes reference to the point “he’s knuckled down lots now” with Warren complimenting this statement with “I couldn’t help my behaviour” with regard to the previous school he was moved from. Warren’s parent mentions his academic capability when he chooses to behave; “He is clever when he concentrates”. In addition, Warren highlights the link with his change in behaviour with the respect he received from his peers within the ‘receiving’ school; “I was respected more and made more friends”. It seems that Warren has modified his behaviour and as a consequence generated respect which was not previously evident with the display of disruptive behaviour at his previous school.

The staff participant makes reference to the ‘choice’ Warren had with regard to his behaviour, “He had a choice” and “he could write his own story”. These points emphasise that importance of the pupils ‘owning’ their behaviour and taking responsibility for their own actions to increase the likelihood of a successful transition during the Managed Move.

What also emerged from the data was the relevance of target setting and setting realistic expectations to establish what the school required of Warren. The staff member discussed the school’s strategy to support the modification of Warren’s behaviour to ensure he could adapt and take ownership of his behaviour at the ‘receiving’ school. “We set targets so that they are very specific with clear expectations so he had ownership of them”. Setting realistic pupil expectations through target setting to support Warren’s behaviour seems to have been an effective way of reinforcing
the display of appropriate and desirable behaviour. Setting realistic and achievable expectations of pupils experiencing a Managed Move appears to be a facilitative factor in their success.

5.7.1.2 Theme two: Personalised Intervention

A second theme which came out of the data in relation to the in-school factors facilitating Managed Moves was ‘personalised intervention’. This theme encompassed ‘tailored pastoral support’, ‘physical activity and sports provision’ and ‘friendship groups’. The researcher will now focus on the three sub-themes to investigate the ‘personalised intervention’ theme in more detail.

5.7.1.2.1 Sub-theme: Personalised Support

The findings suggest that ‘personalised support was a key element in supporting Warren’s integration and was discussed by each participant. For example, the staff participant quoted “One thing that happened when he came here was a PSP and a blue report card with specific targets for him to aim for” and “he had daily targets where he got points”. Personalising the support and setting targets as part of Warren’s pastoral support was heavily emphasised by the school and repeated throughout the data. “We discussed targets in agreement with him”, “we word them so they are very specific” and “he had daily targets where he got points”.

The staff participant highlighted how the school value their pastoral support “We’ve always valued and invested the pastoral structure of the school”, “it’s not just about exam results, it’s about the whole child and the development of the whole child”. Reference was made to the efforts by the previous deputy head to establish pastoral support “the previous deputy head got a block in the heart of the school with a nurture room, mentors and pastoral support”. The staff participant explained the balance of academic work and pastoral support at the school with the statement “The pastoral system is there to care for students so that they can succeed in the academic curriculum”.

5.7.1.2.2 Sub-theme: Physical Activity and Sports Provision

The opportunities for active engagement in physical activity and sports within this case study were seen as important factors to support integration for the pupil during the Managed Move. Warren was a keen football enthusiast and throughout the interviews regular reference was made to success stories related to playing football. For example, Warren mentioned “I scored in a semi-
final and the teacher came into my class and told everybody” and “I was representing the school, I would advise lots of children to do the same”. The positive impact of sport and physical activity was reiterated by the staff participant “I have seen lots of kids who are engaged in sport outside school and it can have a massive impact and it can improve self-esteem and confidence” and the Warren’s comment “Football has helped my behaviour and attitude, if you are bad you get sent off like school you get sent out”.

Links by the staff participant were also made to the relationship with physical activity and sport with school belongingness with the statement “before he was trying to show off to look cool, this has been replaced by him getting success in a football team in an appropriate way” and “Over in the P.E. department, it has given him a real sense of belonging”. Clearly, the provision of sport and physical activity in this instance has provided clear benefits for Warren to generate respect from his peers, positive responses from school staff towards his performance, a boost in self-esteem and confidence and a real sense of belonging within the ‘receiving’ school.

5.7.1.2.3 Sub-theme: Friendship Groups

This sub-theme was particularly prevalent throughout the data with a number of references made suggesting the benefits friendships have had on the successful integration for Warren. Warren’s mum referred to this point with the comment “He’s made new friends now and he doesn’t hang around with the bad ones”. Warren admits that he was “doing stupid things, showing off” at his previous school and the parent outlined “his mates have a lot to do with it, he likes making people laugh and the school couldn’t control him”. However, the school made a consideration to the importance of friendship groups with the statement “we find out at the meeting who he knows and make sure these children are positive role models to buddy up with until they find their feet”. Warren also made reference to friendship groups “I knew some lads through football anyway” and “I knew people who could help me settle down easier”. Warren’s parent also seemed to acknowledge the positive impact this has had by suggesting “he’s knuckled down lots now”. The ‘receiving’ school seems to acknowledge the positive influence peers can have on pupils who may be particularly vulnerable including those encountering Managed Moves. The positive impact of friendship groups seems to have been acknowledged by the ‘receiving’ school and this seems to have contributed to the success of the Managed Move.
5.7.2 Research Question Two: What ‘out of school’ factors were perceived as facilitating integration to school following a Managed Move?

The researcher explored whether there were any factors out of school that were supportive in the pupil’s successful integration following a Managed Move. The thematic analysis led to one overarching theme and one sub-theme within it, which will briefly be explored.

5.7.2.1 Theme One: Social Connectedness

This theme is a predominant theme, in that there were a significant number of references referring to the importance of the ‘social connectedness throughout the data. The parent participant highlighted how Warren regularly engages in activities outside of school “He engages with the computer and football”. More relevant to the research was the statement related to the friendships generated through sports participation outside of school “he has lots of friends from his local club and it has helped him settle in”. This statement links to the ‘friendship groups’ theme addressing Research Question One with the identifiable link of out of school activities and social connectedness and the link to successful transition into school, following a Managed Move. Warren refers to the boost in his confidence through engagement in out of school activities suggesting he has “more confidence too” in addition to the advantage of being able to settle in to school quicker. The boost in confidence seems to have played a distinctively supportive element in enabling Warren to feel able to make a successful transition.

What appeared to be a very useful point put forward by Warren related to the issue of transport, specifically the difficulty of travelling to football clubs outside of school. As mentioned previously, Warren was a keen football enthusiast. His ambition was to become a professional footballer when he gets older and he is keen to pursue this ambition by joining a professional football club as a schoolboy. During the interview, Warren outlined his concerns with not being able to regularly attend a North West reputable football club due to transport issues despite their identification of his talent. The club was too far to travel to via public transport and the option
of public transport was also too expensive. Warren previously relied on a family member but this was no longer an option. Warren’s parent highlighted this concern “At first his Grandad used to take him, but he didn’t go back to the club because of travel” and concluded with the comment “travel stopped him going”.

As can be seen from the selected quotations, access to transport is clearly an issue which has prevented Warren from participating in his chosen sport at a reputable football club. Although the impact of this does not seem to have affected the Managed Move, it could be potentially detrimental to the long term integration as Warren becomes older. Once Warren gets to Year 10 or 11 with career choices looming, the restrictions of a football career due to transport restrictions could potentially affect his confidence and self-efficacy and lead to frustration, anxiety and perhaps a lack of engagement within the more academic subjects. This is a factor which needs further exploration within the discussion section of the research.

5.7.3 Research Question Three: What would improve the Managed Move process in the future?

As a result of the thematic analysis, the following theme was created in response to the research question:

Theme One – Consistency of Personalised Support
5.7.3.1 Theme One: Consistency of Personalised Support

The staff participant indicated that to improve the Managed Move process in the future then there should be “a better consistency of support within each of the schools”. This statement is made in reference to the apparent differences in school support in relation to Managed Moves. The staff participant seems to be highlighting that some schools are particularly better than others at successfully reintegrating pupils through the administration of personalised support to meet pupil need. This point is highlighted in the statement “Pupil’s don’t succeed due to lack of careful support in place due to a disparity of service in certain schools”. The staff participant’s desire is aimed at ensuring consistent personalised support is provided regardless of which ‘receiving’ school is identified by the L.A. or parent/guardian for integration.

A personalised transition plan refers to the initial meetings with the pupil, parent or guardians, a staff member(s) from the ‘donor’ and ‘receiving’ school and any other relevant external agency representatives. The aim of the transition plan meetings is to ensure that the pupil’s needs are effectively catered for by the ‘receiving’ school and to ensure a successful Managed Move. The staff participant acknowledged the negative impact the transition plan meeting had upon Warren. “The first meeting he had here he was scared”. This point was made in reference to the previous Head Teacher who did not display effective communication skills to allow Warren to feel at ease. Consequently, Warren felt intimidated and as this was the first point of contact at the ‘receiving’ school, it was not the best start to his integration. This point can be outlined with the quotation provided by the staff participant “The previous Head Teacher came to the meeting who had a strong presence about him and he (pupil) felt intimidated by his presence”. The findings reflect the importance of a sensitive, personalised and friendly approach to the transition plan meeting to prevent the pupil feeling intimidated and fearful of the staff. The staff member added “he was on a Personalised Support Plan (PSP) when he came here, this was done at the transition meeting”. This statement highlights a positive element of the transition plan meeting in that an opportunity to plan the Warren’s PSP was available with his direct involvement.
5.7.4 Case B: Phase One and Two Integrated Summary

5.7.4.1 Research Question One: What ‘in school’ factors were perceived as facilitating integration to school following a Managed Move?

‘Enabling ownership of behaviour’ was seen as a predominant ‘in-school’ factor to facilitate integration following a Managed Move for Case B. Warren had modified his behaviour with the support of the ‘receiving school’ through the use of setting realistic expectations and through the respect he received from his peers. This enabled Warren to take ownership of his behaviour and begin to focus on his academic abilities. The second predominant theme was ‘personalised intervention’ including the sub-theme of ‘personalised support’ which the research participants identified as being a key factor facilitating integration. For example, the PSP and daily targets Warren received and the development of Warren as a whole focusing on both his pastoral and educational needs was seen as beneficial. However, Warren’s views are not required to be sought according to the protocol guidelines.

Another sub-theme linked to ‘personalised intervention’ highlighted the benefits of ‘physical activity and sports provision’ in boosting Warren’s self-esteem and confidence and the link to school belongingness within the ‘receiving school’. The sub-theme of ‘friendship groups’ had a positive impact on Warren and seen as a crucial factor in his integration following his Managed Move. The friendships Warren developed had a positive influence on his behaviour and this was discussed during the transition plan at the start of the Managed Move. The L.A. Managed Move protocol doesn’t recommend a transition plan and in this instance, the school decided the transition plan was an effective way of mapping provision for Warren. The protocol does recommend forwarding the pupil’s difficulties to the ‘receiving school’ and so they were in a position to plan to meet Warren’s need in light of this. The protocol also advocates the involvement of an educational psychologist and other external agencies, however, in Warren’s case, the school decided that this was not necessary.

5.7.4.2 Research Question Two: What ‘out of school’ factors were perceived as facilitating integration to school following a Managed Move?

The predominant theme that emerged from the interviews for ‘out of school’ factors facilitating integration included ‘social connectedness’. The Managed Move protocol does provide the
opportunity for multi-agency collaboration throughout the trial period and therefore ‘out of school’ activities and opportunities for social connectedness including sports and leisure activities could be planned for. Specifically, the friendships generated through sports participation outside of school for Warren had many benefits in facilitating his integration including the boost to his confidence.

However, a barrier to Warren accessing ‘out of school’ activities surrounded the issue of transport and his access to it. Warren highlighted the difficulties he had in attending football practice at a regional professional football club. Public transport was too expensive for him and reliance on family members was unsuccessful, so Warren had to stop attending. The issue of transport to attend outside of school provision could be seen as a key factor to consider for external agencies and the negative effects this could have on pupils in the future.

5.7.4.3 Research Question Three: What would improve the Managed Move process in the future?

The main theme generated from the interviews included ‘consistency of personalised support’. This point refers to the varying degrees of support provided by different schools within the L.A. which could be of benefit or detrimental to pupils experiencing Managed Moves. The L.A. Managed Move protocol advocates the decision for a Managed Move to be made by the Head Teacher of the ‘donor school’ and not the pupil or their parent/guardian. The protocol does not outline or indicate a success criterion for the pupil to work towards. Therefore, it is the ‘receiving schools’ decision whether Warren was successful in his Managed Move. Thankfully, this proved to be the case for Warren but perhaps a placement at another school with different expectations within the L.A. may have resulted in a less favourable outcome.

The aim of the personalised transition plan meetings is to ensure that the pupil’s needs are effectively catered for by the ‘receiving school’ and to facilitate a successful Managed Move. The findings reflect the importance of a sensitive, personalised and friendly approach to the transition plan meeting preventing the pupil feeling intimidated and fearful of the staff. In Warren’s case, the transition plan was a ‘scary’ experience and he felt intimidated by the ‘strong’ presence of the Head Teacher. The protocol for the L.A. does not recommend a personalised transition plan at the start of the Managed Move and does not require that the pupil’s views are taken into account. This was not the most effective start to Warren’s Managed Move. However,
the protocol does provide an opportunity for multi-agency and educational psychology involvement. It is hoped that with their involvement, personalising a transition plan and obtaining the pupil’s views would take priority.
5.8 Case C: Introduction to Sarah
(See section 3.5 for details of School C and section 4.1 for details of Local Authority C).

Sarah attended School C and started at this provision in January 2012. Sarah was in Year 11 and was 15 years of age at the time of the interview. Sarah had no behaviour or learning difficulties but was subject to a sustained period of bullying at her previous school. The bullying initially started through ‘Facebook’ and escalated to physical assaults and attacks on the family home. Sarah lived with her mum and had no brothers or sisters. Sarah’s mum approached school C due to a lack of action from Sarah’s previous school in dealing with the bullying. According to Sarah’s mum, the previous school did not feel that it was their responsibility to become involved in ‘cyberbullying’.

As a consequence to the bullying, Sarah attempted to take her own life and was consequentially referred to the Child and Adolescent Mental Health service (CAMHs). Sarah reports that she is much happier now and feels more confident in her new school and as a result, receives no more support from CAMHs. Sarah has made many friends at her new school, takes part in out of school activities, is progressing well academically and hopes one day to become a model or an actress on TV.

The main focus of the research is an exploration of the Managed Move protocol in supporting secondary aged pupils back into secondary school and the majority of the findings will therefore focus on this question. Further analytical considerations and relevance of the findings with relation to existing literature, will be explored in the discussion chapter.

5.8.1 Research Question One: What ‘in school’ factors were perceived as facilitating integration to school following a Managed Move?

As a result of the thematic analysis, the following two themes were created in response to the first research question:

Theme One – Pupil Characteristics
Theme Two – Personalised Intervention
5.8.1.1 Theme One: Pupil Characteristics

This is a dominant theme in relation to some of the others, in that there were a significant number of references highlighting how the pupil’s own characteristics supported the Managed Move process. This theme is made up of two significant and meaningful issues which need to be considered:

- Pupil Resilience
- Enjoyment Factor

5.8.1.1.2 Sub-theme: Personal Resilience

The findings suggest that Sarah’s ‘personal resilience’ is a key element in supporting her integration. The personal resiliency factor was also emphasised by the staff participant “she had a fighting spirit about her”. Reference was also made to the Sarah’s determination with the staff participant stating “If she had a different personality she would have stopped coming in but she was determined”. The receiving school seemed to acknowledge the Sarah’s personal resilience and used this to motivate her to get through the Managed Move in the face of adversity, for example, the bullying targeted towards her. The staff participant mentioned “I would tell her to keep fighting as we will stamp it out”. The quotation indicates the reliance schools may have on pupil’s personal resilience in addition to the support they can provide during a Managed Move to enable its effectiveness. Sarah’s parent’s view seemed to describe the resilience of her daughter despite the difficulties she faced during her trial period at the receiving school “she never used to get up for school but now she sets her alarm, gets up early, does her hair, before she would never go to school”.

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5.8.1.3 Sub-theme: Enjoyment Factor

What became apparent from the data was the reference made to Sarah’s enjoyment at the receiving school. Sarah’s parent makes reference to her daughter’s enjoyment at the receiving school with the statement “she says it often now that she’s had a good time” and with Sarah stating “I love it”. The parent participant refers to the friendships her daughter has made since arriving at the receiving school mentioning “she has made lots of friends” in addition Sarah emphasising that “my friends have stuck by me” and that “friends are important”. As can be seen from the examples above, ensuring a pupil is enjoying the school they attend seems to be a critical factor when undergoing a Managed Move. There does appear to be a link with friendship groups here, but ‘enjoyment factor’ seemed to encompass and summarise the Sarah’s views more fully.

5.8.1.2 Theme Two: Personalised Intervention

‘Personalised intervention’ is a dominant theme in relation to some of the others, in that there were a significant number of references highlighting how the considerations made by the school supported the Managed Move process. This theme is made up of three significant and meaningful issues which need to be considered, this overarching theme can be understood better through looking at the subthemes within it:

- Tailored Pastoral Support
- Staff CPD and Staff Skills
- Physical Characteristics

5.8.1.2.1 Sub-theme: Tailored Pastoral Support

The provision of tailored pastoral support was raised on a number of times by the participants as being a key factor in the effectiveness of the Managed Move protocol. “We look at the whole person” and “we were judged by OFSTED for our pastoral support”. The staff participant seemed to take pride in the pastoral support offered to all their pupils and described how they focus upon the ‘whole’ person. Sarah’s parent also acknowledged the pastoral support element of the schools provision, indicating that “they have pushed her education too not just her emotional needs” and that “they have a nice balance”.
5.8.1.2.2 Sub-theme: Staff CPD and Staff Skills

A link was evident between ‘tailored pastoral support’ and ‘staff CPD and staff skills’ although the two areas did have their distinctions. A decision was made, therefore, to separate the two aspects of ‘school considerations’ to form separate sub-themes. The participants mentioned the highly regarded ‘staff CPD and staff skills’ throughout the interviews with the staff participant specifically highlighting “we continually CPD throughout the year with twilights and INSET days” and “It’s almost like a parenting role in the school”. The staff participant acknowledges that the school staff team “have very high standards that we expect all staff to meet” and the staff team “share good practice”.

With consideration towards pupil need within the school, the staff participant makes reference to the school’s expectations “we are realistic in our expectations”. Sarah refers to the Learning Mentor as “nice and helping me through thick and thin” and the Sarah’s parent emphasising how “the school have showed me and her (Sarah) patience and understanding”. There was a general sense that skilled staff with the availability of CPD opportunities is valued by all the participants as this contributes to an effective staff team to support all pupils and ensure they receive the best possible service.

5.8.1.2.3 Sub-theme: Physical Characteristics

All the participants made reference to the size of the school as being a key factor in supporting the effectiveness of the Managed Move process. The staff participant mentioned “we are the smallest school in the L.A., we have a personal touch” and “we know all our pupils and parents”. It was clear that the ‘physical characteristics’ of the receiving school was highly valued and the size of the school contributed to the pupil being able to settle in quicker. This was evidenced by Sarah’s statement “you know everybody here, it’s better when it’s small”. Sarah’s parent related the size of the school with the degree of control it holds with the statement “The school has control, maybe it’s the size of the school”. The size of the school clearly had a positive impact on this particular Managed Move and enabled Sarah to get to know other pupils and staff and therefore feel embraced by and connected to the school.
5.8.2 Research Question Two: What ‘out of school’ factors were perceived as facilitating integration to school following a Managed Move?

As a result of the thematic analysis, the following two themes were created in response to the second research question:

Theme 1 – Social Networking
Theme 2 – Out of School Support

5.8.2.1 Theme one: Social Networking

‘Social networking’ is a dominant theme in relation to some of the others, in that there were a significant number of references highlighting how the use of ‘Facebook’, a social networking website, has impacted upon Sarah. ‘Facebook’ can be used as a way of communicating with others outside of school. However, it appears that the tool was used inappropriately to generate bullying type behaviour towards the Sarah. As the parent emphasised, “it started with Facebook” and “it has infected the schools”. The parent also explained how Sarah was not supported by her previous school with the statement “they said Facebook was a social issue not a school issue”.

The receiving school were honest in their approach to supporting Sarah during the Managed Move, emphasised by the comment “She was thinking she may never be called names again, but with the social networking, we told her this isn’t realistic”. It seems apparent that the use of ‘Facebook’ or any other form of social networking needs to be the responsibility of schools if bullying type behaviour is being transferred into the school grounds. The ‘receiving school’ viewed the issues related to ‘Facebook’ as their responsibility and began to confront the issue at the start of the
Managed Move. As a consequence, Sarah was able to settle into the ‘receiving’ school more effectively with holistic support put in place.

5.8.2.2 Theme Two: Out of School Support

A second theme which came out of the data in relation to the out of school factors facilitating Managed Moves was ‘out of school support’. This theme encompassed ‘friendship groups’, ‘external agencies’ and ‘sport and physical activity’. The researcher will now focus on the four sub-themes to investigate the ‘out of school support’ theme in more detail.

5.8.2.2.1 Sub-theme: Friendship Groups

Throughout the research, the research participants made reference to the friendship groups generated at the ‘receiving school’ which has had a positive impact on Sarah outside of school. The parent highlights that her daughter has “made lots of friends” supported by the statement from the pupil indicating “friends are important” and “my friends have stuck by me”. The parent also made reference to the school allocating chosen pupils to ‘buddy up’ with Sarah at the start of the Managed Move; “she was assigned a few girls to buddy up with her”. The friendships formed during Sarah’s transition appear to have positively contributed to the effectiveness of the Managed Move.

5.8.2.2.2 Sub-theme: External Agencies

Due to the specific nature of the difficulties faced by Sarah in this case study, reference was made on several occasions toward the support received from external agencies. The role the external agencies had in supporting Sarah seemed to be crucial in ensuring a smooth transition into her new school. Due to the extent of the Sarah’s victimisation, the parent highlights that “we had anti-social behaviour units and the housing people” and “police and fire have supported us too”. This comment refers to the support they received as a consequence of their home being targeted by ‘bullies’ and youths committing targeted anti-social behaviour. In addition, Sarah’s parent made reference to other specialist help established to support her daughter emotionally; “We have a separate counsellor, CAMHs team external to school, she has been lovely”. The findings indicate that external agency support is a key requirement for pupil’s whose needs may not be met through the school and that requires more specialist and personalised intervention.
5.8.2.2.3 Sub-theme: Sport and Physical Activity

The provision of sport and physical activity was highlighted throughout the interviews as contributing to the effectiveness of the Managed Move. Sarah had a fondness of sport and physical activity and utilised the opportunities provided to her to instil positivity. Sarah indicated “I like to get out and walk” and “I could walk for ages”. The staff participant highlighted the usefulness of sport for the pupil with the statement “Even though she was getting abuse on the corridors, school did have an element of positivity because of the sport” and “even if she had a bad day, it would end on a good note after netball”. These examples exemplify the positive impact sport and physical activity can have on pupil’s well-being and to support their integration to a new school, if appropriate. This could be a key consideration for agencies supporting pupils undertaking a Managed Move through seeking out of school provision or after-school clubs to meet individual’s overall needs.

5.8.3 Research Question Three: What would improve the Managed Move process in the future?

As a result of the thematic analysis, the following theme was created in response to the research question:

Theme One – Details of the MM Protocol
5.8.3.1 Theme One: Details of the Managed Move Protocol

The theme which came out of the data in relation to what would improve the Managed Move protocol in the future was ‘details of the protocol’. This theme encompassed, ‘awareness of the Managed Move protocol’ and ‘personalised transition plan’. The researcher will now focus on the two sub-themes to investigate the theme in more detail.

5.8.3.1.1 Sub-theme: Awareness of the Managed Move Protocol

Analysis of the data set led to the creation of a distinct sub-theme of ‘awareness of the protocol’ that focused on the knowledge the participants had regarding the contents of the MM protocol. The staff participant reported that she had not actually seen the protocol “I am not overly familiar with the protocol”. This was an interesting response, considering that the staff participant was responsible for ensuring that Sarah is making adequate progress and settling in effectively to the receiving school within the framework of the MM protocol. Sarah also added “I don't know any part of it”. What is apparent within the research findings is the distinct lack of awareness of the MM protocol. The researcher believes this is an opportunity for the participants to be fully aware and involved in the Managed Move. Clear guidance should be provided that outlines the Managed Move protocol from start to finish to all participants involved.

5.8.3.1.2 Sub-theme: Personalised Transition Plan

What became evident throughout the interviews for Case Study C was the need to consider a personalised transition plan for Sarah upon arrival at the receiving school. The administration of the Managed Move 12-week trial period appeared to involve a standardised transition plan without careful consideration of Sarah’s individual needs. For example, Sarah explained her preference for a longer period of time to adapt to the receiving school. Her comment “A longer trial period so people have time” was in response to the researcher’s question, “what would improve the Managed Move in the future?” A longer trial period may provide pupils with an extended period of time to settle into the receiving school without feeling under pressure to satisfy the Head Teacher or other members of the Senior Management who’s decision it may be to decide on whether the Managed Move was successful or not. In addition, the staff participant referred to the effectiveness of the transition plan with regards to the academic programme to be considered. For example, the comment “it helped with the timetable and we chose the options there and
"then" outlined how the transition plan provided an opportunity to organise and plan for Sarah’s academic interests in preparation for her G.C.S.E. exams. It is a factor worth considering for future Managed Moves to ensure they are tailored and personalised to meet the needs of individual pupils both pastorally and academically.

5.8.4 Case C: Phase One and Two Integrated Summary

5.8.4.1 Research Question One: What ‘in school’ factors were perceived as facilitating integration to school following a Managed Move?

‘Pupil characteristics’ and ‘personalised intervention’ were seen as predominant ‘in-school’ factors to facilitate integration following the Managed Move for the pupil, Sarah. Within the ‘pupil characteristics’ theme were the sub-themes of ‘personal resilience’ and ‘enjoyment factor’. The ‘fighting spirit’ and high level of resilience and determination displayed by Sarah was perceived as a facilitating factor influencing the success of her Managed Move. The ‘receiving school’ recognised this characteristic and positively reinforced this to maintain her successful start in her new school.

What also emerged from the interviews was Sarah’s enjoyment at the ‘receiving school’ which enabled her to initiate new friendships and gave her more confidence to succeed in school. With regard to the Managed Move protocol, it is difficult for the L.A. to design a protocol that caters for individual factors such as the need to develop ‘personal resilience’ and an ‘enjoyment factor’ specifically. However, the L.A. protocol does recommend that the pupil’s difficulties are forwarded to the ‘receiving school’ which in Sarah’s case, proved effective due to the identification of difficulties at her ‘donor school’ with regard to low self-esteem and difficulties with friendship groups. The ‘receiving school’ were able to suitably act upon this information with an increased staff awareness of Sarah’s profile and the sensitive pairing of peers to support her.

The ‘personalised intervention’ theme highlighted ‘tailored pastoral support’, ‘staff CPD’, and the ‘physical characteristics’ of the school as key ‘in-school’ factors facilitating the Managed Move for Sarah. What appeared to be an effective facilitator for integration was the pastoral support provided to Sarah to compliment her education and to ensure her pastoral needs were being met. Linked to this was the ‘parenting role’ taken by the ‘receiving school’ utilising their skills and
knowledge developed through staff CPD opportunities. Finally, the small size of the school was seen as a positive factor supporting Sarah due to her high levels of anxiety and the ‘personal touch’ that was able to be provided for her. The L.A. protocol provides one review at the end of the trial period, however, Sarah suggested that the review should be held flexibly in collaboration with the pupil as and when required.

5.8.4.2 Research Question Two: What ‘out of school’ factors were perceived as facilitating integration to school following a Managed Move?

The two predominant themes that emerged from the interviews for ‘out of school’ factors facilitating integration included ‘social networking’ and ‘out of school support’. Sarah highlighted the detrimental effect the social networking web-site ‘Facebook’ had been for her and the lack of support she had received from the ‘donor school’. The ‘receiving school’ took responsibility to confront the bullying issues related to ‘Facebook’ and provided a tailored and personalised transition plan to cater for her needs. The L.A. Managed Move protocol enabled multi-agency support to cater for Sarah’s needs following her difficulties being forwarded to the ‘receiving school’ as recommended by the protocol.

The second theme of ‘out of school’ support encompassed ‘friendship groups’, which was seen as a facilitative factor to support Sarah’s integration. Due to the school providing a ‘buddy system’ at the start of the trial period, Sarah was able to generate friendships within school which were then maintained outside of school. The sub-theme of ‘external agencies’ referred to the support Sarah received by various agencies to ensure her broad range of needs could be met. The L.A. Managed Move protocol recommends multi-agency involvement throughout the process and in Sarah’s case, this proved to be effective. The final sub-theme of ‘sport and physical activity’ linked to Sarah’s fondness of exercise to instil a positive mind-set and the impact this has on her well-being. The Managed Move protocol does not recommend that the pupil’s views are sought and this could have been an opportunity missed but Sarah was able to take upon herself to engage in sport and physical activity as her confidence grew.
5.8.4.3 Research Question Three: What would improve the Managed Move process in the future?

The main theme generated from the interviews to improve the process in the future was related to the ‘details of the protocol’. It became apparent that the staff member, Sarah and her mother were not aware of the protocol’s framework and its content. Therefore, Sarah and the school had no indication as to what the guidelines for the Managed Move were and whether the protocols guidance was being adhered to. The protocol should be distributed and explained clearly to all pupils and their families who are due to undertake an imminent transfer to a new school.

The second sub-theme relates to the provision of a ‘personalised transition plan’ to improve the process in the future. The protocol for this particular L.A. does not recommend such a plan is established at the start of the Managed Move and it is the discretion of the ‘receiving school’ as to whether this takes place. In Sarah’s case, the ‘receiving school’ did provide a ‘personalised transition plan’ and this enabled both her educational and pastoral needs to be catered for and led to a successful Managed Move.
5.9 Cross-case Thematic Maps for Research Question One, Two and Three:

5.9.1 Figure Two: Cross-case thematic map for Research Question One: What ‘in school’ factors facilitate integration to school following a Managed Move?

The ‘in-school’ factors identified in Case A as facilitating integration included the ‘consideration of child and parent views’ with the sub-themes of ‘open lines of communication’ and an ‘awareness of child and parent feelings’. This theme referred to gaining regular feedback from school, communication between external agencies, gaining the opinions of the child, providing choices to the parent/guardian and child and raising awareness of the Managed Move protocol. The theme of ‘personalised intervention’ was identified within two cases (B and C) and including sub-themes such as ‘tailored pastoral support’, ‘physical activity and sports provision’, ‘friendship groups’, ‘staff CPD and staff skills’ and ‘physical characteristics’. The ‘staff skills’ theme emerged from Case A and encompassed the sub-themes of ‘SEN experience’ and ‘staff training’. Leon’s parent highlighted the need for staff training in SEN and suggested that staff skills and experience of SEN contributed to the success of the school as a whole.

‘Pupil characteristics’ was identified in Case C as facilitating integration with the sub-themes of ‘personal resilience’ and ‘enjoyment factor’. This theme refers to the ‘fighting spirit’ and determination displayed by Sarah during the Managed Move. Within Case A, ‘school ethos’ was identified as facilitating integration with the ‘school environment’, ‘enhanced staff communication’ and ‘tailored pastoral support’ forming part of this overall theme. Finally, the theme identified within Case B of ‘enabling ownership of behaviour’ reflects Warren being able to take ownership of his behaviour during the Managed Move and the ‘receiving’ school setting realistic expectations which were achievable and realistic.
5.9.2 Figure Three: Cross-case thematic map for Research Question Two: What ‘out of school’ factors facilitate integration to school following a Managed Move?

The ‘parental role’ theme in Case A related to Leon’s parent’s determination to ensure the right support was established for Leon and included the sub-theme of ‘parent resilience’ related to the perceived power imbalance between parents and the L.A. The second theme ‘Friendship groups’ was identified as being an ‘out of school’ factor facilitating integration and was linked to the prevention of bullying. Within Case B, the theme ‘social connectedness’ referred to Warren’s engagement with positive activities ‘out of school’ which facilitated a successful transition due to the friendships and confidence he was able to develop.

‘Out of school’ support was identified as facilitating integration within Case C which encompassed the sub-themes of ‘external agencies’, ‘sport and physical activity’ and ‘friendship groups’. The next theme emerging from Case C was ‘social networking’, which highlighted the difficulties pupils may face from cyberbullying and the responsibilities school need to consider when supporting pupils experiencing Managed Moves.
With regards to themes addressing Research Question Three, Case A highlighted ‘raising awareness of legislation and rights’ as a factor to improve the Managed Move process in the future. Leon’s parent outlined concerns with the lack of knowledge and the lack of provision of information surrounding Managed Moves. A second theme identified within Case A was ‘user-friendly process’ and referred to the confusion of adhering to two school policies, one from the ‘donor’ school and one from the ‘receiving’ school.

Case B identified the need for ‘consistency of personalised support’ and referred to the need for multi-agency involvement and the need for a personalised support plan. This aims to ensure pupils receive appropriate and consistent support regardless of which school they move to. Case C identified ‘details of the Managed Move’ with the sub-themes of ‘awareness of the Managed Move protocol’ and ‘personnelised transition plan’ as key factors to improve the process in the future. The participants in Case C were not familiar and unaware of the details within the protocol and suggested that this would improve the process in the future. The sub-theme of ‘personalised transition plan’ referred to the tailoring of aspects of the protocol to enable Sarah’s needs to be met. For example, the provision of a longer trial period to provide an appropriate period of time to enable a successful integration.
6 Discussion

6.1 Introduction

This research has considered what supports three pupils in their successful integration to mainstream secondary school following a Managed Move. The findings have been explored in relation to each of the three research questions in three separate L.A.s and this chapter will now go on to consider the broader implications of these findings in the context of existing research. This chapter will consider each research question and then explore and summarise the findings as a whole (see Appendix I: Phase 4 for a diagrammatic representation of the themes and sub-themes for Case Studies A, B and C respectively). Each theme that has been identified within a cross-case analysis (see section 6.5.1-6.5.3 above) and will be explored individually. This will extend to a consideration of potential implications for schools, Local Authorities and the Educational Psychologist, as well as recommendations for useful future research. Limitations of the present research will be considered.

6.2 Research Question One: What ‘in school’ factors facilitate integration to school following a Managed Move?

Six key factors were highlighted as facilitating integration to school following a Managed Move which included:

- Personalised Intervention (Case B and C)
- Consideration of Child and Parent Views (Case A)
- School Ethos (Case A)
- Staff Skills (Case A)
- Enabling Ownership of Behaviour (Case B)
- Pupil Characteristics (Case C)
6.2.1 Personalised Intervention

The current Government suggest a need to provide a personalised education that brings out the best in every child, which builds on their strengths, enables them to develop a love of learning; and helps them to grow into confident and independent citizens, valued for the contribution they make (DfES, 2004). The Government advocates that we put children with SEN at the heart of personalised learning, helping schools to vary the pace and approach to learning to meet individual children’s needs (DfES, 2004). This research suggests that these aspects of personalisation were valued in the facilitation of successful Managed Moves. For example, upon the pupil in Case B’s arrival at the ‘receiving’ school, a Pastoral Support Programme was put in place for him and the school “discussed targets in agreement with him”. The school emphasised that “we’ve always valued and invested the pastoral structure of the school” and “it’s not just about exam results, it’s about the whole child and the development of the whole child”.

Lawrence (2011) suggested numerous recommendations and suggestions to develop and/or improve re-integration packages and processes in the future. One broad theme identified for this was a ‘holistic understanding and intervention’. Encompassed within this theme was the suggestion for mainstream staff to acknowledge, but move beyond, a child’s ‘label’ or ‘illness’ and educational history and consider the holistic picture. The re-integration package should be personalised to the pupil and include strategies to encourage the development of peer relationships, access to a mentor and the incorporation of the pupil’s strengths and interests into the curriculum. Within this research, the ‘receiving’ school considered an appropriate peer group for the pupil in Case B “and made sure these children are positive role models to buddy up with until they find their feet”. The parent in Case B also referred to peer relationships with the statement “he’s made new friends now and he doesn’t hang around with the bad ones”.

It was also evident that within many schools there was a need to consider the pupil’s individual needs. In a study evaluating a Managed Move programme, Vincent et al. (2007) suggested that more inclusive schools were able to “sensitively attune to the needs of the pupil rather than trying to fit the pupil into a rigid environment” (p.296). The pupil in Case B was provided with an opportunity to represent the school at football and he identified the benefits of this with the statement “Football has helped my behaviour and attitude” and “I scored in a semi-final and the teacher came into my class and told everybody”. Providing the pupil in Case B with this opportunity allowed for their wider needs to be supported.
6.2.2 Consideration of Child and Parent Views

Sometimes pupils express a sense of injustice because they feel that their side of the story of the incident that led directly to exclusion had never been heard (Munn, 2000; Munn & Lloyd, 2005). This piece of research identified the need for schools to ensure that the child and parent views are considered during Managed Moves. It is hoped that by considering such views then a Managed Move can be delivered in a way which is more likely to meet the needs of the pupil.

The Special Educational Needs Code of Practice (Department for Education and Skills, 2001) places value on the Voice of the Child (VoC) and ‘highlights the importance of listening to pupils’ views regarding their own needs’. It is essential to reveal pupils’ views about returning to mainstream school in order to become informed about, learn from and act upon what we as educators are told by children and young people and what we go on to tell others (Lown, 2005). Gersch & Nolan (1994) recognised the potential contribution that could be made to understanding the process of exclusion and marginalisation by pupils who had experienced it, and undertook a study to elicit their views. The authors assert ‘there are good moral, pragmatic and legally supported reasons for listening to pupils, if plans are to be successful for them’ (p. 37).

The elicitation of pupils’ perspectives is congruent with the growing use of research processes which encompass pupils’ voice (Fielding & Bragg, 2003; Flutter & Rudduck, 2004). This trend is underpinned by ideals of empowerment (Warren, 2000), a belief in children’s rights (Greene & Hill, 2005) and respect for young people’s capacity to reflect on and have agency in their unique encounters with their worlds (Davie, Upton & Varma, 1996; Lewis & Lindsay, 2000). Harris, Vincent, Thomson & Toalster, (2006) suggest in their study that ‘experiencing success, receiving praise, feeling listened to and receiving support were all factors identified by pupils that inevitably had a positive impact on self-esteem’ (p. 32). Munn and Lloyd (2005) outlined in their study, which focusing on excluded pupils, that teachers did not seem to listen to the pupils. These comments draw attention to the routine practices in schools which could lead to an unsuccessful Managed Move. School practices have the potential to promote a sense of belonging, of teachers being interested in pupils’ lives outside school and the development of mutual respect.

The views presented within this study included “not enough is done to get the opinion of the child and parent” within Case A and “it’s always been down to a lack of communication between agencies and me and him”. It is important to consider the most appropriate way of eliciting pupil views dependant on
the individual needs of the pupil. For example, a transition meeting at the ‘receiving’ school including a range of professionals, senior management figures, parents or guardians and possibly a member of staff from the previous school may seem overwhelming for a pupil who experiences low levels of self-esteem. The Educational Psychologist may have a role in this process in determining the most appropriate means of gaining the views of a pupil. Including pupils in the decision-making about schools means listening to what they have to say, even when it is critical and said by those pupils whose teachers may feel are not entitled to be heard.

6.2.3 School Ethos

There was an acknowledgment that positive schools overall ethos provides all members of the school community with a safe and respected environment and is paramount in facilitating a successful Managed Move in school. School ethos includes the ‘style and quality’ of school life, patterns of pupil and teacher behaviour, how pupils are treated as a group, the management of groups of pupils within the school, and the care and maintenance of buildings and grounds (Purkey & Smith, 1983). The ethos of the school influences inclusivity and the use of disciplinary exclusions (Cooper, Hart, Lavery & McLaughlin, 2000). Miller (1996) suggested that the school culture indicates the extent to which staff are willing to work with pupils who have become labeled as difficult.

A key theme drawn from the Harris et al. (2006) study was that of the importance of a fresh start and the loss of stigma. This could illustrate the importance of working with staff to explore the constructs they have developed around ‘problem’ pupils, and in considering the school’s ethos and the change needed at a systems level. It is important that school leaders should engage with their staff in formulating a vision of inclusive practice (Mowat, 2011). Ainscow, Booth & Dyson (2006) provide a detailed analysis of the journeys taken by schools to develop inclusive practice and factors which promote this. They cite:

…the opportunities created for constructive dialogue by the strengths of the school’s communities of practice; the management style of the Head Teacher and the distribution of leadership in the school; an engagement with evidence and critical perspectives; and an opportunity to analyse and reflect on the relationship between values and actions (Ainscow et al., 2006, p. 190).

Mowat (2011) suggests that an inclusive school ethos does not come from imploring people to be inclusive, it comes about through fundamental shifts in people’s values and beliefs, fostered
through participation within a community of practice. Within such a community of practice these values and beliefs are modeled and are ‘lived’, leading staff to re-conceptualise their practice, which is dependent upon high quality leadership (Mowat, 2011).

The findings from this research provide support for previous literature emphasising the importance of creating a positive, inclusive school ethos that fosters positive behaviour amongst pupils especially those experiencing Managed Moves. Specifically, Case A focused on the ‘school environment’, ‘enhanced staff communication’ and ‘tailored pastoral support’ as contributory factors towards the overall ‘school ethos’.

6.2.4 Staff Skills

Lawrence (2011) made numerous recommendations to develop and improve re-integration packages and processes in the future. One broad theme identified for this was a skilled and knowledgeable workforce. Within this theme, it was highlighted that there was a need for improved training for mainstream colleagues in supporting vulnerable and challenging pupils. This could include outreach training from external agencies, such as educational psychologists (Lawrence, 2011). This research identified ‘staff training’ as being necessary to support pupils encountering Managed Moves. For example, the parent within Case A stated “their skills and experiences of SEN and social and emotional disabilities, is down to staff training”. In addition, mainstream provisions could invest in more learning mentors with specialist skills for pupils experiencing Managed Moves. Training for existing mentors could again be provided by external agencies such as educational psychologists.

Donnelly (2004) argued that if teachers are not accorded the time and space to develop a critical understanding of their own values and beliefs then there is the potential for schools to simply reinforce the psychological barriers which sustain division. For example, the parent within Case B highlighted that previous unsuccessful Managed Moves were linked to staff not holding the necessary skills to support the pupil. Furthermore, related to staff development, it is suggested that successful implementation of inclusion requires a need for on-going professional development (Avramidis, Bayliss & Burden, 2002). It is often argued that a lack of knowledge on the part of classroom teachers, attributed to a lack of training, is one of the main barriers to inclusion (Florian, 2008). Furthermore, Hodkinson (2006) found that Newly Qualified Teachers’ (NQT) conceptualisation of inclusion becomes more negatively based over the course of their
first year of employment owing to perceived lack of support and resources to ensure its successful implementation.

Evidence on teaching practice and pedagogy in special and mainstream education suggests that the teaching strategies used in mainstream education can be adapted to assist pupils who have been identified as having special educational needs. Cook & Schirmer's (2003) review, which sought to identify what is ‘special’ about special education, showed that teaching practices that are effective for pupils identified as having special educational needs also work with pupils who are not identified as having special educational needs. Schools would benefit from considering professional development with staff facing this dilemma, including a need to develop teacher confidence in their abilities to meet the needs of pupils encountering Managed Moves.

There is the potential for educational psychologists to support schools and staff in understanding that some SEN pupils may have very different needs to their peers when adjusting to the ‘receiving’ school, emphasising the requirement for a more co-ordinated approach between the ‘donor’ and ‘receiving’ schools during the Managed Move. Special schools have lots of knowledge about how to help children reintegrating into schools. They should be encouraged to share this knowledge with other schools, so that pupils experiencing Managed Moves get the right help from skilled and knowledgeable staff.

### 6.2.5 Enabling Ownership of Behaviour

What became apparent from the data from all participants within Case B was the indication that the pupil had modified his behaviour which led to a successful move in the ‘receiving’ school. The pupil highlighted the link with his change in behaviour with the respect he received from his peers within the ‘receiving’ school; “I was respected more and made more friends”. The staff participant makes reference to the ‘choice’ the pupil had considered with regard to his behaviour, “He had a choice” and “he could write his own story”. These points emphasise that importance of the pupils ‘owning’ their behaviour and taking responsibility for their own actions to increase the likelihood of a successful transition during the Managed Move.

Bailey & Baines (2012) illustrated the importance of the pupil themselves being able to control their reactions and emotional stability, in order to feel that they are progressing in their new school. The ability to control negative emotions is an important aspect of coping during
transition (Vanlede, Little & Card, 2006). Lawrence (2011) suggests that re-integration to mainstream school was concluded to be successful where the young person wanted to make a success of their re-integration and modify their behaviour. Factors impacting successful integration included a pupil’s self-perceptions, views of education and motivation/desire to engage and succeed. This factor is reinforced by previous research studies outlining the importance of the pupil’s self-perceptions and self-belief (Daniels et al., 2003).

However, what is important for schools to consider is the setting of realistic expectations for pupils to enable ownership of behaviour to take place. Success in any meaningful endeavour is marked by a history of high expectations that provide the challenge and inspiration necessary to press the pupil to his/her highest level of performance (Ozturk & Debelak, 2012). Though there are supportive components of success - environment, general and special abilities, personal work habits and attitudes, and even chance (Tannenbaum, 1997), the central factor is high expectations. One’s own expectations of oneself are important in the sense that people usually set their goals first and then develop their action plans accordingly. Others’ expectations of individuals are also critical, since people tend to strive to accomplish what is expected of them. In both cases, without high expectations, individuals invariably drift toward mediocrity or even failure.

Educational psychologists could consider supporting schools in better understanding the interacting issues potentially influencing pupils at transition in more depth. Informing schools of the factors that were found to best predict school adjustment could raise awareness of new factors to consider when supporting pupils experiencing a Managed Move. Applying the concept of ‘ownership’ to the study of transition permits the pupil to be considered in terms of an active participant in the transition process (Bailey & Baines, 2012).

6.2.6 Pupil Characteristics

This theme refers to those aspects of the pupil that largely come into the ‘receiving’ school situation with them, for example, abilities or aspects of personality. The research found that situations and contexts have a hugely important part to play during the Managed Move process and will undoubtedly affect the manifestation of such ‘within-child’ characteristics. What is interesting within this research is that this theme came out as a factor facilitating successful integration.
Pupils with SEN, or of lower ability, are sometimes identified as experiencing more transitional stress and anxiety than their more able peers (Anderson, Jacobs, Schramm & Spilittgerber, 2000; West, Sweeting & Young, 2008). Pupils with behaviour difficulties (such as disruptive behaviour) in their former schools, also reportedly experience less successful transitions (Berndt & Mekos, 1995). The desire to engage has to come from within the young person (Daniels et al., 2003). This research highlighted that the pupil within Case C “had a fighting spirit about her” and “if she had a different personality she would have stopped coming in but she was determined”.

Research has identified a number of different variables present within young people’s lives that place them ‘at risk’ from educational failure or disadvantage (Armstrong, Birnie-Lefcovitch & Ungar, 2005). Numerous individual protective factors have also been identified as potential buffers against the risks that threaten to impact negatively upon life outcomes. Specific protective factors relevant to educational failure and success seem to fall into three main categories. First there are protective factors which are the personal qualities and characteristics of individuals including problem solving skills (Harvey & Delfabro, 2004); autonomy (Howard, Dryden & Johnson, 1999); optimism (Armstrong et al., 2005); social competence (Howard et al., 1999); easy temperament (Prince-Embrey, 2006); wisdom and insight (Kumpfer & Summerhays, 2006); and intelligence (Harvey & Delfabbro, 2004). Applying the concept of resilience to the study of Managed Moves and transition permits the pupil to be considered in terms of an active participant in the transition process.
6.3 Research Question Two: What ‘out of school’ factors facilitate integration to school following a Managed Move?

Five key ‘out of school’ themes were highlighted as facilitating integration to school following a Managed Move which included:

- Parental Role (Case A)
- Friendship Groups (Case A)
- Social Connectedness (Case B)
- Out of School Support (Case C)
- Social Networking (Case C)

6.3.1 Parental Role

Pupil responses to stresses have been found to be better when they have supportive and stable families (de Haan, Hawley & Deal 2002), while children aged nine to ten have been found to cope better with everyday stress and deploy a wider range of coping strategies when they have supportive mothers. In communities with high rates of youth crime and substance misuse, children tend to be protected from involvement when parents are affectionate, involved and supportive of education (Hawkins et al., 1999; France & Crow, 2001). There is considerable evidence that parents in adversity particularly value services that they experience as receptive, non-stigmatising and flexible. Families who respond well in a range of crises tend to have more open communication both between the parents and between children and parents; shared values and goals; and a willingness to change (Daly, 1996; Lesar & Maldonado, 1996).

This research identified the parental role as being a key factor in facilitating a successful Managed Move for Case A. The pupil seemed heavily reliant on his mum for support and her knowledge of the Managed Move process, reflected by the statement “My mum knows everything”. The parent in Case A emphasised the resilience required during to ensure the right support was established for her son and referred to “my standing fight with the L.A.” and “there’s only me to support him”. Several writers have noted that there is no consensus regarding the definition of resilience (e.g. Kinard, 1998), but rather a cluster of meanings associated with doing better than expected in difficult circumstances. Sometimes resilience is used to refer to general coping skills and mechanisms that help with the common challenges of everyday life. However, in both academic
and practice contexts, the key feature of resilience is usually a capacity to deal with severe adversity, so that two crucial conditions need to be present (Luthar et al., 2000; Gilligan, 2001):

- a significant threat or difficult circumstances
- positive adaptation

Practitioners, such as health visitors, community workers, social workers and educational psychologists who are supporting families in difficulties such as those encountering Managed Moves, can provide guidance for parents to support their children. Resilience shown by parents themselves can derive from some of the same characteristics seen in resilient children, such as an optimistic outlook and capacity to change oneself, or the environment. It is also promoted by ready access to informal support and, in some circumstances, sensitive and responsive professional help.

Lawrence (2011) suggested that re-integration is successful when parents share responsibility for their child’s actions and have realistic views and hopes for the future. Within this research, it was perceived that the most successful re-integration following a Managed Move occurs when the pupil has parent(s) who are supportive of, and positive towards, their child and their education. Harris et al. (2006), suggests that parents expressed frustration at the lack of clarity about the actual Managed Move process and this is replicated within this study. The parent in Case A identified that “it was through research that I knew what I should be doing” in determining the educational rights her son was entitled to. The experience of being ‘uninformed’ sends powerful messages to a pupil and family about their value and position in the Managed Move process and adds to a sense of insecurity. The research suggests parents or guardians are not always fully included throughout the Managed Move process. To prevent any form of parent exclusion, schools need to re-consider their role to enable a coherent and transparent process which boosts parental inclusiveness and their feelings of being valued.

“Some parents can’t fight the battle” emphasises the difficulty that the parent had in Case A during the Managed Move process. Preventing parent empowerment needs to, at the outset, provide secure pathways for information flow between parents, school staff and support staff; this is likely to heighten the quality of placement preparation and initial information-sharing. Once a pupil’s placement is established, the communication channels could not be neglected; they need to remain effective and open as the placement progressed in order to facilitate processes such as
rapid response to emerging difficulties including non-attendance, the facility to make adjustments and alterations to arrangements; sharing strategies and making strategy changes; information exchange regarding emerging vulnerability in the placement. From their continued relationships with school staff, parents will feel involved, informed and reassured.

Hallam & Castle (2000) and Daniels et al. (2003) advocate actively involving parents. This can be achieved in a variety of ways such as providing them with support; giving them opportunities to support each other and their children and involving them in the identification of the needs of their children. Also, involving parents in decisions concerning strategies for dealing with their children and assistance in acquiring the necessary skills and in some cases providing them with opportunities for accredited training. EP work in the SEN area is extensive and involves work in a wide range of areas including work with individual children, in training staff and parents and in consultative and advisory work (Farrell et al., 2006).

This was also emphasised in Hayden & Dunne's (2001) study, they stressed the need to build bridges with families who were often alienated and suspicious of their child's school. The parents believed that there were underlying reasons for exclusion, sometimes at odds with the official reasons given. This study and Kinder et al. (1997) are unusual in that they took pupils’ and family views on exclusion into account. Studies of the family view (e.g. Blair, 2001) were sometimes not sponsored to triangulate interviews with pupils and parents with those of others, including staff members, to gauge accuracy and compare multiple perspectives. However, individual viewpoints can be illuminating. Blair (2001) found that some ‘bad’ behaviour in the classroom can be explained by unidentified special educational needs when the pupil’s and/or parent’s account is considered (see also Daniels et al., 2003).

6.3.2 Friendship Groups

With regards to ‘out of school’ group memberships, results suggest that aspects of peer relationships are related to classroom achievement indirectly, by way of significant relations with pro-social behaviour (Wentzel & Caldwell, 2006). Achievement beliefs and behaviours that are encouraged or positively received by the peer group seem to be more likely to surface again in the presence of one’s peers (Ryan, 2001). Adolescents report that they feel peer pressure regarding school involvement and such perceptions are significantly correlated with individual attitudes and behaviour regarding school. Observing a friend’s commitment to school work or
hearing a friend voice a belief about the meaning of school may introduce an individual to new
dbehaviours and viewpoints (Brown, Clasen & Eicher, 1986). Lown (2001) highlights the
increasing importance and influence that the peer network has on growing adolescents.

The pupil in Case A refers to ‘friends’ frequently throughout the interview with comments such
as “I have lots of friends”, “I see lots of friends outside of school” and “I walk with them and talk to them”.
The pupil referred to ‘friendships’ when discussing his experiences since arriving at the
‘receiving’ school and identifying factors which facilitated his integration. The pupil’s friendships
also acted as a protective factor against anti-social behaviour from other pupils such as bullying,
for example, he stated “One pupil used to be nasty to me but now it has stopped” and “it’s nice if you have
lots of friends as they can stick up for you if you are getting bullied”. The issue of preparing social pathways
for pupils undertaking a Managed Move should be accounted and planned for. The importance
of ‘friendship groups’ should be fully recognised.

Educational Psychologists are in a unique position (Cameron, 2006) to raise awareness around
evidence based approaches to support pupils and highlight strengths and limitations of these. In
supporting the development of ‘friendship groups’, educational psychologists may suggest
possible interventions such as Circle of Friends (Frederickson & Turner, 2003) and other peer
support initiatives (Houlston, Smith & Jessel, 2009; Cooper & Whitebread, 2007) which can
continue outside of school.

6.3.3 Social Connectedness

Bronfenbrenner (1974) described schools as potent breeding grounds of alienation. Since this
statement was made, a number of studies have found similar results, noting both alienation and
low levels of student engagement (Anderman & Maehr, 1994; Bryk & Schneider, 2002;
Goodenow, 1993). Some studies report that as many as 40 to 60 percent of high school students
are consistently unengaged, chronically inattentive, and bored (Marks, 2000; Sedlak, Wheeler,

Baumeister and Leary’s theory suggested that ‘belonging’ is fundamental to human motivation.
Their theory suggests that the need to belong is “a pervasive drive to form and maintain at least a
minimum quantity of lasting, positive, and significant interpersonal relationships” (p. 497). The terms
‘belongingness’ (Finn, 1989), ‘relatedness’ (Connell, 1990), ‘connectedness’ (Weiner, 1990), or
‘school membership’ (Wehlage, 1989) are generally parallel and interchangeable, though all have been measured in a variety of ways.

This research identified ‘out of school’ factors which contribute to feelings of connectedness to the ‘receiving’ school. It was evident, for example, that the pupil in Case C engaged in sport outside of school which generated new friends and “has helped her settle in”. PE and sport are crucial components of a well-rounded education provision, having the power to improve young people’s physical, intellectual, social and emotional development (Youth Sports Trust, 2010). The pupil also referred to the boost in his confidence through engaging with ‘out of school’ activities and highlighted how this facilitated his integration during the Managed Move.

‘Receiving’ schools may need to be proactive in developing access routes to social networks for new pupils within school, for example ‘circle of friends’, buddy systems, befriending schemes (Cowie & Wallace, 2000) and also ‘out of school’ provisions through extended schools (DCSF, 2008) and sport and community groups. Educational psychologists are well placed to be able to offer support and guidance for schools on the development of social networks. Additionally, educational psychologists are in a unique position to be able to signpost towards targeted and specialist community-based initiatives which could provide positive activities and travel arrangements outside of school. This could enable pupils experiencing Managed Moves to feel ‘connected’ to the ‘receiving’ school through the generation of new friendships, preventing possible alienation and facilitating the likelihood of a successful Managed Move.

6.3.4 Out of School Support

As discussed in an earlier chapter, reflections on the experiences of young people who have experienced exclusion have suggested that they are often left feeling rejected, stigmatised and labelled (De Pear & Garner, 1996; Kinder et al, 1997; Pomeroy, 1999). Also, it is reported that often these young people are already subject to difficulties ‘out of school’, for example, in their home or community contexts and are then subject to increased stress and feelings of hopelessness from permanent exclusion or a Managed Move (Munn, Lloyd & Cullen, 2000).

One form of ‘out of school’ support identified within this study as being a facilitator of a successful Managed Move was extended schools and the involvement of external agencies. The impact of extended schools can impact positively on pupil attainment, attendance and behaviour
as the school’s role and value in the community can be enhanced. Wilkin, Kinder, White & Atkinson (2003) suggest that the multi-agency input within extended schools was identified as particularly effective in meeting a range of pupil and family needs and as a means of removing barriers to attendance and achievement through school-based holistic strategies. ‘Extended schools’ are schools which act as a focal point for a range of family, community services, such as childcare, health and social services, adult education and family learning, study support, ICT access, sports or arts activities. There is robust evidence to suggest that involvement in extended activities, properly managed, is entirely compatible with a school maintaining high standards in its 'core business' of raising students' attainments (Dyson, Millward & Todd, 2002).

There is also evidence that targeted interventions with 'at risk' groups in the school and the community stand a good chance of fulfilling objectives such as raising attainments, building friendships and re-engaging pupils back into education. This research identified ‘friendship groups’ as having a positive impact on Sarah. The ‘receiving’ school provided a buddy system to support the pupil in Case C during and after school, “she was assigned a few girls to buddy up with her”. The pupil in Case C states that she has “made lots of friends” and “my friends have stuck by me”. The impact of new, positive friendships are particularly important if education is seen as being about more than simply raising attainments within education.

Wilkin, Kinder, White & Atkinson (2003) suggest that the multi-agency input within extended schools was identified as particularly effective in meeting a range of pupil and family needs and as a means of removing barriers to attendance and achievement through school-based holistic strategies. The multi-agency approach within this research was identified as being supportive towards the pupil. The parent referred to the specialist emotional support they had received “We have a separate counsellor, CAMHs team external to school, she has been lovely”.

Findings from this research suggest that schools should consider involvement in extended activities and should do so with confidence that, properly managed, they will enhance rather than impair performance in other areas. Pupils can benefit from the opportunities that activities such as after-school clubs and outings provide, but pupils with SEN and disabilities can sometimes miss out on these opportunities due to a lack of specialist support after hours, inflexible transport arrangements or health and safety considerations (DfES, 2004).

Pupils experiencing Managed Moves would benefit from inclusive care and leisure facilities as a priority within the extended schools programme. In addition, schools would benefit from
working with the Connexions Service to find ways of helping pupils experiencing Managed Moves to find accessible social and leisure facilities to facilitate a successful placement at the ‘receiving’ school.

6.3.5 Social Networking

Using social media websites is among the most common activity of today’s children and adolescents. Any website that allows social interaction is considered a social media site, including social networking sites such as Facebook. Such sites offer today’s youth a portal for entertainment and communication and have grown exponentially in recent years (O’Keeffe & Clarke-Pearson, 2011). What is perhaps the most worrying consequence of Facebook is the explosion of cyberbullying, which can seriously impact on the health, well-being, and self-confidence of those targeted (DCSF, 2009). The prolific use of Facebook has produced a number of undesirable social and psychological consequences (Widdup, 2008). For this reason, it is important that parents become aware of the nature of social media sites, given that not all of them are healthy environments for children and adolescents.

The parent in Case C highlighted “It started with Facebook” and “It’s infected the school” with regard to her daughters experiences of extreme bullying as a consequence of ‘Facebook’. The parent explained how her daughter was not supported by her previous school with the statement “they said Facebook was a social issue not a school issue”. In addition, the parent was realistic following her daughters Managed Move to the ‘receiving’ school with the comment “She was thinking she may never be called names again, but with the social networking, we told her this isn’t realistic”. The ‘receiving’ school viewed the issues related to ‘Facebook’ as their responsibility and began to confront the issue at the start of the Managed Move. As a consequence, the pupil was able to settle into the school more effectively with support in place.

The DCSF (2009) document ‘Cyberbullying: Supporting School Staff’ advocates that every school should have robust policies in place that include the acceptable use of technologies by pupils and staff and address cyber-bullying. Whole-school policies and practices designed to combat cyber-bullying should similarly be developed by and for the whole-school community. Schools will need to develop clear guidance to help to protect every member of the school community and to ensure that sanctions are appropriate and consistent. This will need to be effectively communicated to and discussed with staff, pupils and parents. There is an importance upon the
significance of pupils experiencing Managed Moves entering new peer networks and that this is understood and that all possible methods to ease entry to them are created and acted upon by the ‘receiving’ school. In addition, the importance of maintaining social networks safely needs to be understood and assisted. Educational psychologists are in a unique position to help families understand these sites and to encourage healthy use and urge schools and parents to monitor for potential problems with cyberbullying.
6.4 Research question Three: What would improve the Managed Move process in the future?

Four key themes were highlighted as improving the Managed Move process in the future:

- User-friendly Process (Case A)
- Raise Awareness of Legislation and Rights (Case A)
- Consistency of Personalised Support (Case B)
- Details of the Managed Move Protocol (Case C)

6.4.1 User-friendly Process

The parent in Case A stated that the Managed Move process was “not user friendly”, it was also highlighted that the pupil “…had four different schools”. In Pirrie et al.’s study (2009), several parents described how they found themselves at breaking point in the wake of repeated permanent exclusions and Managed Moves. Several parents had suffered periods of physical and mental ill health that were both the result of and the catalyst for some of their children’s difficulties, particularly in respect of behaviour that challenged the boundaries of the education and welfare system. This research identified the sub-theme of being ‘outnumbered by professionals’ as being detrimental to the effectiveness of the Managed Move process. This was reflected by the comments by the parent in Case A which included “I had 10 professionals sat in front of me”, “you need to fight your corner” and “it’s like a mini-court appeal”. Future provision would need to consider the perceived power imbalance between professionals and pupils and their parents to prevent feelings of intimidation and helplessness in the decision-making process. The protocol does not make reference to this concern.

Lake & Billingsley (2000) analysed factors that contribute to parent and school conflict in special education. Their findings resulted in eight categories of factors that escalate parent-school conflict in special education which were; discrepant views of a child or a child’s needs, knowledge, service delivery, reciprocal power, constraints, valuation, communication, and trust. The reciprocal power category is particularly relevant to this study due to the findings suggesting parent’s feelings of intimidation and helplessness throughout the Managed Move process. The parent in Case A acknowledged that “the power is in the hands of the L.A.”. Schools can play a leadership role in strengthening the relationship between themselves and parents by implementing strategies for parent involvement in a sensitive and needs led way. Such strategies
should utilise parents' abilities to contribute to their children's education and play a crucial part of the Managed Move process. In addition, the parent in Case A made some interesting conclusions to the issue by commenting “you need an independent body representing the child” and “somebody needs to help who is independent to help parents to do research to meet the needs of the child”.

6.4.2 Raise Awareness of Legislation and Rights

The Children Act (2004) requires agencies to work together to protect and support vulnerable children and believes that schools should become the venue for intra-agency collaboration as well as for contact with children themselves. Theoretically, such joined up thinking could ensure that children receive appropriate comprehensive support and care during their time in and out of school to help them develop self-support, feel values and, where appropriate, repair some of the psychological damage that has been done to them within and outside of the school system (Harris et al., 2006). Within Case B, the parent stated “I can’t tell you the amount of hours and research and legal advice I have received looking into SEN and Children’s Acts”.

Despite the principle outlined in the UN Convention on the Rights of the Child, that young people should be consulted about decisions that affect them, there are only a small number of studies investigating the views of pupils with social and EBD about their own educational experiences (e.g. Hayden & Dunne, 2001). This represents an unfortunate under-utilisation of insight and suggestion, though thankfully one which seems to be increasingly questioned (Goodenough et al., 2003).

The parent in Case A made the statement “Nobody states the rights that children and parents have” and “you need to know what’s available”. Under section 176 of the Education Act 2002 local authorities and schools are currently required to have regard to any guidance given by the Secretary of State (in relation to England) or the National Assembly for Wales (in relation to Wales) about consultation with pupils in connection with the taking of decisions which affect them. The Government is committed to the promotion and protection of children’s rights, in line with the United Nations Convention on the Rights of the Child. It believes that children and young people should have opportunities to express their opinion in matters that affect their lives. (DfE, 2010).

A Managed Move is only voluntary if the pupil and parents give informed consent. The issues may be complex and they will need advice, most parents and guardians are not in a position to
appreciate the organisational, educational or legal issues without support. The parent in Case A suggested a need for “Independent advice, being made aware of what’s available”. Someone needs to be able to engage with all parties as an ‘honest broker’ and support and guide the child and parents who may be suspicious or confused. An impartial facilitator can provide much-needed continuity throughout the process and monitor the support plan. Impartial here means someone not involved in the situation leading up to the Managed Move and not directly affected by the outcome.

6.4.3 Consistency of Personalised Support

Findings from the research suggest a need for consistent personalised support across schools with regard to the management of the Managed Move. Participants suggested concerns with the varying degrees of support provided by different schools during the Managed Move. Therefore, there is a need to ensure consistent personalised support in all schools to provide a high standard of support to all pupils. This was highlighted within Case B, with the staff participant suggesting a need for “a better consistency of support within each of the schools”. The staff participant added “Pupils don’t succeed due to a lack of careful support in place due to a disparity of service in certain schools”.

Schools need access to specialist SEN advice and support to help them identify and meet pupil’s needs and to provide back-up when pupil’s needs suddenly change or crises occur (DfES, 2004). Local authorities have historically played an important role in providing this through the educational psychology service, behaviour support teams, and teams of specialist teachers. However, the ways of providing support vary. Some local authorities have large central teams, many have delegated resources enabling schools to ‘buy-back’ support, and some fund outreach services provided by special schools and voluntary sector organisations.

The difficulties of re-integration can be explained by various factors (Daniels et al., 2003). School managers, conscious of their existing difficulties in managing and motivating existing pupils and of parental perceptions, can be highly resistant to taking in pupils moved from other schools (e.g. Visser & Cole, 2000). Kinder et al. (2000) found that 'schools' opposition to integration could make the process virtually impossible' (p.55). Managed Moved pupils might have to contend with outright hostility and negative preconceptions about them. Often the conditions within a school that tend to precipitate exclusions for other children are pervasive and the re-integrated pupil’s find it hard to adjust to new school rules and expectations. It can be more
difficult 'second time round' because the pupils are entering a new and strange environment for which they might not have been fully prepared (Brodie, 2000). For re-integration to succeed, high levels of support from re-integration services are required that sometimes cannot be offered (Kinder et al., 2000). Inter-professional work is needed but this 'is not well-developed, despite a recognition that a multi-agency response is important in securing re-integration. Consultation, cooperation and collaboration between agencies are still in their infancy' (Parsons & Howlett, 2000, p.5).

Too often LEAs and social and health services are unable to provide the co-ordinated support these pupils require (Daniels et al., 2003). This has been known to be the case for many years, yet the action taken has not proved sufficient to rectify the situation (Ofsted, 1996). Approaches to facilitate Managed Moves could include more consistent involvement of educational psychologists, CAMHS, counselling services and behaviour support teachers to determine more consistent support in schools.

6.4.4 Details of the Managed Move Protocol

In order for pupils and parents/guardians to experience a successful integration following a Managed Move, they would benefit from having an awareness and an understanding of the details of the Managed Move protocol. Pupils and parents/guardians must be kept properly informed of what is happening throughout the Managed Move process and feel fully engaged at each stage. The pupil in Case C mentioned “I don’t know any part of it” with regard to the process. Additionally, the findings of this study suggest that the school staff had a similar lack of awareness of the details of the Managed Move protocol, exemplified with the staff participant’s comment from Case C “I am not over familiar with the protocol”. Harris et al. (2006), suggests that parents expressed frustration at the lack of clarity about the actual Managed Move process and this is replicated within this study.

The ‘receiving’ school would benefit from writing to the parents/guardians explaining the details of the Managed Move meeting. A letter can convey important implicit messages to the parent/guardian and pupil about what will happen next and provides an opportunity for any queries or concerns to be addressed and formally recorded. A number of L.A.s have implemented Managed Move agreements, this sets out detailed plans for the success of the Move (including attendance, curriculum and timetabling arrangements, transport and uniform) and will
make it clear who is responsible for the pupil’s education, the exact start date, the date the trial period will be completed, and the link teachers at both schools.

If Managed Moves are to be effective they inevitably need to be carefully planned. A considerable number of different parties are involved in the process, and being alert to, and attempting to reconcile, their various needs can be a complex and demanding task (Abdelnoor, 1999). There is a danger that, if all the different aspects of a Managed Move are not properly attended to, the method will either fail or be only partially successful. This will not only rebound on the pupils and those others involved, it may also damage the reputation of the system itself and so discourage its wider use.
6.5 Managed Moves: Personalisation as an Organising Construct

It is claimed that a valuable aspect of the role of Educational Psychologists is the ability to consider a situation from a holistic perspective (BPS, 2009) and an ability to weave information gathered into a formulation grounded in psychological concepts that have substantial implications for change (Lane & Corrie, 2006). Educational Psychologists are in a unique position in being able to consider ‘problems’ about pupils through exploring the various contexts around them in order to understand the difficulties they face and consider the impact of such difficulties within different social systems (Bronfenbrenner, 1974). This section will consider the overall findings as an integrated whole, in order to understand how all of the themes may facilitate a successful integration following a Managed Move.

The findings from this research suggest there are a multitude of factors that can affect a pupil’s integration following a Managed Move. These factors can integrate to form an interesting point of consideration for the future success of Managed Moves, that of ‘personalisation’. Personalisation in education means pupils get what they need, not what they want and it seeks to enable ‘users’ to co-produce with professionals a solution to their needs (Ewen & Topping, 2012; Hartley, 2007; Sebba, Brown, Steward, Galton & James, 2007). The only duplicate theme emerging from this research all highlight a process of ‘personalisation’ to facilitate successful Managed Moves (see Figure Five below).
Within receiving schools, it would therefore be important for school staff and other professionals to understand the complexity of needs that pupils can present with and that an overarching principle of ‘personalisation’ is required to ensure their needs are appropriately addressed. A successful integration is likely to be secured when, through ‘personalisation’, the conditions of the Managed Move are transformed. The provision of support needs to be more ‘personalised’ and ‘pupil-centred’ than in the past and go beyond what is conventionally put in place to support pupils experiencing a Managed Move. A ‘one size fits all’ Managed Move protocol is not effective and schools and L.A.s should consider putting pupils at the centre of the decision-making process to ensure support is designed with their full involvement and tailored to meet their own unique needs.
6.6 Educational Psychologist Implications

There are a number of implications for the Educational Psychologist (EP) and educational psychology practice. The research indicates the need for an EP to provide a psychological service to schools. Specifically, it is clear that the EP role within schools can facilitate and support the effective integration of pupils following a Managed Move. The EP can provide support to the pupil and their families by identifying their needs and obtaining their views. The educational psychologist can also provide support to schools through the provision of advice and guidance to develop appropriate re-integration packages for individuals to ensure pupil’s needs are being met appropriately. In addition, the EP can be involved in relevant training and continuous professional development to support staff involved in supporting pupils undertaking Managed Moves.

More specifically, the EP can support secondary school staff to understand how best to ensure sustained integration, the EP can work using systemic consultation (Wagner, 2000). Collaborating with groups of senior staff within secondary schools would enable a holistic view of provision for pupils undergoing integration following a Managed Move. This type of approach would support schools to consider how to better enable successful integration and provides links to the research theme of ‘school ethos’ identified within the research. Here the EP needs to be aware of principles behind organisational change and consider how best to engage schools in the consultation process which could contribute to a schools overall inclusive culture and ethos. An inclusive school ethos comes about through fundamental shifts in people’s values and beliefs (Mowat, 2011).

EPs may have a key role in the involvement at a systemic and organisational level to support the Managed Move process, such as developing relevant systems and processes. The researcher hopes that through systemic work the theme presented in the research of ‘consistency of personalised support’ could be addressed. The research identified that concerns exist towards the varying degrees of support provided by different schools during the Managed Move process. As a result of systemic and organisational level support, the researcher hopes that pupils will not have to contend with hostility or negative preconceptions about them and will be embraced by a prepared, inclusive and supportive system regardless of which school they attend.
One of the challenges faced by pupils and their families identified within this research is the consideration of their views. There are good moral, pragmatic and legally supported reasons for listening to pupils, if plans are to be successful for them (Gersch & Nolan, 1994). More creative and innovative methods of gaining views from pupils and their families would need to be considered. The research recognised the potential contribution that could be made by participants in understanding how to meet their needs to facilitate a successful Managed Move. This importance of considering the pupil and family views seem to fall in line with the Government’s new proposals to focus on the outcomes that young people and their families want to achieve, so that all decisions are informed by these aspirations. The indicative draft SEN Code of Practice (2013) advocates that ‘the views and participation of children and their parent/carer and young people are central and supported throughout the system, and person-centred planning is used to place children and young people at the heart of the system’ (DfE, 2013, p. 10).

6.7 Limitations of the research

Although there were successful aspects of this research, there were clearly limitations which need to be considered. These will now be explored in greater detail. Triangulation is a method of cross-checking data from multiple sources to search for regularities in the research data (O’Donoghue & Punch, 2003). The researcher feels that even though the triangulation exercise in this study yielded convergent findings, this does not mean that the findings are unquestionable. Additional methods for gathering data such as the inclusion of school policy data could have offered the prospect of enhanced confidence. However, due to time constraints (as outlined in chapter 3.8) a decision was taken by the researcher not to utilize this additional method on this occasion.

With regard to the selection of cases for the study, the researcher liaised with the L.A. EP in order to select a mainstream secondary school to participate in the research. Following contact from the L.A. EP to the school, the school’s SENCo was then responsible for the allocation of a pupil and their parents or guardian to take part in the interviews. Although the researcher was explicit about the rationale for case selection with the L.A. EP, there was a risk of case selection bias. For example, schools may have deliberately selected participants who would best represent the schools Managed Move process. Also, the L.A. EP may have an existing positive relationship with a particular school or SENCo and select that school to participate in the research. The
researcher understood this form of bias and attempted to avoid it by emphasizing the requirement for random selection of pupils who truly represent the entire target population.

The researcher acknowledges the limitations of the accessibility of the interview for Case A. This particular participant had received a diagnosis for ASD (as outlined in Appendix G) and the researcher, upon reflection, feels that the types of questions presented to him may have restricted the responses received. The core features of ASD include poor social skills and limited imagination (Baron-Cohen, 2005). Some of the questions presented to the participants (See Appendix D) required use of their imagination such as ‘What would make you feel successful when you leave school’ and ‘What do you think would make the Managed Move process better in the future’. The researcher feels that in future, a consideration of alternative questioning and/or alternative methods of gathering data should take place for participants with similar needs such as the use of visual information. Visual information is thought to be more easily processed by individuals with ASD than auditory information (Simpson, Miles & Ganz, 2008; Quill, 1995).

6.8 Implications for Future Research

This research provided an in depth look at the ‘in-school’ factors that facilitated integration following a pupil’s Managed Move. The research also considered ‘out of school’ factors that facilitated the pupil’s integration and factors that could improve the Managed Move process in the future. The researcher would welcome additional research drawing upon the literal and theoretical replicability of the current design. Although the researcher carried out the research within three North West Local Authorities, one cannot generalise across other Local Authorities across the North West region or nationwide. Future research within other Local Authorities using the same design framework would offer insights into the potential generalisability of the factors which facilitate the Managed Move.

Further research could take the findings of this research on a basis for the use of action research as a tool for developing critical reflection, this has the potential to lead to positive change and a development in practice in education, in particular, in the area of Managed Moves and inclusive practices. Action research could provide an opportunity for relevant Local Authority and school staff to engage in the process of actively researching and investigating the difficulties they may face with Managed Moves, with a view to deepening understanding and developing and improving their own professional practice. To enable positive change to take place and
encouraging a shift in attitudes to encourage the support of integration, action research can be seen as an appropriate research method for future consideration.

It would be useful for staff to use such a model of critical action research as a tool for changing practice and as a means to enlightening and empowering themselves and their pupils and other involved agencies in order to develop genuinely participatory inclusive education for all. These processes are important if traditionally held views about the education of pupils with SEN are to be challenged rather than reinforced and reproduced during the Managed Move process, ‘and if new attitudes and approaches are to be encouraged and developed and real change in practices effected’ (Lloyd, 2002, p. 112). For genuine change to come about educational practitioners need to become aware of their own practice, to critically reflect on it and to be prepared to identify and recognise areas in need of reform or change (McNiff, 1988).

6.9 Concluding Comments

This research has explored the factors that may contribute to successful integration to mainstream secondary school following a pupil’s Managed Move. The research outlined the negative implications associated with permanent exclusion and considered why this practice should be avoided. The benefits of effective integration and Managed Moves were highlighted as providing an alternative to permanent exclusion although the research within this area has been limited.

This research has aimed to explore what factors contribute to successful integration following a Managed Move. This research has taken a positive approach in considering future implications for Educational Psychologists and school staff though exploring what ‘facilitates’ integration for secondary aged pupils rather than focusing on the ‘barriers’ to integration.

The research has enabled a rich picture of the ‘within’ and ‘out of school’ school factors that have supported pupils and factors leading to an improved protocol in the future. These include the importance of the ‘consideration of child and parent views’, ‘personalised intervention’, and ‘staff skills’. ‘Pupil characteristics’, ‘school ethos’, and ‘enabling ownership of behaviour’ were important ‘in-school’ factors contributing to a successful integration. ‘Out of school’ factors were also highlighted as playing a contributory role towards the successful integration of pupils following a Managed Move. These factors included ‘parental role’, ‘friendship groups’, and ‘social
connectedness’. In addition, the research identified ‘out of school support’ and ‘social networking’ as key factors effecting the Managed Move outcome. Finally, this research identified factors that could lead to improvements in the effectiveness of the Managed Move protocol in the future. These included ‘raising awareness of legislation and rights’, ‘user friendly process’, ‘consistency of personalised support’ and ‘details of the Managed Move protocol’.

This research has contributed to knowledge in the field of integration, exclusion and Managed Moves and has added a further understanding of the out of school factors which can facilitate a successful Managed Move. If we are to support successful integration following a Managed Move, then positive practices such as those outlined within this study should be considered. However, the researcher feels that the factors identified within this research as facilitating Managed Moves should be considered as a regular and consistent practice by schools and should be established as a preventative strategy to minimise school exclusions rather than a ‘knee-jerk’ response to a pupil experiencing a Managed Move. Further research into the Managed Move process would be beneficial in ensuring that successful integration to mainstream settings becomes a more regular practice.
7 Reference List


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Appendix A

An exploration of the effectiveness of the Managed Move protocol to support the integration of secondary aged pupils

Pupil consent form

If you are happy to participate please complete and sign the consent form below

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.

3. I understand that the interviews will be audio-recorded

4. I agree to the use of anonymous quotes

I agree to take part in the above project

Name of participant ___________________________ Date ___________________________ Signature ___________________________

Name of person taking consent ___________________________ Date ___________________________ Signature ___________________________

Please Initial Box
An exploration of the effectiveness of the Managed Move protocol to support the integration of secondary aged pupils

Pupil Information Sheet

You are being invited to take part in a study that aims to look into how you felt when you arrived at this school following your Managed Move. The research will be carried out by a Trainee Educational Psychologist as part of their training at University. Before you decide to take part, it is important for you to understand why the study is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask 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.

Who will conduct the study?
Mark Chadwick (Trainee Educational Psychologist)
School of Education
The University of Manchester,
Oxford Road, Manchester
M13 9PL.

Title of the study
An investigation into the effectiveness of the Managed Move protocol to facilitate integration of secondary aged pupils.

What is the aim of the study?
The aim of the study is look into the things which have helped support your arrival into your new school. The study also aims to look at what can be done to make the similar moves for other children even better in the future.

Why have I been chosen?
You have been chosen because you attend a mainstream secondary school and have recently experienced a Managed Move. Also, because you are doing well in your new school we felt you would be an ideal child to interview.

What would I be asked to do if I took part?
You will be asked a set of questions on your feelings during the Managed Move process. You will be asked to meet with the trainee psychologist for half an hour to discuss what factors supported your arrival and what can be done to improve the process in the future. The interview will be recorded with your permission and if you would like a follow up meeting to discuss the findings, this can be arranged.

What happens to the data collected?
The data will be used as part of the trainee psychologist’s research project. The trainee psychologist may also present the findings at research conference for other psychologists. You can receive feedback on the findings of the research if you want.

How is confidentiality maintained?
All information provided from the interviews will be treated as confidential. Your name will be hidden in the write up. You (and your parents) will not have direct access to the other interviews taking place. You can see your own interview transcripts to check that you are happy with what has been said. Data from the audio recordings will be stored within a locked, secure cabinet within the researchers private property.
and kept securely with only the researcher having access to the storage cabinet. Once the audio recordings have been written down they will be destroyed. Only the trainee psychologist will have access to the information. Information will only be shared with my work colleagues once all names and personal information has been anonymised.

**What happens if I do not want to take part or if I change my mind?**
Participation is voluntary. It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason.

**What is the duration of the study?**
For each participant the duration of the study will be 1x 30 minute interview. You can have the option of taking part in a review meeting following the research interview which shall take 30 minutes in total with all participants taking part in the same meeting. This will give you a chance to receive feedback about the findings of the research.

**Where will the study be conducted?**
The study will be conducted at your school and be at a convenient time for you, during school hours.

**Will the outcomes of the study be published?**
The research will form part a large piece of work, this is called a Thesis.

**Contact for further information**
Please do not hesitate to contact me at mark.chadwick@sefton.gov.uk if you have any questions or would like to discuss the research further. Alternatively, you can speak to your mum or your teacher.

**What if something goes wrong?**
Speak with the trainee psychologist, your teacher or your parents if you feel something has gone wrong.

**Please note:** The trainee psychologist has received training in taking consent as part of the training programme.
Appendix B

An exploration of the effectiveness of the Managed Move protocol to support the integration of secondary aged pupils

Parent/guardian consent form

If you are happy to participate please complete and sign the consent form below

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.

3. I understand that the interviews will be audio-recorded

4. I agree to the use of anonymous quotes

5. I agree that any data collected may be passed to other researchers

6. I agree that any data collected may be published in anonymous form in academic books or journals.

I agree to take part in the above project

Name of participant ___________________________ Date ___________ Signature ___________________________

Name of person taking consent ___________________________ Date ___________ Signature ___________________________
An exploration of the effectiveness of the Managed Move protocol to support the integration of secondary aged pupils

Parent/Guardian Information Sheet

You are being invited to take part in a study that aims to investigate the effectiveness of the Managed Move protocol. The research will be carried out by a Trainee Educational Psychologist as part of their Doctoral training in Child and Educational Psychology. Before you decide to take part, it is important for you to understand why the study is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask 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.

Who will conduct the study?
Mark Chadwick (Trainee Educational Psychologist)
School of Education
The University of Manchester,
Oxford Road, Manchester
M13 9PL

Title of the study
An exploration of the effectiveness of the Managed Move protocol to support the integration of secondary aged pupils.

What is the aim of the study?
The aim of the study is to investigate the factors which have helped support your child’s integration to the new school. The study also aims to investigate what can be done to make the protocol even better in the future for other children to benefit from.

Why have I been chosen?
You have been chosen because your son attends a mainstream secondary school and has recently experienced a Managed Move. You are one participant in a total of three taking part in the research (one pupil, one parent and one member of staff).

What would I be asked to do if I took part?
You will be asked a set of questions on your experience as a parent of the Managed Move process. You will be asked to meet with the trainee psychologist for half an hour to discuss what factors supported your child’s integration and what can be done to improve the protocol in the future.

What happens to the data collected?
The data will be used as part of the trainee psychologist’s research project. The trainee psychologist may also present the findings at research conference for fellow colleagues. You will be given the opportunity to receive feedback on the research in an informal meeting. Within the meeting the research will be discussed in relation to previous research and placed within the wider context of professionals working together to ensure positive outcomes for children.

How is confidentiality maintained?
All information provided from the interviews will be treated as confidential. All Local Authority names, school names and individuals’ names will be anonymised in the write up. You (as a consenting parent) will...
not have direct access to other questionnaires and interview data. You will have access to your own interview transcripts to check that your opinions have been recorded accurately. Data from the audio recordings will be stored and kept securely. Once the audio recordings have been transcribed they will be destroyed. Only the trainee psychologist will have access to the raw data. Information will only be shared with supervisors or fellow colleagues once all names and personal information has been anonymised.

**What happens if I do not want to take part or if I change my mind?**
Participation is voluntary. It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason.

**What is the duration of the study?**
For each participant the duration of the study will be 1x 30 minute interview.

**Where will the study be conducted?**
The study will be conducted at your child’s school and be at a convenient time for you, during working hours to be discussed with you for suitability.

**Will the outcomes of the study be published?**
The will form part of a Doctoral thesis and will therefore be published.

**Contact for further information**
Please do not hesitate to contact me at mark.chadwick@sefton.gov.uk if you have any questions or would like to discuss the research further.

**What if something goes wrong?**
If you wish to make a formal complaint about the conduct of the study then please contact the Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.

**Please note:** The trainee psychologist has received training in taking consent as part of the training programme.
Appendix C

An exploration of the effectiveness of the Managed Move protocol to support the integration of secondary aged pupils.

School Staff Consent Form.

If you are happy to participate please complete and sign the consent form below

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.

3. I understand that the interviews will be audio-recorded

4. I agree to the use of anonymous quotes

5. I agree that any data collected may be passed to other researchers

6. I agree that any data collected may be published in anonymous form in academic books or journals.

I agree to take part in the above project

Name of participant ___________________________ Date ________________ Signature ___________________________

Name of person taking consent ___________________________ Date ________________ Signature ___________________________

Please Initial Box
An exploration of the effectiveness of the Managed Move protocol to support the integration of secondary aged pupils.

School Staff Information Sheet

You are being invited to take part in a study that aims to investigate the effectiveness of the Managed Move protocol. The research will be carried out by a Trainee Educational Psychologist as part of their training in Child and Educational Psychology at the University of Manchester. Before you decide to take part, it is important for you to understand why the study is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask 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.

Who will conduct the study?
Mark Chadwick (Trainee Educational Psychologist)
School of Education
The University of Manchester,
Oxford Road, Manchester
M13 9PL

Title of the study
An investigation into the effectiveness of the Managed Move protocol to facilitate integration of secondary aged pupils.

What is the aim of the study?
The aim of the study is to investigate the factors which have helped support your new pupil’s integration to your school. The study also aims to investigate what can be done to make the protocol even better in the future.

Why have I been chosen?
You have been chosen because you are a member of staff at a mainstream secondary school and have recently supported a child during a Managed Move. You are one participant in a total of three taking part in the research (one pupil, one parent and one member of staff).

What would I be asked to do if I took part?
You will be asked a set of questions on your experience of the Managed Move process and how your school supported the process. You will be asked to meet with the trainee psychologist for half an hour to discuss what factors supported your integration and what can be done to improve the protocol in the future.

What happens to the data collected?
The data will be used as part of the trainee psychologist’s research project. The trainee psychologist may also present the findings at research conference for fellow colleagues. You will be given the opportunity to receive feedback on the research in an informal meeting. Within the meeting the research will be discussed in relation to previous research and placed within the wider context of professionals working together to ensure positive outcomes for children.

How is confidentiality maintained?
All information provided from the interviews will be treated as confidential. All Local Authority names, school names and individuals’ names will be anonymised in the write up. You (including consenting parents) will not have direct access to colleague’s questionnaires and interview data. You will have access to your own interview transcripts to check that your opinions have been recorded accurately. Data from the audio recordings will be stored and kept securely. Once the audio recordings have been transcribed they will be destroyed. Only the trainee psychologist will have access to the raw data. Information will only be shared with supervisors or fellow colleagues once all names and personal information has been anonymised.

**What happens if I do not want to take part or if I change my mind?**
Participation is voluntary. It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason.

**What is the duration of the study?**
For each participant the duration of the study will be 1x 30 minute interview.

**Where will the study be conducted?**
The study will be conducted at your school and be at a convenient time for you, during school hours at a time to be negotiated with yourself.

**Will the outcomes of the study be published?**
The research will form part of a Doctoral thesis and members of the public will have access to the data.

**Contact for further information**
Please do not hesitate to contact me at mark.chadwick@sefton.gov.uk if you have any questions or would like to discuss the research further.

**What if something goes wrong?**
If you wish to make a formal complaint about the conduct of the study then please contact the Head of the Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL.

**Please note:** The trainee psychologist has received training in taking consent as part of the training programme.
Appendix D

Interview Schedule for the Pupil Participant

Describe what you like about your school?

How was your Managed Move experience?

What aspects of the Managed Move process seemed to help you in school?

What would make you feel successful when you leave school?

Can you tell me a time when you have enjoyed school the most? I want you to think about a high point when you felt most successful, engaged and proud of yourself.

Can you tell me what you like most about:
- Your teachers?
- Your school?

What are the best things about this school? Which helps you to be most successful? What things do you notice when you’re enjoying it the most?

What activities do you enjoy doing out of school?

Do you think these activities help control your behaviour in school?

What do you think would make the Managed Move process better in the future?
Appendix E

Interview Schedule for the Parent

Describe what you like about the school?

How do you feel the/your child’s Managed Move experience was like?

What aspects of the Managed Move process seemed to help in school?

Can you tell me a time when the/your child may have enjoyed school the most? I want you to think about a high point.

Can you tell me what you like most about:
- the staff?
- the school?

What are the best things about this school?

What activities do you provide or does the child engage in out of school?

Do you think these activities help control his/her behaviour in school?

What do you think would make the Managed Move process better in the future? Can you tell me about a high point in your personal/professional capacity of working with (the child). A time where you felt most successful, engaged and proud of yourself and your role?

What do you value most about:
- Yourself and your role
- Your staff, family or colleagues
- The school
What are the core factors which give life to this school which contribute to successful work with children experiencing Managed Moves? When the school is at its best?

If you have a magic wand and could have three wishes granted to heighten the success of the Managed Move process, what would they be?
Appendix F

**Interview Schedule for the School Staff Participant**

Describe what you like about the school?

How do you feel the/your child’s Managed Move experience was like?

What aspects of the Managed Move process seemed to help in school?

Can you tell me a time when the/your child may have enjoyed school the most? I want you to think about a high point.

Can you tell me what you like most about:
- the staff?
- the school?

What are the best things about this school?

What activities do you provide or does the child engage in out of school?

Do you think these activities help control his/her behaviour in school?

What do you think would make the Managed Move process better in the future? Can you tell me about a high point in your personal/professional capacity of working with (the child). A time where you felt most successful, engaged and proud of yourself and your role?

What do you value most about:
- Yourself and your role
- Your staff, family or colleagues
- The school
What are the core factors which give life to this school which contribute to successful work with children experiencing Managed Moves? When the school is at its best?

If you have a magic wand and could have three wishes granted to heighten the success of the Managed Move process, what would they be?
Appendix G

Information regarding each Pupil Participant:

The following information provides a brief overview of each pupil participant. Information was collated through initial discussions with the staff participant in each school and includes a brief history of why the Managed Move occurred for each pupil. Any known difficulties or information about the family context is also included.

Leon: School A
Leon attended school A and had started at this provision in September 2011. Leon was in Year 8 and aged 12 at the time of the interview. Leon had a diagnosis of ASD and had significant communication difficulties which led to behavioural outbursts which led him to being moved to his current school. Leon had no brothers and sisters and lived with his mum who had researched the education system rigorously. This enabled her to make the right choices and know her and Leon’s rights related to school provision. According to Leon’s mum, the L.A. wanted to place Leon in a special school but she was determined to move Leon into a mainstream setting to meet his needs. Leon had made good progress following the Managed Move although behavioural interventions still needed to take place due to the display of anti-social behaviours at times.

Warren: School B
Warren attended school B and started at this provision in December 2011. Warren was in Year 9 and was aged 13 at the time of the interview. No learning difficulties were highlighted although Warren was described as having some “behaviour” difficulties at his previous school which led him to participating in a Managed Move. Warren lived at home with his mother and father and according to them, Warren was heavily influenced by his peers in his previous school which had a negative impact on his behaviour. There were a few on-going concerns with regards to Warren’s late attendance at times although the reason behind this was due to the Warren having to catch three buses to get to school and his current school seemed to empathise with this.

Sarah: School C
Sarah attended school C and started at this provision in January 2012. Sarah was in Year 11 and was 15 years of age at the time of the interview. Sarah had no behaviour or learning difficulties but was subject to a sustained period of bullying at her previous school. The bullying initially
started through ‘Facebook’ and escalated to physical assaults and attacks on the family home. Sarah lived with her mum and had no brothers or sisters. Sarah’s mum approached School C due to a lack of action from Sarah’s previous school in dealing with the bullying. According to Sarah’s mum, the previous school did not feel that it was their responsibility to become involved in ‘cyber-bullying’.

As a consequence to the bullying, Sarah attempted to take her own life and was referred to the Child and Adolescent Mental Health service (CAMHs) as a result. Sarah reports that she is much happier now and feels more confident in her new school and receives no more support from CAMHs. Sarah has made many friends at her new school, takes part in out of school activities, is progressing well academically and hopes one day to become a model or an actress on TV.
Appendix H:

Letter to Confirm Approval for the Research to Progress

Direct Line: 00 44 161 275 3460
Fax: 00 44 161 275 3548
Email: shelley.darlington@manchester.ac.uk

Ref: KAW/BSD/ReviewPanel_Feb12

6th March 2012

Mark Chadwick
(markalexanderchadwick@hotmail.co.uk)

Dear Mark

Presentation of Doctorate Research Plan February 2012.

Thank you for submitting your revised research proposal for review by the Chair of the Doctorate Thesis Review Panel.

The Chair was pleased to see that the new proposal addressed concerns raised by the Panel members in February 2012 and are happy for you to proceed.

Yours sincerely

Shelley

Shelley Darlington
Doctorate Thesis Panel Administrator

Cc: Student File; Supervisor (Kevin Woods); Debbie Kubiena
Appendix I: Outline of the Phases of Analysis (Braun & Clarke, 2006)

The following appendix describes the complete coding and theming process through the use of a worded description and the use of photographs.

Phase 1: Transcribing the Data

All interviews were transcribed into a Microsoft Word document through the researcher’s own audio recording device. The researcher ensured that all names mentioned were anonymised throughout the transcriptions.

Phase 2: Generating Initial Codes

Once the interviews were transcribed into a Microsoft Word document, each transcript was then manually coded. The photograph below shows an example of the coding samples from the transcripts in its ‘working form’. By using a manual process, the researcher was able to manipulate, check, organise and shuffle the codes more efficiently. Handwritten notes were made to help pull together new codes and potential themes (see below).
Phase 3: Searching for Themes

The next phase was to merge the codes into potential themes, gathering all data relevant to each potential theme. The photograph below represents the ‘searching for themes’ exercise for Case Study B:

Sport/physical activity provision: “I scored in a semi-final and the teacher came into my class and told everybody” line 80, pupil interview. “I was representing the school, I would advise on lots of children to do the same” line 87, pupil interview. “It’s engaged him with the P.E., he likes playing for the school team and said they are good” line 47, parent interview.

Out of school activities: “More confidence too” line 97, pupil interview. “(He engages with the computer and football (outside of school)” line 45, parent interview. “He has lots of friends from his local club and it has helped him settle in” line 49, parent interview. “We provide language clubs, drama, breakfast clubs, music, there is a whole range” line 79, staff interview.

School’s facilities and resources: “I like the facilities here, like the astro turf” line 42, pupil interview. “One wish would be able to give schools the money to put the services in place” line 107, staff interview.

Positive impact of sport: “I have seen lots of kids who are engaged in sport outside school and it can have a massive impact and it can improve self-esteem and confidence” line 74, staff interview. “He recognises that the football team here would be in jeopardy if he is misbehaving. He wouldn’t let his football team down and himself” line 76, staff interview. “Yeah (football has helped my behaviour), attitude, if you are bad you get sent off like school you get sent out” line 96, pupil interview.
Phase 4: Reviewing Themes

The researcher checked the themes worked in relation to both the coded extracts and the entire data set, generating a thematic “map” of the analysis, please see below for a diagrammatic representation of the themes and sub-themes for Case A, B and C.
Personalised support
Physical activity and sports provision
Friendship groups

Social connectedness

Enabling ownership of behaviour

Case B

Consistency of Personalised Support

School considerations
Phase 5: Defining and Naming Themes

On-going analysis to refine the specifics of each theme and sub-themes took place between the researcher and the researcher’s supervisor.

Phase 6: Producing the Report

The researcher used the extract examples and the final analysis of the selected extracts with consideration to the research questions to produce a scholarly report of the analysis.