AN EXPLORATION OF AN ALTERNATIVE
CURRICULUM: ‘TRADE SKILLS’

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TABLE OF CONTENTS

ABSTRACT ............................................................................................................................................... 8

DECLARATION ......................................................................................................................................... 10

COPYRIGHT STATEMENT .......................................................................................................................... 11

DEDICATION .............................................................................................................................................. 12

1 SECTION ONE: INTRODUCTION ............................................................................................................ 13

1.1 OVERVIEW OF STUDY .......................................................................................................................... 13

2 SECTION 2: LITERATURE REVIEW ....................................................................................................... 17

2.1 OVERVIEW OF LITERATURE REVIEW ................................................................................................. 17

2.2 KEY LEGISLATION .................................................................................................................................... 17

2.3 INCLUSION VS EXCLUSION .................................................................................................................... 20

2.4 FACTORS CONTRIBUTING TO UNDER-PERFORMANCE & DISENGAGEMENT FROM EDUCATION ... 25

2.5 HOW TO AVOID THE SOCIAL AND FORMAL EXCLUSION OF SPECIFIC GROUPS OF PUPILS .......... 28

2.6 NATIONAL CURRICULUM AND ALTERNATIVE CURRICULA’S ................................................................ 30

2.7 ‘TRADE SKILLS’ ................................................................................................................................... 41

2.8 DISTINCTIVE CONTRIBUTION ............................................................................................................... 42

2.9 ‘TRADE SKILLS’ AND ‘INCLUSIVE CURRICULA’ .................................................................................. 44

2.10 SUMMARY OF LITERATURE REVIEW ................................................................................................. 45

3 SECTION 3: METHODOLOGY .................................................................................................................. 49

3.1 WHAT THIS STUDY AIMS TO DO ........................................................................................................... 49

3.2 OUTLINE OF STUDY ............................................................................................................................... 49

3.3 RESEARCHING WITH HARD TO REACH YOUNG PEOPLE .................................................................. 52

3.4 ETHICAL CONSIDERATIONS .................................................................................................................. 54

3.5 ETHNOGRAPHY ...................................................................................................................................... 58

3.6 PSYCHOLOGICAL APPROACH AND THEORETICAL BASIS ................................................................ 59

3.6.1 Epistemological approach ................................................................................................................... 59

3.6.2 Ontological position ............................................................................................................................. 59

3.6.3 Axiological perspective ....................................................................................................................... 59

3.7 PARTICIPANT RECRUITMENT ............................................................................................................... 60

3.8 OVERVIEW OF DATA GATHERING AND ANALYSIS METHODS ......................................................... 62

3.9 QUALITATIVE DATA GATHERING ......................................................................................................... 63

3.9.1 Reasons for choosing qualitative methods ........................................................................................... 64

3.9.2 Interviews .......................................................................................................................................... 66

3.9.2.1 Conduct of the interviews ............................................................................................................... 68

3.9.3 Research Diaries .................................................................................................................................. 71

3.9.4 Observations ...................................................................................................................................... 76

3.9.5 Summary of qualitative approach ..................................................................................................... 77

3.10 QUANTITATIVE DATA GATHERING .................................................................................................... 78
SECTION 4: PRESENTATION OF FINDINGS .................................................................96

4.1 FINDINGS FROM THE THREE INSTRUMENTS ADMINISTERED TO 5 YOUNG PEOPLE .................................................................96

4.1.1 The findings gathered from the Resiliency Scales ..................................97
The sense of Mastery Scale and Subscales .................................................99
4.1.1.1 The sense of Relatedness Scale and Subscales ..................................100
4.1.1.2 The Emotional Reactivity Scale and Subscales ................................101

4.1.2 Findings gathered from the ‘Myself-as-a-learner’ Scale .........................102

4.1.3 The findings provided from ‘The Burnett Self-Scale’ ............................103

4.2 SUMMARY AND CONCLUSION OF FINDINGS GATHERED VIA THE THREE INSTRUMENTS .................................................................104

4.3 FINDINGS FROM THE INTERVIEWS .............................................................105

4.3.1 Research Question 1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum for the young people? ..................105
4.3.2 Research Question 2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes? .........................108

4.3.2.1 To what extent is ‘Trade Skills’ able to provide activities and experiences which are relevant to the young people ‘Staying Safe’? .........................108
4.3.2.2 To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the young people ‘Being Healthy’? .................................110
4.3.2.3 To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the young people ‘Enjoying and achieving’? .................112
4.3.2.4 To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the young people making a ‘Positive Contribution’? .......114
4.3.2.5 To what extent does ‘Trade Skills’ provide activities and experiences relevant to the young people ‘Achieve Economic Well being’? ..........116

4.4 SUMMARY OF FINDINGS IN RELATION TO THE ECM OUTCOMES ............118

4.5 FINDINGS OF THE INTERVIEW DATA AND QUESTIONNAIRE SURVEYS ..............119
5 SECTION 5: DISCUSSION OF THEMES ................................................... 162

5.1 THEME ONE: THE SIGNIFICANCE OF STAFF AND POSITIVE RELATIONSHIPS .............. 166

5.2 THEME TWO: NEGATIVITY TOWARDS SCHOOLS AND TEACHERS............................. 168

5.3 THEME THREE: THE VALUE OF HAVING PRACTICAL AND APPLICABLE ACTIVITIES ......... 172

5.4 THEME FOUR: THE IMPORTANCE OF FLEXIBILITY AND VARIETY ............................. 177

5.5 THEME FIVE: THE SIGNIFICANCE OF RESPECT ...................................................... 179

5.6 THEME SIX: THE IMPACT ON THE YOUNG PERSON ............................................ 182

5.7 SUMMARY OF THEMES ................................. 185

6 SECTION 6: CONCLUDING DISCUSSION ........................................................................ 187

6.1 LIMITATIONS OF THIS CURRENT STUDY ................................................................. 193

6.2 FUTURE RESEARCH POSSIBILITIES ................................................................. 193

6.3 CONTRIBUTION OF STUDY FOR EDUCATIONAL PSYCHOLOGY PRACTICE AND RESEARCH.... 193

6.4 SUMMARY AND PERSONAL REFLECTIONS ....................................................... 193

7 REFERENCES ........................................................................................................... 198

8 APPENDICES ........................................................................................................... 222

8.1 CONSENT LETTER FOR KEY STAKEHOLDERS OF ‘Trade Skills’ ................................... 223

8.2 CONSENT LETTER FOR YOUNG PEOPLE .................................................................. 226

8.3 CRITICAL REALISM ... 232

8.4 INTERVIEW SCHEDULE FOR PUPILS OF ‘Trade Skills’ ........................................ 235

8.5 QUESTIONS POSED TO THE OWNER OF ‘Trade Skills’ ........................................... 244

8.6 QUESTIONS POSED TO THE STAFF AT ‘Trade Skills’ ............................................ 244

8.7 QUESTIONS POSED TO THE DEPUTY HEAD ....................................................... 245

8.8 QUESTIONS POSED TO THE LA REPRESENTATIVE .............................................. 246

8.9 GUIDELINES FOR THE OBSERVATIONS ............................................................... 247

8.10 THE RESILIENCY SCALES ............................................................................... 248

8.11 MYSELF AS LEARNER SCALE (MALS) ............................................................... 253
8.12  **BURNETT SELF SCALE (BSS)** ............................................................................................... 255
8.13  **TRANSCRIPT NOTES** ...................................................................................................... 261
8.14  **TABULATED FORM OF RESULTS** .................................................................................. 283
8.15  **TABLES OF OVERARCHING THEMES AND SUBTHEMES** ..................................... 287
# LIST OF TABLES

**Table 1:** To show data gathering methods .......................................................... 63

**Table 2:** To show the phases of thematic analysis as suggested by Braun and Clarke (2006, page 87). ........................................................................................................ 91

**Table 3:** To show phases related to current study .................................................. 92

**Table 4:** To show the key events, observations and diary entries related to how the staff contribute to 'Trade Skills' being an appropriate and alternative curriculum .......... 135

**Table 5:** To show the key events, observations and diary entries related to how the language used contributes to 'Trade Skills' being an appropriate and alternative curriculum .................................................................................. 138

**Table 6:** To show the key events, observations and diary entries related to how the environment and overall set up contributes to 'Trade Skills' being an appropriate and alternative curriculum ........................................................................ 141

**Table 7:** To show the key events, observations and diary entries related to how the focus on addressing their basic needs contributes to 'Trade Skills' being an appropriate and alternative curriculum ......................................................... 145

**Table 8:** To show the key events, observations and diary entries related to how the significance of respect and focus on achievement contributes to 'Trade Skills' being an appropriate and alternative curriculum ........................................................................ 148

**Table 9:** To show the key events, observations and diary entries demonstrate the extent to which 'Trade Skills' is able to provide activities and experiences relevant to the ECM outcomes. ........................................................................................................ 150
LIST OF FIGURES

FIGURE 1: TO SHOW A DIAGRAMMATIC REPRESENTATION OF THE CASE STUDY AND ITS UNITS OF ANALYSIS. .................................................................50

FIGURE 2: TO SHOW A PICTURE OF THE TABLE CREATED FROM THE ANALYSIS OF THE OBSERVATIONS MADE AND ENTRIES IN THE RESEARCH DIARIES ..........................................................76

FIGURE 3: GRAPH TO SHOW THE OVERALL RESILIENCY PROFILE OF THE FIVE YOUNG PEOPLE. ....................98

FIGURE 4: GRAPH TO SHOW ALL FIVE YOUNG PEOPLE’S RESPONSES ON THE SENSE OF MASTERY SCALE AND SUBSCALES. ..............................................................................................................................99

FIGURE 5: GRAPH TO SHOW ALL FIVE YOUNG PEOPLE’S RESPONSES TO THE SENSE OF RELATEDNESS SCALE AND SUBSCALES. .................................................................100

FIGURE 6: GRAPH TO SHOW ALL FIVE YOUNG PEOPLE’S RESPONSES TO THE SENSE OF EMOTIONAL REACTIVITY SCALE AND SUBSCALES. .................................................................101

FIGURE 7: GRAPH TO SHOW ALL FIVE YOUNG PEOPLE’S LEVEL OF ACADEMIC SELF CONCEPT. ......................102

FIGURE 8: GRAPH TO SHOW THE FIVE YOUNG PEOPLE’S SCORES ON THE ‘BURNETT SELF-SCALE’ ...........104

FIGURE 9: GRAPH TO SHOW THE RESPONSES OF THE FIVE YOUNG PEOPLE LINKED TO STATEMENTS DEMONSTRATING MOTIVATION, ATTITUDES AND PERCEPTIONS OF SCHOOL AND ‘TRADE SKILLS’. THESE WOULD IMPACT UPON YOUNG PEOPLE’S ABILITY TO STAY SAFE, BE HEALTHY, MAKE A POSITIVE CONTRIBUTION AND ENJOY AND ACHIEVE. ...............................................................120

FIGURE 10: GRAPH TO SHOW THE RESPONSES OF THE FIVE YOUNG PEOPLE LINKED TO STATEMENTS DEMONSTRATING SELF ESTEEM, CONFIDENCE AND EMOTIONAL WELL BEING. THESE WOULD IMPACT UPON YOUNG PEOPLE’S ABILITY TO STAY SAFE, BE HEALTHY, MAKE A POSITIVE CONTRIBUTION AND ENJOY AND ACHIEVE. ...............................................................122

FIGURE 11: GRAPH TO SHOW THE RESPONSES OF THE FIVE YOUNG PEOPLE LINKED TO STATEMENTS DEMONSTRATING SOCIAL AND COMMUNICATION SKILLS. THESE WOULD IMPACT UPON YOUNG PEOPLE’S ABILITY TO STAY SAFE, BE HEALTHY AND MAKE A POSITIVE CONTRIBUTION. ....................124

FIGURE 12: GRAPH TO SHOW THE RESPONSES OF THE FIVE YOUNG PEOPLE LINKED TO STATEMENTS DEMONSTRATING THE RELATIONSHIPS BETWEEN ‘TRADE SKILLS’ STAFF COMPARED TO SCHOOL STAFF. THESE WOULD IMPACT UPON YOUNG PEOPLE’S ABILITY TO STAY SAFE, BE HEALTHY AND MAKE A POSITIVE CONTRIBUTION ................................................................................................................125

FIGURE 13: GRAPH TO SHOW THE RESPONSES OF THE FIVE YOUNG PEOPLE ABOUT ‘TRADE SKILLS’ PERCEIVED IMPACT ON THEIR BEHAVIOUR. THESE WOULD IMPACT UPON YOUNG PEOPLE’S ABILITY TO STAY SAFE, BE HEALTHY, MAKE A POSITIVE CONTRIBUTION, ENJOY AND ACHIEVE AND ACHIEVE ECONOMIC WELL BEING ............................................................................................................127

FIGURE 14: GRAPH TO SHOW THE RESPONSES OF THE FIVE YOUNG PEOPLE ABOUT THEIR ATTENDANCE LEVELS. THESE WOULD IMPACT UPON YOUNG PEOPLE’S ABILITY TO STAY SAFE, MAKE A POSITIVE CONTRIBUTION, ENJOY AND ACHIEVE AND ACHIEVE ECONOMIC WELL BEING. ...............................................................128

FIGURE 15: GRAPH TO SHOW THE RESPONSES OF THE FIVE YOUNG PEOPLE ABOUT THEIR ATTAINMENT. THESE WOULD IMPACT UPON YOUNG PEOPLE’S ABILITY TO ENJOY AND ACHIEVE, MAKE A POSITIVE CONTRIBUTION, BE HEALTHY AND ACHIEVE ECONOMIC WELL BEING ............................................................................................................130

FIGURE 16: GRAPH TO SHOW THE RESPONSES OF THE FIVE YOUNG PEOPLE ABOUT THEIR FUTURE ASPIRATIONS. THESE WOULD IMPACT UPON YOUNG PEOPLE’S ABILITY TO MAKE A POSITIVE CONTRIBUTION AND ACHIEVE ECONOMIC WELL BEING ............................................................................................................132
ABSTRACT

Despite the curricula developments over recent years, for some young people accessing the national curriculum is a real challenge. In response to the increasing levels of exclusion and social exclusion rates, Local Authorities have had to be creative to ensure that they can meet the needs of all children.

Alternative curricula at key stage 3 and 4 have been implemented to help young people who may be disaffected from school to re-engage with learning. Although there is evidence that a number of alternative provisions are offered to young people across the country, there appears to be a dearth of research with regards to how these specific alternative provisions impact upon the lives of the young people themselves.

Pupils’ perspectives are clearly a very significant element in seeking to understand and evaluate educational process. In spite of this, research into the way pupils view individual alternative provisions has been limited. Also limited, is research undertaken with young people who may be seen as ‘vulnerable’ and ‘hard to reach’.

Within one local Authority within the North West, ‘Trade Skills’ offers one such alternative curriculum to pupils. It was developed in response to a growing need for a relevant, skills based curriculum for young people who were not able to engage with formal curricula. It offers 13-16 year old students a trade based vocational curriculum with the aim of providing the attendees with the skills and knowledge to gain a trade based career.

This current study used both qualitative and quantitative methods to help provide an insight into ‘Trade Skills’ as an alternative curriculum. The findings suggested that ‘Trade Skills’ was able to meet the ECM outcomes effectively and able to offer young people with an alternative and an appropriate curriculum in relation to being able to develop their individual needs and in providing them with alternatives to more formal means of education.
This study demonstrated an effective means of working with young people viewed as 'hard to reach' and 'vulnerable'. The ethnographic style in which this study was conducted is well placed within the work undertaken by educational psychologists and is a helpful means of gaining rapport and trust with a group of young people who find trusting professionals challenging.
DECLARATION

No portion of the work referred to in this thesis has been submitted in support of an application for another degree or qualification of this or any other University or other institute of learning.
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DEDICATION

Firstly I would like to thank all of the staff and young people from ‘Trade Skills’ and the local authority who participated in my study, without you this thesis just would not have been possible. Thank you for welcoming me in and for all the cups of tea!

Secondly I would like to thank Dr Kevin Woods for his ongoing support, encouragement and advice throughout my doctorate and especially with this thesis.

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Finally special thanks goes to my husband Alastair for all his understanding, patience, support and love throughout my doctorate; without you by my side this just would not have been achievable.

I would like to dedicate this thesis to the owner of ‘Trade Skills’ whose desire to make a difference for young people is not just something to be proud of but is inspirational to all those who work with young people.
1 SECTION ONE: INTRODUCTION

1.1 Overview of study

The Education Reform Act (Department of Education and Science (DES), 1988) introduced a national curriculum which prescribed subjects and programmes of study which needed be followed. This impacted upon teachers and school in their freedom of determining the content and subsequent delivery of the curriculum for pupils. The national curriculum has since come under much criticism and further legislation has been identified as being critical to the education of young people in the UK. In particular, the reforms set out in the Governments Green Paper ‘Every Child Matters’ (Department for Education and Skills, (DfES) 2003) detailed the expectation of improved outcomes for vulnerable children. Throughout the 1990s there was a growing recognition in the government that the standard education interventions adopted by schools were not meeting the needs of all young people.

The Green Paper: 14-19: extending opportunities, raising standards (DfES, 2002) set out a proposal to further increase curricula flexibility in order to enable pupils to learn at a pace which is appropriate to them. The more recent 14-19 reform (Department for Children Schools and Families (DCFS), 2009) went further and identified the need to move along with the "technological change and the global economy... which was increasing the demand for knowledge workers and a broad range of work place competencies and soft skills that compliment academic or technical skills" (DfES, 2009).

The United Nations Educational Scientific and Cultural Organisation’s (UNESCO, 1994) Salamanca Statement was a significant piece of legislation which promoted international policies on ‘inclusion’ in educational practice. Despite evidence that voices promoting inclusion are on the rise and the argument for inclusion appears to be overwhelming, there is still a group of young people who are unable to be fully included within the education system.
With the most common reason for exclusion (both permanent and fixed period) being persistent disruptive behaviour (DCSF, 2008) pressures are placed on the UK Government’s inclusion agenda to address this and find ways of resolving these challenging concerns. Research identifies that young people with behaviour, social and emotional difficulties (BSED) find accessing the formal education system challenging. Some studies have indicated that it is the nature of the national curriculum itself and the pressures faced by those educating them which make including this group particularly difficult (McNamara 1998; Rustique-Forrester and Riley, 2001 and Stone, Cotton and Thomas 2002).

One way in which local authorities have tried to re-engage young people into mainstream education is by taking note of the NFER study (2004) which proposed the introduction of 14-16 vocational provisions and such schemes. OFSTED (2001) indicated that alternative curricula schemes that gave pupils the chance to explore opportunities related to a ‘working life’ and to see the relevance of skills in the workplace highlighted the importance of further education and training and often motivated pupils to re-engage or persevere with school subjects.

A review of research suggests that every local authority has its own way of meeting the needs of young people who have become disengaged with formal education (Hallam, Rogers, Rhamie, Shaw, Rees, Haskins, Blackmore and Hallam, 2007). Therefore in order to develop a coherent knowledge base about meeting the needs of young people through the provision of alternative curricula, it is vital that studies are conducted to see how appropriate they are and how successful they are at meeting the needs of the young people who attend.

This current study was conducted following a range of work undertaken by a Trainee Educational Psychologist (TEP) within a Local Authority (LA) in the North West in which they were employed. During casework undertaken with a number of young people who were on the verge of exclusion or on an individual timetable, the TEP became interested in the effects of providing the young person with an alternative curriculum as it appeared to have a positive impact upon many areas including motivation,
attendance and self esteem. The TEP wanted to find out more about one alternative curriculum in particular as it was being used effectively by a number of challenging young people who were not engaging in mainstream education but appeared to be flourishing within the environment of ‘Trade Skills’; the alternative provision.

The LA in which ‘Trade Skills’ has been introduced is supportive of finding out how this genre of alternative curricula can benefit young people who are particularly vulnerable within mainstream education. The research enabled information to be gathered to help the LA make decisions about whether this particular provision could be made available to all young people, not only for those who display behaviours which make them vulnerable to exclusions. This could help ensure that all young people within the LA meet the outcomes from the Every Child Matters agenda (DfES 2003).

The LA was fully supportive of this research and in particular of the Educational Psychology Service to undertake it due to its research and development expertise and accessibility.

The study carried out an exploration of ‘Trade Skills’ placing the young people at the forefront of any data gathering methods. Both qualitative and quantitative methods were used to help explore two research questions; (refer to section 3 for further details).

1. To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum for young people?

2. To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?

In the following section a critical literature review was undertaken identifying key literature around the subject matter presenting a clear rationale in which the study can be placed. There appears to be a dearth of research into alternative curricula and their potential benefits to young people. One study which did look at one alternative curriculum has been
discussed in detail due to the similarities in the curriculum offered (Hallam et al, 2007).

Information was gained from a range of sources including internet search engines, such as Psycinfo, ERIC, Medline and Google scholar. Searches were also made via the universities ‘search it’ pages and the library catalogues. Examples of the terms used with these searches included words such as ‘exclusion, alternative curriculum/curricula, history of the national curriculum, every child matters, educating challenging pupils, school inclusion and exclusion, national curriculum’. Please refer to the references section closing this assignment for direct links and references.
2 SECTION 2: LITERATURE REVIEW

2.1 Overview of Literature Review

In this section key literature will be reviewed with the aim of understanding the context around this current study. Initially, key legislation and agendas will be identified which will help set the scene for this study. It reviews key documents which have helped shape the current UK education system and provided professionals with important concepts of best practice when educating young people. The review then goes on to address the concept of inclusion and its parallel but equally challenging concept of exclusion. Following this section, factors which contribute to under-performance and disengagement from education are explored. Once these have been explored, the review begins to look at how young people may go about avoiding the social and more formal means of exclusions. Subsequent sections introduce the concept of alternative curricula which lead on to identifying and outlining the key aims and objects of this current study.

2.2 Key Legislation

Since the end of the nineteenth century, education has been compulsory for all children in Britain. The Education Act, (1944) and its since amended 1996 version, requires all parents of a child of compulsory school age to ensure that they receive an efficient, full-time education suitable to their age, ability, aptitude and to any special educational needs they may have, whether in school or otherwise. It is the duty of the local education authority in which the child is placed to ensure this is provided (OPSI, 1996, Chapter 1, section 7).

The Education Reform Act, (1988) introduced a national curriculum which named subjects and programmes of study which needed to be followed and was compulsory by all pupils. This impacted upon teachers and schools in their freedom of determining the content and subsequent delivery of the curriculum for pupils. While there have been modifications to the national curriculum and disaffection has been possible in some circumstances, teachers and pupils continue to follow the essential model which was determined in 1988. Current regulations of the national curriculum are
published on an annual basis (DfES 2002) and consequently there have been many critiques of the national curriculum (e.g. Kelly, 1990; Barber, 1996; Griffith, 2000).

Two other important dimensions to educational reform relate to the introduction of school inspections (DES 1992b; DES 1993a) and the publication of comparative tables of school performance (DES 1992b; DES 1993b). OFSTED, the Office for Standards in Education, was formed, with the purpose of quality control, being that all schools were to be inspected at regular intervals and a criterion referenced inspection framework was thus established: importantly, inspection reports were, and continue to be, public documents, available to anyone on demand.

Under the ‘Parents’ Charter’ (DES, 1992c), examination results were to be published, together with percentages of unauthorised pupil absence, to allow parents to judge the comparative effectiveness of schools. School performance statistics, commonly known as ‘league tables’, continue to be published on an annual basis- and continue to be criticised on the basis that they fail to take into account the demographic and social factors which impinge differently upon individual schools.

School discipline has continued to be a concern of successive governments. The Elton Report (DES, 1989) provided both an analysis of issues relating to discipline and behaviour and gives suggestions to schools on procedures and strategies to overcome indiscipline. Pupil behaviour and discipline formed part of the OFSTED inspection framework and in response OFSTED published a paper on achieving good behaviour in schools (OFSTED, 1993). Concerns about pupil absence and exclusion from schools led to the publication of ‘Social Inclusion: Pupil Support’ (DfEE, 1999), which offered guidance to help schools reduce the risk of disaffection among pupils and this supported circulars which had previously been distributed to schools, titled, ‘Pupils with Problems’ (DfE, 1994).

A subsequent agenda was developed with the aim of ensuring the well-being of children and young people from birth till the age of 19. It stated that every child, whatever their background or their circumstances, should
have the support that they need and that they are entitled to (Every Child Matters; DfES, 2003).

The Every Child Matters Agenda (DfES, 2003) gave schools and those working alongside children and young people five outcomes to be addressed. For children to;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being. (DfES, 2003)

The reforms set out in the Government’s Green Paper ‘Every Child Matters’ (DFES, 2003) detail the expectation of improved outcomes for vulnerable children through mechanisms such as the development of more effective inter-agency working, ‘joined up thinking’, more preventative work and the integration of children’s support services. Furthermore, policy documents such as the Special Educational Needs Code of Practice (DfES, 2001), Removing Barriers to Achievement (DfES, 2004) and the 14-19 White Paper, Educational and Skills (DfES, 2005), all emphasise the need for schools and Local Education Authorities to develop more inclusive learning environments.

Throughout the 1990s, there was a growing recognition in government that the standard educational interventions adopted in schools were not meeting the needs of all young people. The Green Paper: 14-19: extending opportunities, raising standards (DfES, 2002) set out a proposal to further increase the flexibility of curricula in order to enable pupils to learn at a pace which is appropriate to them and pursue individually focused programmes to help them meet their potential. The Green Paper also announced the introduction of GCSEs in vocational subjects. These are intended to provide the opportunity for young people, whose needs have not fully been met by the National Curriculum, to achieve vocational qualifications which have parity of esteem with existing ‘academic’ qualifications.
The new 14 to 19 reform (DCSF, 2009) states that;

‘Technological change and the global economy are leading to a quantitative change in demand for knowledge workers and a broader range of workplace competencies and soft skills that compliment academic or technical skills. Education and training in the UK is changing in line with this to ensure that every young person has a high-quality, interesting and useful curricula that will help them achieve their potential and progress to further and higher education and skilled employment.’ (DfES, 2009, page 1)

The regulations described so far have been able to define and support the ways in which school and teachers can address problems of disaffection. Under a spotlight of official and public scrutiny the publication of ‘league tables’ means that schools cannot afford to moderate or ‘soft-touch’ curricular delivery and school exclusions are discouraged. Moreover, inspection reports make judgments on the effectiveness of schools in maintaining standards of discipline and behaviour.

2.3 Inclusion Vs Exclusion

There is evidence to suggest that voices promoting inclusion are increasingly being heard and the argument for inclusion appears to be overwhelming and yet inclusion for these young people is still not a reality (Thomas, Walker and Webb, 1998; Allan, 1999; Mittler, 2000).

Young people who have social, emotional and behavioural difficulties are often excluded from mainstream school or from classes within mainstream school, because their behaviour is deemed to be challenging and disruptive.

Inclusion emerged as a key international policy, in particular since the Salamanca Statement (UNESCO, 1994) that called on governments to recognise diversity and ‘adopt as a matter of law or policy the principle of inclusive education’ (UNESCO, 1994, P. ix).
More recent national legislation in the UK, such as the Special Educational Needs and Disability Act (DfEE, 2001), which requires children who have a statement for special educational needs (SEN) to attend a mainstream school 'unless it is incompatible with parental wishes or with the provision of efficient education for other children', (Section 324) supports this challenging concept of inclusion.

Sebba and Sachdev (1997) suggest that;

‘inclusive education describes the process by which a school attempts to respond to all pupils’ needs as individuals by reconsidering and restructuring its curricular organisation and provision and allocating resources to enhance equality of opportunity’ (Sebba and Sachdev, 1997, page 9).

Inclusion therefore;

‘encompasses not only the physical placement of children in mainstream schools but also the curricular and teaching adaptations, which are necessary to enable children to make progress academically and to be socially included’. (Gibb, Tunbridge, Chua and Frederickson, 2007, page 110).

Cross and Walker-Knight (1997) reviewed studies of inclusive provision for children with SEN.

Successful methods for promoting inclusion involved planning for common tasks and small group learning requiring cooperative behaviour, individual accountability and responsibility. Fisher and Frey (2001) suggested that academic inclusion is facilitated by specific alterations to the delivery of the curriculum that are different and additional to the normal differentiation of the class, collaboration amongst the teaching team and involvement with peers.

Under provisions of the Education Act 1986 (no. 2), children may be excluded from school for a fixed-term or indefinite period or permanently excluded. The law has changed with regards to this matter and now schools are restricted to a limit on fixed-period exclusions of 45 school
days in any one school year, with the same limit for pupils excluded. (Education Act, 1997, no.6) Blyth and Milner, (1993, p. 255) argue that whilst, however;

‘exclusion may be accurately perceived as the deprivation of schooling rather than education, education from school will inevitably represent major disruption to a child’s education’ (Blyth and Milner, 1993, p. 255).

For the Government, exclusion should be seen as the ‘last resort’ and not used as ‘a normal sanction for bad behaviour’ (DES, 1992a, page 117).

A broader definition of “excluded” as advocated by Cooper, Drummond, Hart, Lovey and McLaughlin (2000) might also include those who are passively disengaged from the education process, described by Pye (1988) as ‘invisible’ and by others, such as Oakley (2001) as ‘Rhinos’ (Really Here In Name Only).

The Statistical First Release (SFR) provides information about permanent and fixed period exclusions from primary, secondary and special schools in England. It reports national trends in the number of exclusions together with information on the characteristics of excluded pupils such as age, gender and special educational needs as well as the reasons for exclusion.

There were 8,680 permanent exclusions from primary, secondary and all special schools in 2006/07, which represents 0.12 per cent of the number of pupils in schools (12 pupils in every 10,000). Compared with the previous year, the number of permanent exclusions has decreased by almost 7 per cent (DCSF, 2008).

In 2006/07 there were 363,270 fixed period exclusions from state funded secondary schools compared with 348,380 in the previous year. This represents an increase of just over 4 per cent. There were 45,730 fixed period exclusions from primary schools and 16,600 fixed period exclusions from special schools (DCSF, 2008).
The average length of a fixed period exclusion in state funded secondary schools was 3.3 days but for primary schools the average length of a fixed period exclusion was 2.7 days. The majority of fixed period exclusions (almost 90 per cent) lasted one week or less (DCSF, 2008).

Overall, 61 per cent of pupils who received a fixed period exclusion during 2006/07 were only excluded once and 19 per cent of pupils received two fixed period exclusions. In 2006/07 the permanent exclusion rate for boys was nearly 4 times higher than that for girls. The ratio of permanent exclusion between boys and girls has remained stable over the last five years with boys representing around 80 per cent of the total number of permanent exclusions each year (DCSF, 2008).

A similar trend is apparent with fixed period exclusions. In 2006/07 the fixed period exclusion rate for boys was almost 3 times higher than that for girls. Boys accounted for some 75 per cent of all fixed period exclusions. Boys are more likely to be excluded (both permanently and for a fixed period) at a younger age than girls, with very few girls being excluded during the primary years. The most common point for both boys and girls to be excluded is at ages 13 and 14 (equivalent to year groups 9 and 10); around 54 per cent of all permanent exclusions were of pupils from these age groups (DCSF, 2008).

Pupils with SEN are over 9 times more likely to be permanently excluded from school than the rest of the school population. In 2006/07, 36 in every 10,000 pupils with statements of SEN and 42 in every 10,000 pupils with SEN without statements were permanently excluded from school. This compares with 4 in every 10,000 pupils with no SEN (DCSF, 2008).

The figures show a small increase in the rate of fixed period exclusions in secondary schools for those pupils with SEN compared with the previous year. In 2006/07, the rate of fixed period exclusion for those pupils with statements was almost 34 per cent; the rate for those with SEN without statements was 33 per cent. This compares to 6 per cent for those pupils with no SEN (DCSF, 2008).
The most common reason for exclusion (both permanent and fixed period) was persistent disruptive behaviour. Some 31 per cent of permanent exclusions and 23 per cent of fixed period exclusions were due to persistent disruptive behaviour (DCSF, 2008).

Around 10 per cent of permanent exclusions and 21 per cent of fixed period exclusions involved verbal abuse/ threatening behaviour against an adult (DCSF, 2008).

The DfES (2005) identified that there are a disproportionate representation of certain groups within the exclusion statistics; boys from lower socio-economic backgrounds and Afro-Caribbean boys in particular; children with special educational needs, travellers and children in public care are all more likely to experience exclusion (DfES, 2005).

For each type of exclusion the provisions of the Education Act (1986) prescribes the powers and responsibilities of head teachers, schools’ governing bodies and local education authorities, the procedures to be followed and provisions for representations and appeals. Where a child is excluded from school both the child’s parents and the local education authority retain the responsibility to ensure that they receive the appropriate education.

The high numbers of pupils with challenging behaviour either permanently excluded from, or seriously disaffected with school continues to constitute a major challenge to the UK Government’s inclusion agenda. Additionally, concern and interest has been expressed further through teaching associations and through the media, placing increasing pressure for changes to be made. As Harris, Vincent, Thomson and Toalster, (2006) identified this;

'\textit{steady increase in exclusion rates during the past decade and the current emphasis on the links between school exclusion and subsequent social exclusion have sharpened the focus on this issue and have resulted in a number of Government policy initiatives aimed at supporting groups that have been identified as being particularly vulnerable.}' (Harris et al 2006, page 28).
The government has expressed its 'deep concern about good behaviour in school and effective disciplinary procedures for those who behave badly' (DFE, 1992, p1). Furthermore it asserts that;

'...too many children are excluded from school... some exclusions go on too long.. Alternative educational provision made from many excluded pupils is subject to unacceptable variations in both quality and quantity.’ (DFE, 1992, p1).

2.4 Factors contributing to under-performance & disengagement from education

Studies by a number of authors including Merton (1998) and Stone, Cotton and Thomas (2000) have suggested a variety of reasons why some young people become ‘disaffected’ and disengaged from learning.

McNamara (1998) defines ‘disaffection’ as:

‘...an integrated set of negative attitudes, beliefs and behaviours with respect to the demands of school life generally and with respect to academic domains in particular.’ (Page 4)

Stone et al (2000) observed that, amongst other things, disaffection is frequently associated with emotional and behavioural difficulties. Some young people described themselves as being unable to concentrate, having a dislike of being cooped up in a school-room and being unable to sit still for more than a few minutes at a time. They also reported that young people with personality and behavioural problems tended to have considerable difficulties at school. Some had always found school boring, but this was exacerbated when they joined secondary school with the increased demands of more concentrated work and exams. Drugs, drinking and truancy were common amongst many of the participants. These were issues that schools were felt to have dealt with poorly, or in some cases ignored. This provided young people with permission to continue in their ways leading to an increase in truancy.

One common factor in that the young people who become disaffected is that these young people are at great risk of underachieving both
educationally and in relation to their own personal development (Hamill and Boyd, 2002).

Hamill and Boyd (2002) report how ‘this can adversely affect not only their own education but also that of their peers. Social, emotional and behavioural difficulties can manifest themselves in different ways depending on the young person’ (page 112). They go on to make the important recognition that every individual is unique and that there are characteristics that are present to varying degrees in all young people who display ‘challenging behaviours’. These characteristics, which are outlined in Part 3, Section 6 of the Scottish Consultative Committee on the Curriculum report entitled Special Educational Needs Within the 5-14 Curriculum – Support for Learning (SCCC, 1994, p.2) include low self esteem, difficulties with learning and poor interpersonal skills.

However, it is also important to note that that one must accept that in relation to some young people whose behaviour can be disruptive and challenging, there may be an inherited or constitutional explanation for their behaviour (Farrell, 1995).

Some educational professionals divide the many factors contributing to under-performance of 14-16 learners into three main causes: individual factors, family factors and school factors (Kinder, Harland, Wilkin and Wakefield, 1995).

Kendall, Cullen, White and Kinder, (2002) note that the most frequently identified challenges related to the young people themselves include problems with their behaviour and attitudes, feelings that they were beyond the remit of the provision, difficulties with continuity, relationships and medical concerns.

A paper written by Rustique-Forrester and Riley, (2001) highlights key themes and findings from a research study and project which examined how students, their parents, and school practitioners perceived the problem of school disaffection, indicating that factors in school and the curriculum influenced how disenfranchised young people viewed and experienced learning.
The findings suggest that an important dimension of disaffection is, in fact, the experience of school itself, which both influences and is influenced by teachers, pedagogical, school policy and curriculum-based factors (Rustique-Forrester and Riley, 2001). When exploring these school-based aspects of school disaffection, the findings suggested that the problem and solutions for reducing disaffection lie with improving the local practices of schools, teachers and teaching (Rustique-Forrester and Riley, 2001). They went on to express how the uncertainties and to some degree the cynicism, expressed by school practitioners raises a number of worrying questions about the national context, and the barriers felt and perceived by schools and teachers.

Previous policy discussions in the UK about reducing or preventing disaffection have tended to focus on the perceived behavioural problems and entrenched social characteristics of pupils, their parents, and or their community, rather than consider the wider influences of educational policy, instruction, curricula and school environment (Rustique-Forrester, 1999, 2000).

A number of factors relate more specifically to school including conforming to school, inappropriate curricula, inability to relate to staff, lack of achievement, gender and ethnic needs (Norton, 2003).

Norton, (2003) reports how the most significant factor in disengagement within his study was the difficulty in conforming to school, the ‘one size fits all’ model. Difficulties in conforming often led to poor attendance. He found that factors such as ‘respect’, not being listened to and low expectations of school staff were also all felt to be significant. Some also maintain that many disaffected youngsters don’t like praise and don’t like ceremony for certificates because they feel that they are being patronised (Norton, 2003).

There is a belief that low levels of achievement, particularly in numeracy and literacy contribute significantly to disaffection. Research suggests that grouping by ability is one cause of disaffection and disengagement through
the effect it has on student attitudes and motivation (Boaler, William and Brown, 2000). The authors emphasise that the most important feature of ability grouping is that ‘it creates academic success and failure through a system where students ‘have to be that good,’ or ‘have to be that bad’ producing an under-estimation of the capabilities of weaker students and the setting of overly challenging (and potentially disaffecting) patterns of study for the most able.

A number of factors contributing to this, include less flexible teaching than in mixed ability classes; difficulty in moving up or down sets; upper grade limits in tiered examinations; less experienced, frequently changing and often non-specialist teachers for bottom sets; inappropriate expectations; overly fast-paced lessons; and finally, pressure to succeed in top sets in which 43% ‘never’ or ‘not very often’ enjoyed the lessons (Boaler, William and Brown, 2000).

2.5 How to avoid the social and formal exclusion of specific groups of pupils

The concern lies with the educational future of many children excluded or who are on verge of exclusion. Excluded pupils may remain out of the education system for long periods as indefinite exclusions become unofficial or permanent exclusions (SHA, 1992; Stirling, 1992a, 1992b).

Of greater concern is that the Secondary Heads Association (1992) placed recognition on the fact that a sizeable proportion of permanently excluded pupils simply disappear from the educational system. It is noted that relatively few permanently excluded pupils appear to be provided with a place at another mainstream school (DFE, 1992b; Stirling, 1992a, 1992b).

Consequently, the quality of alternative educational provision is important. Whilst accurate information about alternative provision is patchy, serious questions have been raised about its adequacy (ACE, 1991; DFE, 1992b), mirroring recent concerns about the quality of education provided for children in local authority care (DES, 1992b; Jackson, 1989).
There is increasing evidence, that in light of adverse economic pressures, many local education authorities are being compelled to reduce existing provision and support services, notwithstanding the severe and predictable consequences of such measures (BBC, 1993).

So the question which naturally follows the above is; what is being done by schools to reduce and avoid the social and formal exclusion of specific groups of pupils?

Kendall et al (2002) identify that preventative measures are one of a range of methods that may combat reluctance in learning, in addition to interventions in mainstream that attempt to re-engage young people and alternative forms of educational provision outside mainstream settings.

Others also advocate preventative interventions. Stone et al (2000) suggest that these should be low-key and provided by schools as an integral part of the curriculum with the aim of identifying problems during their early stages, ideally before they worsen. They note that this type of intervention might, for example, identify problems of bullying in the early years of secondary school, or the needs of a bereaved young person grieving in silence, or the fears of a child suffering any form of violence or abuse at home.

Stone et al (2000) propose a programme that might comprise:
- Routine counselling;
- Emotional literacy courses designed to help children understand and express their emotions;
- Peer support strategies.

The Research for Teachers team in 2002 looked at a study that was set up amid increasing national concern about the growing number of pupils, including primary school pupils, who are permanently excluded from school (GTC, 2002).

There was recognition that the position of many teachers around the issue was linked to the unions demanding protection for their members and for
pupils by carrying out exclusions of unruly pupils from mainstream schools. The belief was that in fact many teachers did not see exclusion as an acceptable solution to the problems posed by the most challenging students. These teachers were looking for alternative solutions which nevertheless dealt effectively with their concerns about antisocial and disruptive behaviour.

The team observed that most research to date has focused upon the causes of disaffection rather than strategies for preventing or responding to it. They consequently reported how the complexity of the field of enquiry and practice means it has not been possible to find a large scale quantitative evidence base.

Findings of the positive alternatives to the Exclusion Case Study Research and Development Project show that concern is not just with formal exclusion but with pre-empting it. In this context the focus of their research is on the identification and development of processes that counteract the forces that seem to propel pupils, not only towards formal exclusion, but also to exclusion from the normal social and educational life of the school (Lovey and Cooper, 1997).

2.6 National Curriculum and Alternative Curricula’s

‘The curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts stored.’

(Hadow Report, Board of Education, 1931: para. 75)

In England, current policy towards children with behavioural, emotional and social difficulties (BESD) is one of inclusion, where possible, in mainstream schooling along with the improvement of educational opportunities and outcomes for all children as part of a cross-departmental program to end child poverty (DfES 2003, 2004a, 2004b, 2004c; DCSF 2007). There appears to be inconsistencies about how to respond to pupils displaying problematic behaviour thus appear to be a persistent feature of educational policy.
Cole and Daniels (2002) suggest that, historically, the education of pupils displaying disturbed emotions and behaviour has been plagued by policy inconsistencies, leading to variation in practice, policy interpretation and theoretical standpoint and has translated into conflicting and changeable experiences for young people. While the mid 1990s saw a growing understanding of the correlation between problematic behaviour and socioeconomic disadvantage, the quasi-market reforms of the 1980s and 1990s led to negative outcomes for children with special needs Daniels and Williams (2000), rising exclusion rates (Greenhalgh 1999; Kane, Head and Cogan, 2003) and reduced tolerance of difficult behaviour (Greenhalgh 1999). A tension emerged between the pressure on school to raise standards and the need to improve inclusivity (Didaskalou and Millward, 2002; Ellis and Tod, 2005).

Mick Waters, Director of Curriculum, QCA believes that;

‘The curriculum should be treasured. There should be real pride in our curriculum: the learning that the nation has decided to set before its young. Teachers, parents, employers, the media and the public should all see the curriculum as something to embrace, support and celebrate. Most of all, young people should relish the opportunity for discovery and achievement that the curriculum offers’ (QCA, 2007a, page 2).

The Education Act (2002) requires that all maintained schools provide a balanced and broadly based curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of learners at the school and within society
- Prepares learners at the school for the opportunities, responsibilities and experiences of adult life.

Additionally the curriculum should meet the five outcomes of Every Child Matters agenda (DfES, 2003) in that the curriculum should enable all young people to become:

- Successful learners who enjoy learning make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
• Responsible citizens who make a positive contribution to society. (QCA, 2007b)

‘This is an exciting moment in the development of secondary education. A new curriculum is being introduced that will enable schools to raise standards and help all their learners meet the challenges of life in our fast-changing world’ (QCA, 2007a, page 3).

The Qualifications and Curriculum Authority (QCA) states that nationally, there is a need to create a curriculum that:

• ‘Motivates and engages learners and helps them to succeed
• Ensures that more young people gain the knowledge and skills in English, mathematics and ICT they need for education, employment and life
• Ensures that assessment supports teaching and learning, providing more opportunities for focused support and challenge where needed gives schools the flexibility to personalise learning and design a curriculum that meets the needs of their learners
• Enables a smooth progression from primary, through secondary and beyond
• Encourages more young people to go on to further and higher education.’

(QCA, 2007a, page 3)

QCA have been looking at how to develop such a curriculum, consulting with teachers, head teachers, academics, subject bodies, learners, parents, employers and others. As a result, changes to the curriculum at key stages 3 and 4 and new qualification opportunities will be phased in from September 2008. In a document supporting schools, the following quotes help to detail and understand the changes being proposed;

‘A high-quality national framework has been established: now schools have a unique opportunity to build their own curriculum that reflects their local context and meets their learners’ needs, capabilities and aspirations’ (QCA, 2007a, page 5).
‘This curriculum provides schools with greater flexibility in tailoring learning to their learners’ needs, due to there being a less prescribed subject content. Instead, the curriculum focuses on the key concepts and processes that underlie each subject. The new curriculum encourages schools to maintain the best of the past while making links to the major ideas and challenges that face society and have significance for individuals’ (QCA, 2007a, page 5).

‘The strong focus on the curriculum aims should help to ensure that young people leave school equipped with the knowledge, skills and attitudes to cope with life and work in the 21st century. In particular, they will be more able to meet the demands of employers, who are looking for young people who have good functional skills, are flexible, and are able to work well in teams, solve problems and make decisions. A coherent approach to personal development will help all learners grow into mature, independent and fulfilled adults’ (QCA, 2007a, page 7).

QCA (2007a) go on to add that although the new curriculum provides a universal entitlement across the country, each school now has the opportunity and flexibility to design and build its own locally determined curriculum that matches the ethos of the school, the needs and capabilities of its community of learners and the local context.

Therefore the aim of:

‘This ‘exciting’ and ‘new’ curriculum will hopefully allow learners to experience a curriculum ‘that is more relevant, provides the support and challenge they need, and better meets their interests and aspirations. As a result, their engagement with learning will increase and they will make better progress and achieve higher standards’ (QCA, 2007a, page 5).

This will have the subsequent effect of ensuring that children and young people ‘enjoy school more and their behaviour and attendance will improve. Their progress through school will be smoother and more of them will move on to further and higher education’ (QCA, 2007a, page 5).
As the new secondary curriculum gets rolled out across the country the impact upon those children who find the current educational system a challenge will evolve. But, will it help to include and motivate those children who have struggled up until now and will it help to provide the practical elements that seem to appeal to so many young people? These questions will only be answered over time but the objectives and strategies outlined so far are drivers to some of the alternative curricula offered already within Local Authorities.

Despite the curriculum developments over recent years, for some young people accessing the national curriculum is a real challenge. In response to the increasing levels of exclusion and social exclusion rates Local Authorities have had to be creative in ensuring they can meet the needs of all children.

Research into mainstream environments suggest that disaffected pupils perceive school, and in particular the overtly academic National Curriculum, as unstimulating and irrelevant to their needs. O’Keeffe’s (1994) survey of truancy, supported by two National Foundation for Education Research (NFER), reports on disaffected pupils and their perceptions of school, whilst Kinder, Harland, Wilkin and Wakefield (1995) and Kinder, Wakefield, Wilkin, (1996) suggest that a primary cause of the disaffection is the school curriculum. They noted that pupils were loathed to attend classes in subjects which they disliked and considered boring or that they experienced as stressful and difficult. Pupils suggested that the curriculum needed more interest, more practical activities and more choice, while teachers needed to show justice, patience, understanding, respect, humour and have a more informal approach.

The effectiveness of any intervention programme relies heavily on young people’s willingness and ability to re-engage with learning (Stone et al, 2000; Kendall et al, 2002). Stone et al (2000) offer a classification based on ‘receptiveness to help’ ranging from those who show no response to interventions and have little sense of responsibility for their lives, through those who are ready to respond but face major barriers, to those who have lost their way, but, given appropriate help, are capable and ready to
respond. Therefore, the learning content on offer has to be seen to be relevant to them and have meaning for them (Kendall’ Cullen, White and Kinder, 2002) and thus it is vital to consider the needs and interests of reluctant learners when planning any sort of intervention.

As McGivney (2002) suggested;

‘People are far more likely to engage in learning when they are given the opportunity to decide what is of value and relevance to them than when they are offered predetermined programmes that others consider they want or need.’

Kendall et al (2002) suggest that changing or adapting those parts of the curriculum which influence dislocation should clearly be a key element of any re-engagement strategy. Questionnaire responses and case-study investigations in their study highlighted the following issues regarding curricula engagement:

- Changing the context of learning
- Adapting the content of learning
- Adapting the teaching approach and materials used
- Ensuring continuity and progression.

According to Ainscow, Crow, Dyson, Goldrick, Kerr, Lennie, Miles, Muijs and Skyrme (2007), although the government is simultaneously pursuing the goals of excellence and equality in education, the pursuit of equality is jeopardized by having to superimpose polices of choice and competition, which appear to have reinforced inequality and social division.

The findings of Burton, Barlett, Anderson de Cuevas, (2009) study ‘heightened a concern that the pressure on Local Authorities and school leaders to effect academic achievement at the highest grades may overshadow attempts to address the educational and other developmental needs of disadvantaged pupils including those with BESD’ (page 141).

Children with emotional and behavioural difficulties have been shown to elevate rates of behavioural problems or social isolation and withdrawal, in comparison with peers not evidencing these sorts of difficulties (Belle,
1989). These difficulties have been shown to be related to a number of negative outcomes including poor academic performance, school drop out, unemployment and social maladjustment in adolescence (e.g. Parker and Asher, 1987; Steinberg and Knitzer 1990). Researchers have examined the role of social relationships in a number of ways, with the perceived support one receives from others shown to serve as a protective mechanism for individuals in situations of stress (e.g. Sarason et al 1990).

By strengthening protective factors at a young age, one can limit or prevent the escalating developmental trajectory of increased aggression, peer rejection, low self-esteem, conduct disorder and academic failure that is commonly observed in children with emotional and behavioural difficulties (Webster-Stratton 1996).

Keys and Fernandes (1993) found that from their questionnaire research with non-EBD pupils that these pupils felt school should help them pass exams and teach them things that would help them get a job and be independent. In a study by Wise and Upton (1998) it is suggested that curriculum-based needs for the pupil with EBD may have to be considered somewhat differently and in a broader sense if these pupils are to be successfully supported within the mainstream setting. Laslett (1995) states that; ‘...children with emotional and behavioural difficulties need to have opportunities to learn a great deal which is difficult to encompass in curriculum terms’ (page 8).

Wise and Upton (1998) state that; ‘Such difficulty is apparent when one considers that for pupils with EBD the curriculum should try to address issues such as improving pupils’ self-esteem, creating varied opportunities for success and involving pupils in their own learning. Pupils in this study additionally clearly demanded the opportunity for relationship building and care from teachers’ (page 8).

The area of educational provision for young people displaying emotional and behavioural difficulties is under-researched and many of the historical dilemmas and tensions that have characterized it continue in the twenty-first century (Cole and Daniels 2002).
Studies suggest that curricula context is vitally important for re-engaging young people with learning. One specifically highlights the significance of the ambiance and environment and the conceptual basis and ethos of interventions (Kendall, Cullen, White and Kinder, 2002).

Interestingly the ‘new’ curriculum detailed previously complements the 14-19 reform. The policy was centred on increasing the number of young people in education and training, raising motivation of these students who see little relevance in the existing curriculum and ensuring that all young people have access to vocational education opportunities from age 14. Research by the NFER (2004) on the impact on pre-16 vocational education in England suggests that ‘vocational education’ has increasingly come to encompass both vocational qualifications and work-based training and that they are inter-linked.

The literature review supporting the NFER study (2004, P16-18) proposed that the following issues are associated with the extension of choice and flexibility offered by the introduction of 14-16 vocational provision are:

- Improved motivation
- Some evidence of improved behaviour and motivation
- Increased confidence and self esteem
- Greater preparedness for post 16 studies.

An OFSTED investigation (OFSTED 2001) indicated that schemes that gave pupils the chance to explore career opportunities through experience of working life and to see the relevance of skills in the workplace and the importance of further education and training often motivated pupils to re-engage or persevere with school subjects.

In one study (Stone et al 2000) some young people who had been excluded from school were much more positive of their experience in centres than at school. Perhaps this was a reflection of both their treatment and the curriculum on offer.
Cost is an issue with most programmes as there are additional costs in providing extended work-related programmes and schools often needed additional external funding to meet them (OFSTED 2001).

Burton et al (2009) also indicates that there is a ‘perception among multi-agency professional that once pupils had been excluded from a mainstream school and placed in alternative provision (particularly in the case of a permanent exclusion), the school’s involvement often ceased’ (page 151).

Provisions to support children and young people with BESD appear to vary from local authority to local authority. These alternative provisions are often developed with the aim of helping disaffected young people to re-engage with learning, view mainstream education and training more positively and open up clear progression routes to post 16 education, training and employment. In a study by Hallam et al (2007), pupil’s perceptions were elicited around alternative curricula at Key Stage 4. Skill Force was one example of an alternative curriculum which is a Ministry of Defence (MoD) sponsored youth initiative which offers 14-16 years old students key skills based vocational alternatives to the traditional curricula. The research explored seven hundred and ninety-five pupils’ perceptions of participation in Skill Force and the perceived impact on their motivation, attitudes to school, attendance, exclusions, behaviour and attainment.

The study used questionnaires which explored aspects of the pupils’ experiences using open questionnaires and rating scales. Following this, visits were made to six projects where 62 interviews were undertaken with students.

Findings of this research demonstrated that the programme was successful in meeting the needs of many disaffected students, improving their motivation, attendance, confidence, communication and social skills. It also was able to reduce exclusion improve behaviour, attendance, attitudes towards education and attainment and also provided the students with a range of practical, vocational qualifications (Hallam et al 2007).
Evidently this is an example of a well established provision which could be researched thoroughly. However, as noted by Hallam et al (2007), those students who completed the questionnaires and took part in the interviews were those for whom Skill Force had been a sufficiently positive experience and one that they were still attending. Some of their students dropped out and consequently they were not represented in the sample. It would have been interesting to have explored these individuals further in understanding why it appeared not be suitable for them.

The Dalston Youth project II (DYP II) is a new and innovative approach to working with children aged 11 - 14 years who are at risk of being excluded from school, by offering them mentoring support, combined with supplementary education. The project was carried out over one year with a group of 30 young people, and repeated in years 2 and 3 with a new group of people.

There were four aims and objectives to the project which were:

- To improve basic education skills (literacy, numeracy, life skills) in the target group as well as to increase the group’s motivation to learn.
- To improve social skills and reduce conflict with parents and other adults.
- To reduce offending rates, drug use, truanting or other at-risk behaviour within the target group.
- To establish a team of volunteers in the local community trained and supported by the project to act as mentors to the young people.

(Tarling, Burrows and Clarke, 2001)

The project was developed to help ‘at risk’ young people and, as reported in the study, those participating in the project during the three years were a challenging group. The project achieved some success with a number of children making modest progress towards improved behaviour and attitudes towards learning. Additionally, a small group made major and significant changes. It is important to note that half did not engage with the project in any meaningful way and the small number who made a small difference in offending and educational attainment did not reach statistical
significance. This raised two questions for the authors concerning intervention and support programmes. First, were the right young people referred to the project? Second, is a one-year project long enough to consolidate the gains made and enable those who do participate to make further progress? (Tarling, Burrows and Clarke, 2001).

The Increased Flexibility for 14-16 year olds Programme (IFP) was introduced in 2002 by the Department for Education and Skills (DfES) to provide vocational learning opportunities at key stage 4 for those young people who would benefit most. The programme, which entailed FE colleges and training providers working in partnership with schools to offer GCSEs in vocational subjects, NVQs, other vocational qualifications and GNVQs to students, was subsequently extended to three further cohorts of young people.

The DfES commissioned the National Foundation for Educational Research (NFER) to undertake an evaluation of the first cohort of participants. Overall, the evaluation of the first cohort of IFP has found that the majority of students who participated had benefited in so far as the majority achieved their qualifications at the end of the programme and nearly all had progressed onto further education and training. Students achieved better at key stage 4 than similar students who did not participate in IFP although, in the case of GCSEs in vocational subjects and GNVQs, students who took these qualifications through the programme gained fewer points than similar students taking these qualifications who did not participate (Golden, O’Donnell, Benton and Rudd, 2005).

The findings indicated that there was evidence that IFP participants had developed their social, interpersonal, communication and problem solving skills and improved their attitude towards school; and thus, on the whole, the IFP made a valuable contribution to the education of the first cohort of participants.
2.7 ‘Trade Skills’

Within a local Authority within the North West, ‘Trade Skills’ is just one example of these alternative provisions offered to pupils. ‘Trade Skills’ is a privately owned provision which is purchased by the Local Authority. It was developed in response to a growing need for a relevant, skills based curriculum for young people who are not able to engage with formal curricula. Students who attend typically come from varied backgrounds including pupils referral units, high schools, looked after children and those who are awaiting special school placements. All the courses are tailor-made to suite the individual student. Students may be accepted at ‘Trade Skills’ at any point during the school year and are dually registered, which means that the referring establishment and the centre work together in providing appropriate individual educational plans and in ensuring both the establishment and the parents are provided with regular progress reports. In addition to the full time timetable they also offer vocational training on a part time basis.

‘Trade Skills’ provides for the educational needs of different groups of young people including those that have been excluded or in danger of exclusion from school, young people who are experiencing difficulties in their everyday educational setting and also young people in mainstream education who have expressed a clear wish for vocational training. ‘Trade Skills’ is accessible to both males and females and the majority of young people who attend have statements of special educational needs, although this is not a prerequisite for attendance.

Currently ‘Trade Skills’ is located on two separate sites within the Local Authority serving different areas. For the purpose of this study one site was chosen due to the location and accessibility for the researcher.

A typical day at ‘Trade Skills’ begins between nine and nine thirty, allowing in some instances for the young people to make their own way there either by foot or public transport and ensure that they have a ‘settling in time’ or ‘comfort break’ where they can have a cup of tea, cigarette and ensure they get on all the appropriate overalls and safety equipment. The young people are then divided into small groups, no more than four young people
to one adult (usually it is more like three to one) and are set to ‘work’. All staff that work at ‘Trade Skills’ have a trades based background and are checked by the criminal records bureau (CRB).

The young people are provided with a particular activity which may be bricklaying skills, plastering, going to the allotment, continuing with making a model or any other trade which may be available. Typically there is a tea break around ten thirty and then lunch at around twelve thirty. All tea breaks are taken together and lunch is also eaten together. The actual times of breaks are flexible and are dependent upon the needs of the young people. The afternoon activities may differ from the morning ones or depending on the nature of the activity continue into the afternoon. These activities are then changed on a rota system, based upon the needs of the individual young person. There will typically be another break mid afternoon with most young people making their way home at around three to three thirty. It is important to note that not all young people attend for a whole day and some may come by organised transport due to the distance they travel, so times vary significantly depending upon the young person’s individual needs and requirements.

2.8 Distinctive Contribution

‘Trade Skills’ has some similar aims to that of Skill Force and other initiatives discussed, in that it aims to enhance students’ career aspirations and encourage them to either continue with full time education, take up apprenticeships or be in full time employment. The study conducted by Hallam et al (2007) included a large number of young people and produced a large amount of data which help validate its findings of being successful in meeting the needs of many disaffected students. Evidently Skills Force is a well developed initiative which has sponsorship from the MoD as apposed to ‘Trade Skills’, which is significantly a smaller scheme and an example of how one LA has responded to the need for alternative provisions which can support disaffected young people.

Hallam et al (2007) note that not all students responded well to Skill Force and some dropped out. The Skill Force personnel believed that this was because they were more successful with students at risk of exclusion
rather than those whose behaviour had already deteriorated beyond that point. It is this group of young people, those who have already been excluded and whose behaviour had already deteriorated, who attend ‘Trade Skills’. It is therefore crucial that their voices are sought and explored with the aim of helping to understand how they can be supported further.

Overall, the Skill Force programme was successful in helping participating, disaffected young people to re-engage with learning, and in opening up clear progression routes to post 16 education, training or employment. Its findings demonstrated the importance of providing an appropriate curriculum and motivational assessment procedures in stimulating enthusiasm for learning. It also makes important links to the value of offering a curriculum which meets the needs of all students, not only those who have academic aspirations (Hallam et al, 2007).

Skill Force is however aimed at young people who are at risk of exclusion whereas ‘Trade Skills’ is, more often than not, aimed at young people who have been excluded from mainstream and who have a statement of special educational needs linked to behavioural, emotional and social difficulties (BESD). In understanding and changing policy it is crucial to work with this marginalised group of society. This study will aim to use more inductive means of eliciting their voices and in understanding the extent to which ‘Trade Skills’ can offer an appropriate and alternative curriculum and the extent to which it provides activities and experiences relevant to the ECM outcomes. This particular group of young people require an approach which is more sympathetic in understanding what it is like for these young people as apposed to looking at effectiveness and outcomes. Previous studies looking at alternative provisions have tended to focus more on the outcomes and have worked in more deductive means rather than exploring processes within a more creative and flexible means (Hallam et al, 2007).

Further rationale for this study comes from the requirement noted in the studies discussed that indicated that further research is required in exploring individual alternative provisions within local authorities with a more ideographic approach in exploring individual voices of young people.
with BESD (Cole and Daniels, 2002; Hallam et al, 2007; Burton et al, 2009). Another area to explore further is in understanding how key principles can be applied to mainstream settings in supporting young people with BESD to avoid exclusion. This study will aim to explore ways in which good practice and any findings can be implemented within mainstream provisions and discuss any implications these may have on policy and practice.

2.9 ‘Trade Skills’ and ‘Inclusive Curricula’

Over the past decade there has been a growing worldwide impetus towards ‘full inclusion’, stimulated in part by the 1994 Salamanca Statement (Unesco, 1994), and in the UK at least, by a ‘rights’ agenda promoted by those who believe that inclusion is a matter of human rights and a liberal society (Thomas, 1997), or a matter of ‘effectiveness’ (Ainscow, 1997). At the same time, there have been moves towards what has been described as a more ‘cautious’ or ‘responsible’ form of inclusion (e.g. Vaughn and Schumm, 1995), whose proponents argue that individual pupils have an overriding right to appropriate education, and that there is a small minority of pupils with severe and complex needs who, policy-makers in most countries agree, are very difficult to include in mainstream schools (e.g. Pijl and Meijer, 1991 and Evans and Lunt, 2002).

As Evans and Lunt (2002) suggest, there are strongly held views for and against inclusion. Furthermore, there is a wide range of different conceptualisations and definitions of inclusions, which encompass a number of confusions (Hornby, 2001) and contradictory elements in thinking and discourse between a principled and ideological stance, as compared with a more pragmatic orientation (Skidmore, 1999; Croll and Moses, 2000 and Farrell 2001). Evans and Lunt (2002) suggest that there are considerable obstacles in the way of full inclusion and that schools, as currently organised, frequently find it difficult to meet the wide range of individual needs of their pupils.

Current policy in England towards young people with BESD, who represent one such group of individuals who display a range of severe and complex
needs, is one of inclusion, where possible, in mainstream schooling (DfES, 2003, 2004a, 2004b, 2004c and DCSF 2007). As the research discussed has shown, we know that for some young people this is not always possible. This highlights a sensitive debate as to whether an alternative curriculum can be seen as a continuum of provision or is in fact one which prevents a young person from accessing the full curriculum on offer within mainstream provisions (Norwich, 2010).

When considering ‘Trade Skills’ within this debate, it could be argued that by the very nature of it, ‘Trade Skills’ excludes young people from the full curriculum on offer in mainstream school. However, what is evident from this particular group of young people is the inappropriateness and ineffectiveness of the mainstream curriculum on offer in meeting their very individual needs. Consequently ‘Trade Skills’, and other alternative curricula, provide an alternative for the young people in that it gives them another option besides complete exclusion in the form of truanting from school. It does consequently provide a ‘continuum-orientated’ provision (Norwich, 2010). It is possible to understand that for this particularly complex group of young people ‘Trade Skills’ works as a continuum of provision which is flexible in meeting the needs of young people on both part and full time placements and working in partnership with mainstream schools in ensuring they are able offer these young people an alternative and appropriate curriculum.

This current study hopes to identify what ‘Trade Skills’ can offer in terms of the extent to which it can provide an alternative and appropriate curriculum as well as the extent to which it is able to provide activities and experiences relevant to the ECM outcomes.

2.10 Summary of literature review

Schools in the UK have followed the national curriculum for over twenty years. Section 2.2 identified some key legislation and developments in relation to the national curriculum (DES 1989; DES 1992b; DES 1992c; OFSTED 1993; DES 1993a; 1993b; DfE 1994; DfEE 1999; DfES 2001; DfES 2002; DfES 2003; DfES 2004; DfES 2005; DCSF 2009).
The literature suggests that the curriculum has been subjected to criticism with regards to how it meets all pupils’ needs and highlights that some people believe that disaffection and poor behaviour is down to the national curriculum itself. (Rustique-Forrester and Riley 2001; Norton 2003, see section 2.4). Section 2.3 explored key concepts of inclusion and the suggestion that promoting inclusion for some young people can still be a challenge (Thomas et al. 1998; Allan 1999; Mittler 2000).

The literature progressed to identifying some important factors which some believe contribute to the underperformance and disengagement from education (section 2.4). Stone et al (2001) found that amongst other things, disaffection is frequently associated with behavioural and emotional difficulties. Young people identified as having BESD have become of particular interest for many educationalists and researchers with respect to how their situation can be improved. Section 2.5 identified some concerns and ways in which social and formal exclusions could be avoided for this specific group of pupils.

Within the following section, (2.6) the rationale for alternative provisions is explored along with their potential impact on young people. The literature identifies that the provisions which support young people with BESD appear to vary from local authority to local authority. ACE (1991) and the DEF (1992b) believe that it is the quality of alternative education provision which is important in supporting these young people. The overarching aim of alternative provisions is to enable disaffected young people to re-engage in learning, improve their view of mainstream education and help them to open up clear progression routes to post 16 education, training and employment.

The research explored throughout this literature review acknowledges that LAs have to find creative means of supporting the needs of many disaffected and ‘vulnerable’ young people and that there are some successful provisions being run. What there appears to be a lack of is research into the effectiveness of these as alternative curricula and the impact they have on the young people who access them. In addition to this
is the lack of direct involvement and contribution of the young people within studies about the factors which directly affect them, this is possibly due to the nature of the young people in question who often have significant, social, emotional and behavioural difficulties.

Section 2.6 identifies some examples of alternative provisions and their subsequent impact on those who attend (Hallam et al 2007; Tarling et al 2001; Golden et al 2005). The literature review then introduces one Local Authority’s response to the growing need for relevant skills based curricula for young people who are not engaged in formal curricula (section 2.7).

Evaluating alternative provisions would allow LAs to understand how best they can support all young people, understanding their impact and plan for the future. It is evident from the limited number of evaluations which have been undertaken that alternative provisions are important for LAs and have positive implications on young people’s education.

This study will provide an exploration of ‘Trade Skills’ as an alternative curriculum. It will elicit the voices of those who attend and those who support the pupils. It will discuss the possible implications for mainstream settings and look at ways in which it could be developed further to support more pupils who are in need of a varied, skill based curricula.

The study will focus upon how such a curriculum can successfully meet the every child matters outcomes and help to inform and the local authority ways in which the needs of all children can be met successfully and inclusively.

The Educational Psychology Services (England): Current Role, Good Practice and Future Directions – Report of the Working Group report (DfEE, 2000) states that one of the core functions of Educational Psychology services is to ‘help support successful inclusion of children within local mainstream settings...’ (page 8). It goes on to say that an outcome for successful EP work with groups of children should be that ‘there is effective social inclusion of children at risk of exclusion from school and other settings’ (DfEE, 2000, p.9).
Atkinson and Woods, (2003) state that;

‘One of the commonly identified challenges faced by schools and Educational Psychologists in promoting effective social inclusion is in helping pupils experiencing ‘disaffection’ with exclusion from school, behavioural disruption, truancy and curriculum disengagement’ (2003, p.49).

Therefore, Educational Psychologists are in a good position to undertake such research due to their accessibility and the key skills they possess. The current research was undertaken by a Trainee Educational Psychologist who hoped to answer two important questions about ‘Trade Skills’.

1. To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum for young people?

2. To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?
3 SECTION 3: METHODOLOGY

3.1 What this study aims to do

This study aims to provide an insight into one alternative provision offered by one LA. It aims to explore the following two research questions;

1. To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum for young people?

2. To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?

The subsequent sections identify the methodology used to help answer these questions and explore important issues pertinent to this study.

3.2 Outline of study

A case study of ‘Trade Skills’ as a provision was undertaken. This included aspects of pupil case studies. The pupil case studies were not utilised as the main form of methodology as it would not have allowed the author to fully protect the young people’s identities.

A case study constitutes the approach to the study; various methods of data collections and analyses will be adopted throughout. Triangulation of data gathered via both qualitative and quantitative research methods helped to integrate information from diverse sources gaining an in-depth understanding of ‘Trade Skills’. ‘Triangulation enriches case study research as it allows the researcher to approach the case from a number of different perspectives’ (Willig, 2008, p75).

Two research questions were drawn up with the aim of exploring the extent to which ‘Trade Skills’ is able to provide activities and experiences relevant to the ECM outcomes and the extent to which ‘Trade Skills’ provides an appropriate and alternative curriculum for the young people who attend (refer to Figure one for a diagrammatic representation of the case study).
In order to address the research questions effectively, it was felt that the use of both qualitative and quantitative methods was essential in capturing the relevant data. There were no hypotheses to test. The focus was on establishing the young people’s views to help paint a clearer picture of their emotional health, views of self and school and in turn how ‘Trade Skills’ provides support in meeting their needs and in establishing an appropriate curriculum which, to a certain degree, the quantitative data also provided an insight into the characteristics of those who attended ‘Trade Skills’. The measures chosen helped to provide a more comprehensive profile of the young people and, through the examination of the quantitative data, a further insight into how and why ‘Trade Skills’ may provide a more suitable curriculum could be established. The three chosen measures helped to uncover the young peoples relationship to the world, learning and to self.

Figure 1: To show a diagrammatic representation of the case study and its units of analysis.
In order to obtain an insight into ‘Trade Skills’ as an alternative provision, I adopted an explanatory, exploratory and descriptive case study approach to engage the pupils who undertook all aspects of the research methods (Yin, 1994). The techniques of interviews, observations and the use of a researcher’s diary were employed to examine data emerging from the dialogues and interactions of those who are part of ‘Trade Skills’. Thematic analysis was then undertaken to determine underlying themes helping to answer both the research questions (Braun and Clarke, 2006). Following Yin’s (1994) recommendations, to enhance the validity of the study the technique of triangulation of methods (i.e. using multiple methods to address the research questions) and sources (i.e. interviewing both the young people and staff) were applied, while the reliability of the study was maximized by keeping a detailed researcher’s diary with all procedures, thoughts and concerns being documented. The strategy of ethnography permeated the research (Denzin, 1989).

It should be noted that the quantitative aspect of the study was not meant to be central to the study but an important addition to the research activities. Both the qualitative and quantitative methods helped to understand ‘Trade Skills’ and what it has to offer to young people who have failed to access and respond to mainstream education. It is also important to note that the researcher is not assuming the standardized measures taken are caused by ‘Trade Skills’, as no baselines were taken, they are simply used to help understand how ‘Trade Skills’ provides an appropriate and alternative curriculum for the young people who attend.

The research was divided into two major categories as follows.

1. Qualitative methods.
   - Observations of; the interactions between staff, staff and the young people and young people and their peers, of the activities and tasks taking place, of the environment, of the young people themselves, of behaviour and the responses as well as anything felt significant to gathering an understanding of ‘Trade Skills’.
   - Semi- structured interviews with staff, a deputy head and member of the local authority
• Researcher’s diary throughout
• Semi-structured interviews with 4 of the pupils currently attending ‘Trade Skills’ and 1 who attended in the past.

2. Quantitative methods.
• Data gathered by the Myself-As-Learner Scale (MALS- relationship to learning) (undertook by 5 of the current young people attending)
• Data gathered by the Burnett Self Scale (BSS- relationship to self) (undertook by 5 of the current young people attending)
• Data gathered by the Resiliency Scales for Children and Adolescents (relationship to the world) (undertaken by 5 of the current young people attending)
• Data gathered by the questionnaire administered during the semi-structured interview with 4 of the young people currently attending ‘Trade Skills’ and 1 with a past pupil.

Each research method was employed to analyse the data according to its known strengths in analysis. Each method was aimed to extract pertinent information as accurately and meaningfully as possible to make the research robust.

3.3 Researching with hard to reach young people
Examples of those children and young people who could be said to emotionally vulnerable are those in the care of the local authority (Jacklin, Robinson, and Torrance, 2006), those who have been permanently excluded from schools (Daniels, Cole, Sellman, Sutton, Visser and Bedward, 2003), those with mental health needs (Daniels, Visser, Cole, De Reybekill, Harris, and Cumerlla, 1998, and those missing from education (Visser, Daniels and Mcnab, 2005). However, it appears to remain the case that there is not an agreed set of criteria to define ‘emotionally vulnerable’. One definition used by Birmingham City Council, by Daniels et al. (1998) described them as;

‘pupils who have low self-esteem. They may have characteristics associated with terms such as depressed, neurotic, school phobic,
withdrawn or suicidal. They are not pupils who would attract the term conduct disordered’ (Daniels et al. 1998, page 8).

According to Curtis, Roberts, Copperman, Downie and Liabo (2004, page 167); 'there is growing literature on interviewing children and young people, working with children and young people as subjects and not objects of research, listening to children and representing the rights of children.'

In their article, two areas which have received less attention in the literature are discussed. The first concerns working with children and teenagers for whom the traditional, discursive nature of interview based research is less accessible. The second is the disinclination of researchers to report on difficulties in the research process. The article argues that 'Hard to reach' children and young people, who are frequently in greatest need for good services, have tended to be marginalized in enquiries about those services (Hill, 1997). Curtis et al (2004) report how; 'disabled children, children excluded from school and children for whom the discursive nature of conventional interview based research is less accessible have been less well represented in participatory research than children who are easier to interview. For a range of methodological and practical reasons, children who communicate well, and in English, pupils who are regular school attendees are more likely to be given a voice in the research literature’ Curtis et al (2004 page 168).

Curtis et al (2004) found in their literature review that while there is extensive literature on working with ‘difficult’ children across a range of settings (For example, Cooper, Smith and Upton, 1994; Sanders and Hendry 1997; Sandiford 1997; Daniels 1999; Spalding et al. 2001), there is little describing the practicalities of involving these young people in a research study. Curtis et al (2004) were unable to find described detailed experiences from others on working with such ‘hard to reach’ children.

This study aims to put the young people who attend ‘Trade Skills’ at the forefront as well as endeavouring to make the research ethical and accessible to all. The young people who attend 'Trade Skills' are described
as ‘hard to reach’ and ‘vulnerable’ due to the circumstances which have led them to being disengaged from school. The researcher places a lot of value and importance in working with such ‘hard to reach’ young people ensuring that researchers find the means of working effectively and ethically alongside young people seen as ‘hard to reach’ as something this study aims to do. The study also aims to offer support to other researchers in working with such groups of young people with the desire to support the development of better research practice.

3.4 Ethical considerations

Consideration of ethical issues in educational research has become more important in recent times, particularly in the area of informed consent, confidentiality and gaining access to a sample. These issues are brought into sharp focus when young people with SEBD are involved (Lewis, 2005).

The research will fulfil the requirements set out by The British Psychological Society Code of Ethics and Conduct (2006).

The research will directly involve young people who may be classed as ‘vulnerable’. Consent will be gathered from the young people themselves, their respective adult and their school or provision where deemed to be appropriate.

Alderson’s (1995) ‘Ten topics in ethical research’ provides an invaluable checklist of things for researchers to think about when planning research with all children and teenagers. Such things as considering ahead of time the potential effects of different aspects of the research process – with respect to recruitment, the style or type of data collection, the setting, the presence of staff (or not), what type of reward is offered (if any), and the make up of any groups. These were all considered prior to the research commencing.

Case studies are concerned with the details of individual participants’ life events. This means that case study research needs to be particularly sensitive to issues around confidentiality and anonymity. Bromely, (1986,
p309) suggested that ‘it is possible to make alterations in such a way that the particular case is rendered unrecognisable, while preserving the case study’s form and content’. In addition, ‘agreements should be reached with participants about the limits of accessibility to records, documents and other materials prior to data collective’. Furthermore, ‘it is good practice to supply participants with drafts of how their cases are being written up and to take note of their feedback’ (Willig, 2008, page 82).

For the reasons detailed above, pseudonyms will be used for all participants and as far as possible their anonymity protected. Evidently, ‘Trade Skills’ is specific to an area and group of individuals so to a certain degree will be less anonymous. However, pseudonyms will be used rigorously and the data will be reported as one data set supported by the process of triangulation. Additionally, participants will be given opportunity to clarify and verify statements before the final version is reported. They may refuse to allow their contributions to be used in the project at any point in the study.

The researcher would ensure that informed consent is obtained and that the participants will suffer no harm as a result of the research process. These are two requirements of any research involving people (Robson, 1993; Sieber, 1993; Young and Barrett, 2001). However, when the research involves young people, one particular concern is the extent to which they can rationally, knowingly and freely give informed consent. Lewis (2005) highlights six areas of ethical concern which research involves children and young people in relation to informed consent. Mcnab, Visser and Daniels (2007) argue that that three of these are particularly pertinent to research involving children and young people within problematic groups in pupil settings:

- Access/gatekeepers
- Consent/assent
- Confidentiality/ anonymity/secrecy

These areas were researched and addressed when developing the design of this current study with special attention paid to ensure confidentiality and anonymity were secured.
Every effort will be made to ensure that confidentiality is maintained. In accordance with the Data Protection Act (HMSO, 1998), data will be stored securely and destroyed when no longer needed. All participants will be entitled to access the research findings and will be offered a debriefing session at the end of the study in the form of a summary report.

The owner of ‘Trade Skills’ was approached and permission gained from him for the study to be undertaken. The Local Authority consented and offered support for the study to be conducted. Following initial consent an official consent letter was sent to the provision, to gain consent by the management team, and all those it would include. The letter clearly explained both the nature and the purpose of the study and included the researcher’s contact details should any professional wish to discuss the study further. Once written consent from the above parties had been collected, the young people’s parents/key workers/guardians were contacted via a letter which detailed the study and to gain consent. An initial meeting was made with the ‘Trade Skills’ members of staff to discuss the key benefits and potential risks of the research; this was also made clear on all written correspondence. Once the consent letters were returned by the young people themselves, the study commenced. Any direct interactions with the young people were done so with the application of all ethical procedures and with informed consent by the young people themselves. (Please refer to appendix 8.1 and 8.2 for a copy of the consent letters).

Informed consent is the key to any ethical research. Any potential participant will be given the right to decide whether it is in his or her best interests to collaborate. MacNaughton, Rolfe and Siraj-Blatchford (2001) describe certain requirements that underpin informed consent. They are that the participant be fully conversant with:

- The nature of the research
- Exactly what will be expected of them
- Any possible risks of the research
- Their right to withdraw at any time
What will happen to the data collected and the possible audiences for the research.

MacNaughton et al. (2001) also suggests that:

- The subject must not be pressured by any inducements
- All forms of consent must be documented and approved prior to any data collecting activities.

It has to be ensured that by asking any participant for their consent, there is a genuine agreement on their part and not compliance in respect of an authority figure or professional pressure/obligation.

During the research, participants were informed of their right to withdraw at any point. The emotional well-being of all participants was monitored closely with any matters of concerns that arose being responded to sensitively and promptly. In line with BPS guidelines, should anything pertinent to the health and well-being of a participant arise during the research process, then the appropriate staff members will be informed (BPS, 2006).

The researcher also discussed with the staff of ‘Trade Skills’ prior to the study commencing that it was important for the study to be undertaken without bias and therefore the implications of any findings which could be seen as negative being seen as areas for development. The staff were all open to constructive criticism and feedback and welcomed this approach.

Any findings which were thought to have any negative implications were discussed throughout the study, observations and thoughts were discussed throughout and feedback and debriefing was done regularly. It was also brought to the attention of all those interviewed that despite every effort being made to make the results anonymous; due to the size of ‘Trade Skills’ it was relatively easy for those within ‘Trade Skills’ to know who participated but harder to know exactly who said what.

All these conditions were put in place with the aim to reduce any potential harm caused by any of the findings.
The researcher understood that they hold both a moral and legal duty to safeguard the interests of those participating and the reporting of findings should be accurate and self-reflective in manner.

### 3.5 Ethnography

The word ethnography literally means ‘writing about people’. Goldart and Hustler (2005) describe how ‘the distinctive features revolve around the notions of people as meaning-makers, around an emphasis on understanding how people interpret their worlds, and the need to understand the particular cultural worlds in which people live and which they construct and utilize’ (Goldart and Hustler, 2005, page 16).

Certain key ideas follow on from what Goldart and Hustler (2005) describe, in that social behaviour cannot be reduced to predictable ‘variables’ along the lines of the natural sciences (Blumer, 1967); that people actively collaborate in the constructions and maintenance of the cultural meanings which inform their actions; and that researchers therefore need to find ways of engaging with those meanings and the processes through which they are constructed.

Goldart and Hustler (2005) indicated ‘that ethnographic work tends by its very ambitions and nature to focus on a limited range of cases, often only one case or social setting’. They go on to report that, ‘a central purpose behind ethnography therefore is to get involved in this or that social world, to find out how its participants see that world, and to be able as researchers to describe how its culture ticks’ (Goldart and Hustler, 2005, page 16).

This current study became ethnographic in style as it became evident that to develop an understanding of ‘Trade Skills’ it was essential that the researcher became involved and apart of it. This also helped to developing rapport and trust with the young people this helped improve the validity of the observations, and views gained.
3.6 Psychological approach and theoretical basis

This section outlines the psychological approach and theoretical basis which underpins this research.

3.6.1 Epistemological approach

Qualitative research is bound up with particular sets of assumptions about the bases or possibilities for knowledge, in other words, epistemology.

‘Epistemology is a branch of philosophy that is concerned with the theory of knowledge and that tries to answer questions about how we can know and what we can know’ (Coyle, 2007 page 11).

The approach the researcher has taken with this study holds its roots within critical ethnography. (Refer to appendix 8.3 for further information about the link with critical realism)

3.6.2 Ontological position

The nature of this study was to understand how ‘Trade Skills’ provides an appropriate and alternative curriculum for young people and how it helps meet the ECM outcomes. It is therefore essential that the young people and those who work at ‘Trade Skills’ are given the opportunities to express their views in order to gain a sense of reality and validity to the observations noted. Equally important is the concept that the participants have the chance to opt in or out and that not talking about it is equally as important. This is why the ethnographic style of researching was pertinent to this study as it enabled the young people with the opportunities to express them self and feel secure in doing so without pressure of high expectations.

3.6.3 Axiological perspective

The researcher’s values and beliefs surrounding the right that all children deserve access to education, either through mainstream or alternative curricula, are felt to be significant in this study given the nature of the young people that attend.
The strong analytical skills and positive attitude of the researcher were crucial in engaging the young people at ‘Trade Skills’ due to their general wariness of adults that they do not know.

The significance and value of axiology is summed up by Bahm (1993) who articulated how;

‘Each scientist has the scientific attitude, which involves curiosity, open-mindedness, willingness to be guided by experience and reason, willingness to suspend judgment until sufficient data are available and willingness to hole conclusions tentatively’ (Bahm, 1993 page 5).

Bahm (1993) goes on to suggest ‘that each of the above is a good characteristic of the scientific attitude, and having the scientific attitude is better than not having it; in fact, having it, and its goodness, is essential to science’ (page 5).

Along with those noted above by Bahm (1993) the following values were also adopted throughout the study; a relaxed, tolerant and patient persona; a willingness to take part and be a part of the activities, showing genuine interest; a willingness to be receptive; showing mutual respect and understanding to the individual’s circumstances and towards individual situations; the importance and value of gaining the young people’s perspective and reporting it in a respectful and genuine manner and by ensuring the young people felt no pressure in taking part and sharing their thoughts ensuring that the research was ethical and a true reflection of what was witnessed and heard.

3.7 Participant recruitment

All those who work for, or attend ‘Trade Skills’, were invited to take part in the study. This led to everyone being part of the study to some degree through the observations and notes made in the researcher's diary. Three out of the five staff members additionally undertook semi-structured interviews. One deputy head teacher from a local specialist provision was asked to take part in a semi-structured interview as a large number of
pupils who attended their provision additionally attended ‘Trade Skills’ on a regular basis. A semi-structured interview was also undertaken with a member of the local authority who looks at placements for young people not fully accessing mainstream school.

In addition to the above, 11 young people who attend ‘Trade Skills’ provided consent to be apart of the study to some degree, which in turn led to 4 of the young people completing all aspects of the study. Verbal communication difficulties and the challenges of the young people organising consent were just two examples of issues the researcher had to overcome in the recruitment process and consequently directly impacted on the numbers recruited. The challenges faced in gaining consent from more of the young people for their full participation in the study, are discussed in section 6.1.

Bias associated with selection of the young people was reduced by inviting all those who attend ‘Trade Skills’ to participate in the study. The parents of the young people were not asked to participate in this research due to difficulties in accessing them and their commitment to the study, although they were invited to participate if they wished.

In addition to the above, two young people who had previously been part of ‘Trade Skills’ but who had ‘graduated’ were invited to add their views of ‘Trade Skills’. This led to one of the young people undertaking a semi-structured interview.

The young people who participated were both male and female and all were of white British heritage due to the area in which ‘Trade Skills’ is placed. In addition all the young people who participated had statements of special educational needs. Further details relating to the participants’ familial information; care status and nature of their special educational needs has not been included to reduce to potential risk to the young people’s anonymity.

The researcher was aware of the issues and limitations of self-selecting bias in participant recruitment. It was felt that the participants provided a
reasonable representation of those involved. Also the range of social, emotional, behavioural and learning difficulties the young people had meant recruitment was a challenge and therefore had to ensure the young people wanted to participate with informed consent. The benefits of the ethnographic style of research allowed the researcher to observe the group and ensure the recruitment process resulted in obtaining participants that represented the group as a whole.

3.8 Overview of data gathering and analysis methods

A case study of ‘Trade Skills’ was undertaking with the aim of exploring the two proposed research questions;

1. To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum for young people?

2. To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?

Triangulation of data gathered via both qualitative and quantitative research methods will help to integrate the information and data gained and consequently provide an insight into ‘Trade Skills’ and what it has to offer young people.
Table 1: To show data gathering methods

Table one below shows a summary of the data gathering methods used to answer both research questions. *(For further break down of which questions of the semi structured interview are directed at each individual research question refer to appendix 8.4, 8.5, 8.6, 8.7, 8.8).*

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<tr>
<th>Participant</th>
<th>Qualitative data for via</th>
<th>Qualitative data via</th>
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<td></td>
<td>Researcher’s diary (Taken following the 16 separate visits lasting)</td>
<td>Observation notes taken during the 16 separate visits</td>
<td>Interviews</td>
<td>Burnett Self Scale (BSS) (Burnett, 1994)</td>
<td>Myself-As-Learner Scale (MALS) (Burden, 1998)</td>
<td>The Resiliency scales for children and adolescents</td>
</tr>
<tr>
<td>4 current pupils</td>
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<td>1 past pupil</td>
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<td>1 current pupil</td>
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<td>3 members staff at 'Trade Skills'</td>
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<td>Deputy Head Teacher</td>
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<td>Member of the Local Authority</td>
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3.9 Qualitative data gathering

Qualitative psychological research may be regarded as involving the collection and analysis of non-numerical data through a psychological lens in order to provide rich descriptions and possible explanations of people’s meaning-making –how they make sense of the world and how they experience particular events (Coyle, 2007). As Willig (2001, page 9) notes, qualitative researchers ‘aim to understand “what it is like” to experience particular conditions and how people manage certain conditions’.

The researcher felt it was essential to understand the young people’s views of ‘Trade Skills’. Obtaining these views was a key part of the study and enhances the validity of the research. Eliciting the young people’s voice also helps to explore and understand the interactions and observations noted throughout the research.
Throughout the research, the researcher found herself adopting an insider perspective by adopting an ethnographic way of researching. (Goldart and Hustler, 2005, and Gobo, 2008). Having been involved with ‘Trade Skills’ over a 6 month period at regular visits totaling 16, the researcher was able to take a more personal approach to the data gathering which helped the researcher to understand ‘Trade Skills’ better but more importantly helped the young people to feel comfortable with her and in turn enabling and empowering the young people to express their views and tell their stories. After all, the quest for insight into ‘Trade Skills’ and what it can offer young people underpinned the original aim of the study.

3.9.1 Reasons for choosing qualitative methods

Qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as 'real world setting [where] the researcher does not attempt to manipulate the phenomenon of interest' (Patton, 2001, p. 39). Qualitative research, broadly defined, means ‘any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification’ (Strauss and Corbin, 1990, p. 17) and instead, the kind of research that produces findings arrived from real-world settings where the 'phenomenon of interest unfolds naturally' (Patton, 2001, p. 39). Unlike quantitative researchers who seek causal determination, prediction, and generalisation of findings, qualitative researchers seek instead illumination, understanding, and extrapolation to similar situations (Hoepfl, 1997).

Although it has been claimed (Winter, 2000) that quantitative researchers attempt to disassociate themselves as much as possible from the research process, qualitative researchers have come to embrace their involvement and role within the research. Patton (2001) supports the notion of researcher's involvement and immersion into the research by discussing that the real world is subject to change and therefore, a qualitative researcher should be present during the changes to record an event after and before the change occurs.
This concept is important for the current study as the researcher will aim to immerse herself within 'Trade Skills'. This means that observations can be recorded and enable a more comprehensive understanding of the impact which the curriculum has upon the young people who attend. The researcher will record these via a research diary to help keep track of her thinking and observations.

However, it is important that as a researcher, the study is credible. While the credibility in quantitative research depends on instrument construction, in qualitative research, 'the researcher is the instrument' (Patton, 2001, p. 14). Thus, it seems when quantitative researchers speak of research validity and reliability, they are usually referring to a research that is credible in relation to external reference points while the credibility of a qualitative research depends on the interpretive ability and effort of the researcher. Although reliability and validity are treated separately in quantitative studies, these terms are not viewed separately in qualitative research. Instead, terminology that encompasses both, such as credibility, transferability, and trustworthiness is used (Patton, 2001).

These points are important to consider due to the dual role the researcher would play in the research being both a practising Trainee Educational Psychologist (TEP) and a researcher. Supporting evidence comes from Burden, (1997) who argues;

‘that there are few professional researchers in a better position than EPs to investigate and report upon meaningful and socially relevant issues in education’. He supports his argument by writing, EPs ‘have unrivalled access to schools and families and usually find themselves at the cutting edge of vitally important educational issues’ (Burden, 1997, page 14).

The importance of a research role within professional educational psychology has been asserted frequently (Gray, 1991). Gersch, McCarthy, Sigston and Townley, (1990) viewed skills in research and evaluation methodology as essential in assisting the local education authority in its new role as an enabler for change. Farrell and Lunt (1994), in proposing radical change in the current system of training in the UK, listed 'Research
and evaluation: including methodologies, quantitative and qualitative research methods’ as one of the seven areas of the core curriculum.

3.9.2 Interviews

Interviews were decided to be a meaningful way of understanding the observations noted throughout the time at ‘Trade Skills’ and in gaining a further understanding of it as a particular ‘phenomena’ to the participants (King, 1994).

Semi-structured interviews were used with the staff from ‘Trade Skills’, a member of the Local Authority (LA) and also with a deputy head who’s pupils attend ‘Trade Skills’ on a regular basis. (Please refer to appendix 8.4, 8.5, 8.6, 8.7 and 8.8 for the questions asked and their corresponding link to the research questions).

The questions asked were aimed at understanding the make up of ‘Trade Skills’ and what it offered for the young people who attend. The questions were ‘open’ rather than ‘closed’ (Lewis, 1995) which allowed the participants to say as much or as little as they wished.

The young people’s perceptions were gathered in two parts; through the use of both a semi-structured interview and the use of a questionnaire which had further prompt questions and was also audio recorded. (Please refer to appendix 8.4 for further details). This was chosen due to low level of communication skills, requiring a more structured means of eliciting their views. The interview and questionnaire adopted an interactionist approach to interviewing (Silverman, 1993) which suggests that the young people were viewed as experienced agents who actively constructed their social worlds.

The questions asked during the semi- structured interview were ‘open’ as opposed to ‘closed’ and allowed the pupils to say as much or as little as they wished, thus acknowledging the variability of the young peoples’ communication skills and willingness to participate. The questions were aimed at setting the scene for that young person within ‘Trade Skills’ and provide them with the opportunity to give more of an opinion around their
thoughts and feelings of ‘Trade Skills’. (Please refer to appendix 8.4 to 8.8 for the interview questions used in the fully structured interviews and statements used as part of the semi-structured interview).

The semi-structured interview had predetermined questions, but the order was modified based upon what the researcher seemed most appropriate. The question wording was changed and explanations given when deemed appropriate and was highly dependent upon the young person’s motivation and level of understanding.

The style of interviewing adopted will take a mixture of a more ‘informant style’ (Powney and Watts, 1987). This style of interviewing allows the interviewee freedom to respond and give information as they see fit, as opposed to being expected to respond more rigidly to a fixed set of questions, pre-set by the interviewer.

During the second part of the semi-structured interview, the young people had to comment upon a number of statements in the form of a questionnaire. This was devised due to the researcher becoming aware of the communication difficulties the young people were displaying during the initial visits. The researcher felt in order to elicit their views in a more authentic manner a more structured form of interviewing needed to be devised. The researcher devised a questionnaire with prompt questions which would hopefully provide further insight and provide support to the young person in expressing themselves (Please refer to appendix 8.4 for the questionnaire and prompt/trigger questions used for the young people).

A number of broad areas of enquiry were identified and linked back to the research questions, with a series of standard trigger questions associated with each of the areas formulated. This approach is similar to the ‘Interview Guide Approach’ described as Patton, (1980), who suggests preparation of a list of issues or questions to ensure that basically the same or appropriate information is obtained from each interview.
The questionnaire had 55 statements and the pupils had to respond with either ‘strongly agree’, ‘agree’, ‘undecided’, ‘disagree’ or ‘strongly disagree’. The statements were grouped to a number of areas and were related to the ECM outcomes;

- Motivation, attitudes and perception of school and ‘Trade Skills’ – including likes and dislikes (stay safe, be healthy, make a positive contribution, make a positive contribution and enjoy and achieve)
- Self-esteem, confidence and emotional well-being (stay safe, be healthy, make a positive contribution, make a positive contribution and enjoy and achieve)
- Social and communication skills (stay safe, be healthy, make a positive contribution, make a positive contribution and enjoy and achieve)
- Relationships between ‘Trade Skills’ staff compared to school staff (be healthy, make a positive contribution and stay safe)
- Perceived impact on behaviour and relationships with authority (be healthy, make a positive contribution and stay safe)
- Attendance levels (make a positive contribution, achieve economic well being, stay safe and enjoy and achieve)
- Perception of attainment and qualifications within school and at ‘Trade Skills’. (make a positive contribution, achieve economic well being and enjoy and achieve)
- Future aspirations (make a positive contribution and achieve economic well being)

The prompt/trigger questions related to each statement were carefully worded to encourage the young people to explore specific issues further, yet also allow them to drift in and out of various areas of enquiry which they seem relevant. The order of the questions/areas of enquiry were dependent upon the individual pupil and their initial responses.

3.9.2.1 Conduct of the interviews

All interviews were conducted on the premises of ‘Trade Skills’ in a relatively private and quiet setting. Locations were limited by the
availability of empty, quiet and warm rooms. The teaching room and the office were the main locations for the interviews.

The researcher used their counselling skills to ensure a rapport was built with the participants and that the young people and other participants felt as relaxed as possible. This was demonstrated by undertaking the interviews once the young people had got to know the researcher; hence why the interviews were the last to be administered.

This is explored further in the discussion section.

One of the young people attending ‘Trade Skills’ was known to the researcher as they were the link Educational Psychologist for their school. This issue was acknowledged but the young person was happy to participate. Also the young person who had previously attended ‘Trade Skills’ was known to the researcher as they had been the link Educational Psychologist for their school as well. This was felt to be of benefit as the researcher was able to use prior knowledge of that young person and also had already gained a degree of rapport. This is possibly why the young person was willing to participate.

All the participants including the young people were thanked for agreeing to take part and following an introduction every effort was made to help put them at their ease and their willingness to participate was established.

They were all told of their right to withdraw from the interview at any time and their interview responses would be destroyed if they wished. The researcher had to be very conscious and sensitive to the young people’s level of concentration, communication and comprehension ability. Due to the vulnerability of the young people sensitivity had to be acknowledged and confidentiality was discussed and reiterated throughout in order to provide reassurance. All the participants gave permission for the interviews to be audio recorded and contemporaneous notes were taken of these interviews.
The interviews with the young people varied in time from 20 – 40 minutes depending upon the individual. The other interviews lasted for around 20 minutes. Following each interview, all participants were thanked for their participation and their permission to use their responses was confirmed. Reassurances about the changing of their names and the names of any other people mentioned and the school were again given. Following the undertaking of the research all involved were again thanked for their corporation and contribution.

It is important to note that the majority of questions and prompt questions were often leading questions. This approach was adopted due to the nature of those being interviewed. The researcher had developed a trusting and understanding relationship with the young people interviewed and was therefore aware of what they wanted to say, and therefore leading and prompted questions enabled the young people to respond appropriately and successfully express themselves. The researcher felt the leading questions did not effect the validity of what the young people said, as they were more than happy to disagree with the researcher and express their views whether that being of the goodness of ‘Trade Skills’ or whether it being a negative towards ‘Trade Skills‘ as indicated in the following quotes;

Interviewer:  “Do you feel like you have a bit of a head start with having done it here?”
Past pupil: “No not really cause it’s a bit difficult cause there is loads of maths involved and I wasn’t that good at maths, but it’s not that difficult really, I’ve passed most of my exams I’ve done, it’s just common sense most of it.”

Interviewer: “Do you think if you hadn’t come here you may not have gone to college?”
Past pupil: “No not really no, I wanted to go to college anyway cause I knew I wouldn’t get a job straight from school cause it was the start of the recession and no one was getting a job so I just thought I would go to college I didn’t want my mum to think I was a bum.”

and;

Interviewer: “Trade skills has made a positive difference in my life”
Child B: “The third one”
Interviewer: “Why the third one? You’re still smiling, so I think it is more important and has made more of a difference than you are willing to admit, right or wrong”
Child B: “right.”
Interviewer: “I knew it!”
Interviewer: “I think all young people should have the opportunity to be apart of trade skills?”

Child B: “Yeah”

Interviewer: “Why?”

Child B: “Because it’s better, it’s something to do, it helps you get a job better if you can do woodwork and brick.”

The above quotes also demonstrate the level of prompting required when working with young people who often have social and communication difficulties as well as their comfort in disagreeing with a positive question.

### 3.9.3 Research Diaries

The use of diaries as a means to record data from participant observation and from conversations with key informants has been used by researchers from many disciplines such as Malinowski (1967) in his ethnographical research and in zoological field research undertaken by DeVore (1970).

These early researchers lead to the use of such diaries becoming more widespread during qualitative social research (Whyte, 1955).

It is important to note that;

> ‘in any type of research where a person or a group is trying make sense of experience, and where the eye of the beholder is a variable is the research, research diaries are called for’ (Altrichter, 2005, page 27).

Geertz (1983) noted that researchers can be viewed as ‘spectators’. In this he believes that the forms used to document the subjects of the researcher’s gaze in these cases shape what can been seen and what is available for later scrutiny. The use of a diary was used in concert with the other forms of data collection in this study.

Research diaries can include a range of items as described by Altrichter (2005);

- data obtained by observation, interviews and informal conversations;
- additional 'found items', such as photographs and letters;
- contextual information about the ways these data were collected;
- reflections on research methods;
• ideas and plans for subsequent research steps.

It is noted by Altrichter (2005) that;

'Research diaries include items of different type and quality, and they include both 'data' and pieces of reflection, interpretation and analysis. This heterogeneity may make some researchers feel uneasy; however it is also the source from which its major and specific qualities may be developed:

• They invite 'miscellaneous entries' which otherwise may get lost: short memos or occasional observations can be recorded, and linked with interpretative ideas and reflections about research issues.
• By including data and interpretation, commentaries and reflection, diaries enable ongoing analysis throughout data collection and can be used to push forward the research. Preliminary results of analysis can indicate which additional data are necessary to fill in the gaps in a theoretical framework and to evaluate intermediate results’ (page 25).

The researcher chose to keep a diary in the form of bound collated file note sheets due to the ethnographic nature of the study and by warming to the idea that the diary becomes a ‘companion document the development of perceptions and insights across various stages of the research’ (Altrichter, 2005).

They also liked the idea that it was a ‘personal matter’ which varied in style. This flexibility was felt to compliment the research study and seen as a valuable research tool. The four different kinds of diary entries included in the researcher’s diary for this study and recommended by Altrichter (2005) were as follows;

1. Memos – these were used as often the activities, interactions and observations were often quick in pace. The researcher followed the principles outlined by Bogdan and Biklen (1982) who suggested the following procedures when recording memos;
• Writing them as early as possible after an event;
• Trying not to talk about the event so as not to modify the recollection;
• Ensuring the chronology of events is focused upon and that details are added later;
• Using catchwords and phrases during the course of the activity to aid memories;
• Being conscious that memory can improve with time and leisure so ensure time is reserved after an activity to record it;
• Making an effort to distinguish between descriptive sequences and interpretative sequences.

2. Descriptive sequences – these involved the accounts of activities observed, descriptions of events, reconstructions of dialogues, gestures, intonations and facial expressions, portraits of individuals, such as their appearance, e.g. their style of talking and acting, description of a place, facilities etc. Where possible the researcher also provided exact quotations or paraphrases.

3. Interpretative sequences – These included feelings, speculations, ideas, hunches, explanation of events, reflections on assumptions and prejudices and development of theories. The researcher was aware that interpretations can occur both when writing down experiences and later when reflecting upon them.

4. Methodological notes – These contain the researcher’s observations and reflections on research strategy, methods and activities as the research unfolds. These notes helped the researcher to critique the methodological ideas and concepts and helped in developing the quality of the research project and the competence of the researcher. For example the researcher was able to build rapport with the young people and understand their abilities which led to adjustments in the measures used and in formulating the interview schedules.

The researcher made a large number of diary entries and this formed the basis of the initial research. The researcher’s diary took the form of bound
file sheets which were collated at the end. There were a number of areas recommended by Altrichter (2005) and such improvements included;

- *Alternative courses of practical action* – this included reflecting upon the ability of the young people and the subsequent implications for the other data gathering methods.
- *What was forgotten and how to address it next time* – this included such things as speaking to a member of staff about a particular conversation or action observed or spending further time with that young person in clarifying the thoughts and observations.
- *What has to be thought through more carefully* – this included such things as building significant rapport and a level of trust with the young people who were particular wary of professional entering there space. Other issues such as how to motivate and engage the participants in the study and reflecting upon the poor concentration levels of the young people meaning that the data gathering was going to longer than first been thought.
- *Additional information that seems essential* – The researcher became aware that in an ideal world pre-measures would have been helpful in getting an idea of where the young person was emotionally when they arrived. Also it was felt that having contact with the young person’s parents or respective school/provision would have provided further insight – however due to issues of consent, lack of commitment and the lack of involvement from schools/provisions and parents this was not always possible.

It was important to ensure that the diary entries were re-read, on the assumption that mistakes may have been made and also in understanding that things may become clearer. The researcher ensured the re-reading of the diary was undertaken throughout the study. It is assumed by Altrichter (2005) that it becomes easier to judge which things are important than it is at the time of writing. Through re-reading the diary new relationships may be discovered between ideas and insights and questions may also emerge which need to be addressed and observed further.
Altrichter et al. (1993) recommend the following suggestions when utilising a research diary, these were considered in this current study;

- To write regularly;
- To collaborate with a research partner to develop ideas further;
- To develop structure and space making the orientation and data analysis easier;
- When recording factual accounts, include information for understanding and for reconstructing it later: ‘Observations, feelings, reactions, interpretations, reflections, ideas and explanations’ (Kemmis and McTaggart, 1982, page 40);
- To include any relevant items where possible;
- To undertake a provisional analysis of the diary entries (Altrichter et al., 1993, page 119). This indicates whether descriptions and interpretations are in useful balance and if any additional data is required.

The diary entries were re-read as a form of data analysis with the intention of reorganising, interpreting and evaluating them with respect of triangulating them with the research questions and further gathered data. It was from here pertinent entries were collated into a table, as shown below.

Figure two shows a picture of the table created after a full thematic analysis took place on the data gathered by both the observations and entries in the researchers’ diary. This table could then be used as part of the triangulation process. (Refer to section 4.8 for a larger version of the table)
3.9.4 Observations

Unstructured observations were undertaken during each visit to ‘Trade Skills’. Unstructured observations were chosen as the researcher was hypothesis generating rather than hypothesis testing. In observations were made on 16 separate occasions. The observations were undertaken within the natural setting of ‘Trade Skills’ building during the practical sessions and during any breaks. They were not standardised or structured but instead used in concert with the researchers’ diary. The observations made were noted on individual file sheets which were then collated and placed into a table allowing for analysis to be undertaken.

Participant observations were undertaken not just with the young people but also with the staff at ‘Trade Skills’ and the deputy head. The researcher was overt in terms of their appearance which involved the researcher engaging in the variety of activities including participation, documentation, informal interviewing and reflection. In this way the researcher was able;
'to be involved enough to understand what is going on, yet remain detached enough to be able to reflect on the phenomenon under investigation'. (Willig, 2008, page 27)

Morrison, (1993, page 80) noted that 'observations enable the researcher to gather data on:

- the physical setting (e.g. the physical environment and its organization)
- the human setting (e.g. the organization of people, the characteristics and make up of the groups or individuals being observed, for instance, gender, class)
- the interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.)
- the programme setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization)'.

Detailed notes were made within the researcher’s diary to aid subsequent reflections. These notes were based upon the work by Lofland (1971) who suggests that there are six main categories of information in participant observation and the useful guidelines set out by LeCompte and Preissle (1993) for directing observations of specific activities, events or scenes. (Please refer to appendix 8.9 for a copy of these questions).

At times it was necessary to phase observation and writing; this was the case during times when the researcher had to give the participants her full attention and gain their respect for being genuine and sincere. The observations enabled the researcher to gather live data from naturally occurring social situations.

3.9.5 Summary of qualitative approach

In the aforementioned sections the qualitative methods used in the study have been detailed. The aims of these methods were to capture the best data to represent realism. As this study was exploratory, the qualitative approach was flexible and responsive to the needs of the research. The researcher felt that they were able to provide an authentic and personal
journey of representing the views of the young people attending ‘Trade Skills’ and in enabling those associated with ‘Trade Skills’ to provide a true account of it hence enabling it as a case to be examined and understood in a methodologically sound manner.

3.10 Quantitative data gathering

The qualitative research provided a platform from which to embark on the additional phase of the exploratory journey, which was to gain a further insight and understanding of the young people who attend ‘Trade Skills’. The quantitative data was used for the purposes of pupil profiling rather than to address the research questions.

The instruments were chosen as they were thought to best help to profile the young people’s views and thoughts on learning, themselves and the world. The measures themselves were accessible and easy to administer which was felt to be particularly important with respect to the needs and ability of the young people being profiled. The subsequent sections outline the methods used.

3.10.1 Instrumentation

Three different instruments were used with the aim of understanding different aspects of the pupils who attend ‘Trade Skills’ and help to build a clearer picture of why ‘Trade Skills’ may work with those who attend and what the benefits of such a curriculum can offer. Each of the scales are discussed in further detail in the following sections. In total five young people completed all three instruments.

These instruments were chosen as the researcher felt they helped to provide an insight into the needs of the young people. They also were thought to relate particularly well to the ECM outcomes because they provide an understanding of how vulnerable the young people are and therefore the potential value in developing resilience and self confidence. It based this on the theory developed by Maslow (1954) who posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next higher level. The researcher feels the basic needs of this particular group of young people is particularly important to
their ability to engage successfully in any form of provision. The instruments detailed below help to understand the significance of addressing and developing basic needs.

The instruments were also chosen due to their accessibility as they appeared to be pitched at a suitable level in which the young people, who all had some form of social, emotional, behavioural and leaning difficulties, could access.

All three are self report scales. The importance of using self-report has been highlighted by research indicating that parents are sometimes not sensitive to the experience of their children (Ferdinand, van der Ende, & Verhulst, 2004). Berg-Nielsen, Vika, and Dahl (2003) found that adolescents’ account of internalizing problems were more valid than the report of their parents.

All three of the scales were also read by the researcher as they wanted to take away any potential anxiety and make them as accessible as possible.

The researcher took a lead from the young people and adapted the delivery where necessary this was also due to the researcher not being sure of the young people’s reading and comprehension ability. The scales were administered on separate visits as the young people had limited concentration spans and required a high level of motivation. Before and during the administration of all measures confidentiality was emphasised and reiterated. The rapport was vital to the undertaking of these instruments hence why the researcher undertook them half way through the research to ensure a level of trust and understanding had been gained by the young people.

3.10.2 Resiliency Scales for Children and Adolescents

The resiliency scales were;

‘Designed to systematically identify and quantify core personal qualities of resiliency in youth, as expressed in their own words about their own experience. The purpose of the scales is to provide theoretically and
empirically sound assessment of core characteristics of personal resiliency in children and adolescents (ages 9-18) that are easily communicated to them and their caregivers for the purpose of education, screening, prevention and counseling. The scales are based on the assumption that resiliency reflects the degree to which an individual’s personal resources match or exceed their reactivity to internal or external stress. It is also assumed that this relationship may be expressed as a Resiliency Profile unique to each child or adolescent.’ (Prince-Embury, 2007, page 1).

(Please refer to appendix 8.10 for a copy of the Resiliency scales)

**3.10.2.1 Why use the resiliency scales?**

The term resilience has been the focus for much discussion and research over many decades, Prince-Embury (2007), note;

‘how the operational definition has varied considerably over time as hardness, optimism, competence, self-esteem, social skill, achievement, or the absence of pathology in the face of adversity’. (Prince-Embury, 2007, page 1).

Much of the resilience research has examined the interaction of protective factors and risk in high-risk populations. The focus of this work as identified by Prince-Embury (2007) was the;

‘identification of factors that were present in the lives of those who thrived in the face of adversity as compared to those who did not’ (page 1).

Protective factors identified in research around resiliency and noted by Prince-Embury (2007) include personal qualities of the child that may have allowed them to cope with various types of adversity. The personal qualities identified include, intellectual abilities (Baldwin et al., 1993, 1994; Jacelon, 1997; Luther & Zigler, 1991, 1992; Masten & Coatsworth, 1998; Rutter, 1987; Wolff, 1995; Wright & Masten, 1997), easy temperament (Jacelon, 1997; Luthar & Zigler, 1991; Rende & Plomin, 1993; Werner, 1982; Wright & Masten, 1997; Wyman, Cowen, Work, & Parker, 1991) autonomy (Jacelon, 1997; Werner & Smith, 1982), self reliance (Polk, 1997), sociability (Brooks, 1997; Luthar and Zigler, 1991), effective coping
strategies (Brooks, 1994; Luther and Zigler, 1991) and communication skills (Werner, 1982).

Another group of protective factors identified in previsions research as found by Prince-Embry (2007) refer to the child’s social environment, including family. Included within the group of factors are family warmth, cohesion, structure, emotional support, positive styles or attachment, and a close bond with at least one caregiver (Baldwin et al., 1993; Brooks, 1994; Cowen and Work, 1988; Garmezy, 1991; Gribble et al., 1993; Luthar & Zigler, 1991; Luthar & Zelazo, 2003; Masten & Coatsworth, 1998; Rutter, 1987; Werner & Smith, 1982; Wolff, 1995; Wright & Maten, 1997; Wyman et al., 1991, 1992).

Environmental protective factors outside the immediate family have also been identified and include, positive school experiences (Brooks, 1994; Rutter; 1987; Werner & Smith, 1982; Wright & Masten, 1997), good peer relations (Cowen & Work, 1988; Jacelon, 1997; Werner & Smith, 1982; Wright & Masten, 1997), and positive relationships with other adults (Brooks, 1994; Conrad & Hammen, 1993; Garmezy, 1991; Werner, 1997; Wright & Masten, 1997).

All of the above interacting protective factors indicate that the assessment of resiliency is complex. Luthar, Cicchetti, and Becker (2000) provide clarification by making a distinction between resilience as a dynamic developmental process or phenomenon that involves the interaction of personal attributes with environmental circumstances and ego-resiliency as a personality characteristic of the individual. With this in mind;

'The Resiliency Scales refer to personal attributes of the child or adolescent. It is also assumed that an assessment that employs self-report should appropriately target personal attributes rather than the other groups of protective factors .... Experience that is reported is filtered through the personal attributes of the respondent. Aspects of the environment, such as family attributes or environmental protective factors, might best be evaluated by objective measures’ (Prince-Embry, 2007, page 2).
Prince-Embury (2007) believe that the Resiliency Scales acknowledge the importance of environmental forces but are based around the prediction that ‘what the youth brings to their environment is also highly influential for their overall well-being’ (Prince-Embury, 2007, page 3). The Resiliency Scales therefore focus on the types of personal attributes that generally allow some young people to do better than others in the face of adversities.

According to Luthar (2006) and noted by Prince-Embury (2007);

‘the central objective of resilience researchers is to identify areas of vulnerability and protective factors that might modify the negative effects of adverse life circumstances, and having accomplished this, to identify underlying mechanisms or processes’ (Prince-Embury, 2007, page 3/4).

The Resiliency Scales draw from three core theoretical areas; resiliency and sense of mastery, resiliency and sense of relatedness and resiliency and emotional reactivity. There are three brief self-report scales which were written at a 3\(\text{rd}\) grade reading level \(^1\) making the scales accessible to most young people. Each of the scales are designed to reflect one of three core areas and the implied system of underlying mechanisms that mediate between the environment and the child’s internal experience - sense of mastery, sense of relatedness, or emotional reactivity.

The scales are able to be administered to groups of children or adolescents for the purpose of preventive screening. In this study the scales were administered with the aim to help understand the young people’s relationships to the world and how this has impacted upon their current situation.

### 3.10.2.2 The Scale and Subscales

#### 3.10.2.2.1 Sense of Mastery Scale and Subscales

\(^1\) In the United States, third grade (called grade 3 in some regions) is a year of primary education. It is the third school year after kindergarten. Students are usually 8 - 9 years old.
The Sense of Mastery Scale is a 20-item self-report questionnaire written at a 3rd grade reading level. The response options are ordered on a 5-point Likert scale: 0 (Never), 1 (Rarely), 2 (Sometimes), 3 (Often) and 4 (Almost Always).

The Sense of Mastery scale consists of three conceptually related content areas:

- Optimism about life and one’s own competence. Optimism consists of positive attitudes about the world/life in general and about one’s own life specifically and would refer specifically or generally to the future.
- Self-efficacy is associated with developing problem-solving attitudes and strategies.
- Adaptability is the ability to be personally receptive to criticism and to learn from one’s mistakes.

3.10.2.2 Sense of Relatedness Scale and Subscales

The Sense of Relatedness scale is a 24-item self-report questionnaire written at a 3rd grade reading level. Response options are frequency based, ordered on a 5-point Likert scale: 0 (Never), 1 (Rarely), 2 (Sometimes), 3 (Often) and 4 (Almost Always). As used in this scale, a sense of relatedness refers to comfort with others, sense of trust, perceived access to support by others, and the capacity to have differences with and still be in relationships with others.

Sense of Relatedness subscales can be summarised briefly as follows:

- Sense of trust is defined as the degree to which others are perceived as reliable and accepting, and the degree to which an individual can be authentic in these relationships.
- Support is defined as the individual’s belief that there are others to whom he or she can turn to when dealing with adversity.
- Comfort is defined as the degree to which an individual can be in the presence of others without discomfort or anxiety.
- Tolerance is defined as the individual’s belief that he or she can safely express differences within a relationship.
3.10.2.2.3 Emotional Reactivity Scale and Subscales

The Emotional Reactivity scale is a 20-item self-report questionnaire written at the 3rd grade reading level. Response options are ordered on a 5-point Likert scale: 0 (Never), 1 (Rarely), 2 (Sometimes), 3 (Often) and 4 (Almost Always). Unlike the Sense of Mastery and Sense of Relatedness scales, lower scores on the Emotional Reactivity scale are indicative of resiliency and high scores are indicative of vulnerability. This scale consists of three conceptually related content areas:

- Sensitivity is the threshold for reaction and the intensity of the reaction. Six items ask the youth to assess “how easy it is for (him/her) to get upset” and how upset he or she gets.
- Recovery is the ability to bounce back from emotional arousal or disturbance of emotional equilibrium. Four items present various lengths of time it takes to recover when upset or angry. The youth indicates the relative frequency with which that recovery time is true for him or her.
- Impairment is the degree to which the youth is able to maintain an emotional equilibrium when aroused. Ten items ask the youth to report the frequency with which some impairment occurs related to being upset. Examples of impairment are losing control, making mistakes, not thinking clearly and getting into trouble.

3.10.2.3 Reliability and Validity of the resiliency scales and subscales

All the Resiliency scales and their associated subscales demonstrate high internal consistency for all adolescent samples. Reliability coefficients for the three Resiliency scales ranged from .94 (Emotional Reactivity) to .95 (Mastery and Relatedness) for the total sample. Alpha coefficients for the Resource and Vulnerability indexes were excellent (.97). Alpha coefficients for the Sense of Mastery subscales were .82 (Adaptability), .01 (Self-Efficacy), and .89 (Optimism). The Sense of Relatedness subscale alpha coefficients were .85 (Support), .87 (Tolerance), .88 (Comfort) and .90 (Trust). Alpha coefficients of the Emotional Reactivity subscales were .86 (Sensitivity), .87 (Recovery), and .92 (Impairment). In summary, internal
consistency for the Resiliency scales and subscales was excellent for adolescents’ (Price-Embry, 2006, page 87).

Based on theory prior research, preliminary pilot studies and exploratory factor analysis results a factor model proposed for the Resiliency Scales could be evaluated with structural equation modeling (Joreskog and Sorbom, 1993).

When the factor analysis took place the results indicated that the three factor model (Model 3, below) fit best and was consistent across all ages and gender groups.

**Model 3 (Three factors):** Four Sense of Relatedness subscales on the sense of Relatedness Factor; three Sense of Mastery subscales in the Sense of Mastery Factor; and three Emotional Reactivity subscales on the Emotional Reactivity Factor.

Scores on the Resiliency scales, subscales and Indexes were also correlated with scores on other assessment instruments to provide evidence of convergent and divergent validity. The hypotheses tested were consistent with the notion that resiliency supports positive self concept and buffers against negative affect and behaviour (Prince-Embry, 2006, page 95).

**3.10.3 Myself-as-learner Scale (MALS)**

The Myself-As-Learner scale (MALS) was constructed by Burden (1998) to meet a perceived gap in resources for assessing the academic self-perception of children in the middle and secondary school years (age 9-16 years). (Please refer to appendix 8.11 for a copy of the questionnaire).

The MALS is a 20-item scale consisting of simple self-referring statements to which the individual responds in a positive, negative or neutral manner.

This scale was chosen as its reading and comprehension level required to complete the scale is well within the range of the average 9-10 year old.
The young people undertaking the scale should therefore find it accessible and of relative ease.

The young people are required to read each of the 20 statements and circle one of five alternative responses ranging from (a) ‘definitely agree’ to (e) ‘strongly disagree’.

Due to the researcher not being aware of the young people’s reading and comprehension levels she read out each of the questions and marked their responses. This was necessary as the young people were very reluctant to sit, read and do for long periods of time. By allowing the researcher to read and write it took away any of the pressure and anxiety the young person may experience if they were required to do it themselves. The researcher did however take the lead from the young person and respected their desire if they so wished to undertake it independently. The challenges faced with undertaken research with young people who have social, emotional and behavioral difficult and be classed as vulnerable is discussed in further sections of this thesis.

### 3.10.3.1 Reliability and Validity of the MALS

An alpha reliability index of .85 indicates strong internal consistency for this scale. Validity was established by means of constructing items from informal interviews with school children across a wide age range and by submitting the resultant scale to both un-rotated and rotated factor analysis.

Validity of the MALS was evaluated by;

i) Correlating MALS scores with the association of other attributes which indicated a relatively strong positive relationship between high MALS self-ratings and measured cognitive ability and basic attainments in literacy and numeracy.

ii) Comparing MALS with similar measures – there are no other learning self-concept scales constructed and standardized with British schoolchildren currently available.
iii) In conversation with two registered practitioner psychologists it was confirmed that the MALS is a regularly used and accepted means of identifying children and young people’s academic self concept within clinical practice.

3.10.4 The Burnett Self-Scale (BSS)

This 40-item scale devised by Burnett (1994) aims to provide information on the individual pupil’s thoughts and feelings about different aspects of their lives which have been found to be significant on an individual’s overall self-concept and self-esteem. It was devised for use with primarily primary aged children. But due to the social and emotional difficulties of the young people attending ‘Trade Skills’ it was thought it would be appropriate for their abilities and be able to enlighten the researcher on how the pupils view themselves. This information will then be triangulated with the other data collected with the aim of understanding how effective ‘Trade Skills’ is on meeting the young people’s needs and in turn in understanding if ‘Trade Skills’ offers an effective pastoral curriculum. (Please refer to appendix 8.12 for a copy of the questionnaire).

The original scale was based upon the work of Marsh (1990), which in turn lead to the construction of eight subscales, each consisting of four items measuring both descriptive and evaluative beliefs about specific characteristics of the self:

- physical appearance
- physical ability
- peer relations
- relations with mother
- relations with father
- reading self-concept
- mathematics self-concept
- learning self-concept

Additionally to these, a global self-esteem subscale, consisting of eight items is available.
The young people are required to read sets of five statements relating to how they think and feel about specific aspects of themselves. They then decide which of the statements best describes them personally and mark the form accordingly.

It is felt that the use of this scale is important in understanding why such an alternative curriculum as ‘Trade Skills’ may be of benefit and how and why it may be for an adolescent who could have a positive or negative sense of mastery.

3.10.4.1 Reliability and Validity of the BSS

The correlation between cognitive self-esteem items and affective self-esteem items was 0.78, thereby indicating a homogeneous self-esteem subscale.

Alpha reliability figures for each of the subscales ranged from 0.67 (Peer relation) to 0.88 (global self-esteem), indicating moderate to high reliability.

The validity of the BSS was evaluated by;

i) The comparison with similar measures which suggested that few measures exist which attempt to assess such a wide range of aspects of younger children’s self-perceptions. The BSS is therefore a useful tool of identifying a self-concept score.

ii) In conversation with two registered practitioner psychologists it was confirmed that the BSS is a regularly used and accepted means of eliciting the level of self-concept within clinical practice.

3.11 Analysing the data

3.11.1 Qualitative Analysis

This section looks at the means of analysing the qualitative data.

3.11.1.1 Transcription and Thematic Analysis

Different kinds of interviews require different kinds of transcription. A ‘verbal questionnaire’, for example may be completed during the actual
interview and would not require extensive or elaborate transcription after
the event unless they are concerned with the linguistic features (Powney
and Watts, 1987).

The process of transcription varies depending upon the aims and needs of
the research design, Silverman, (1993) reports how transcription can be
very time-consuming; typically 6-10 hours to transcribe 1 hour of
interview. It can also generate impractical quantities of written material
(one minute of discourse occupies two pages of typescript).

The interviews undertaken by the young people were classed as a type of
‘verbal questionnaire’. For this reason, when transcribing the young
people’s interviews, emphasis was always put on preserving their meaning.
Their own words were used as far as possible, but any hesitancies,
repetitions and ‘empty’ words, such as ‘like’, ‘erm’ and ‘y’know’ were
removed in order to maintain fluency. This had the effect of making the
reported speech easier to read without compromising the meaning.

This concept was also adopted for the other interviews and although some
information may have been lost when the participant’s spontaneous speech
was ‘tidied up’, the resulting summaries allowed for a full analysis of the
meaning rather than the linguistic devices employed. (Refer to 8.13 for the
transcript notes).

The alternative of transcribing each participant’s responses verbatim was
considered by rejected for several reasons. The aim of the study was to
elicit the views of the young people and those who are associated with it in
the hope of understanding how ‘Trade Skills’ provides an appropriate and
alternative provision, rather than to examine the speech and language
used by the participants and it therefore seemed unnecessary to provide
verbatim transcriptions for all the interviews. At this point it is also
essential to reflect upon the speech and language difficulties and the
communication ability of the young people participating, where often they
found it hard to articulate their thoughts and feelings and required support
and guidance in expressing themselves and therefore the verbatim
transcripts would have a lot of unwanted data.
The time spent on transcribing all the interviews would have also yielded little additional benefit. It was therefore felt the time would be better used by the researcher listening to the interviews with the aim of immersing herself in the data.

A total of 10 interviews were undertaken over the time spent at ‘Trade Skills’ with the addition of detailed notes within a research diary and from the observations. There was in total around six hours of audio-recorded data. By its nature qualitative research generate a huge amount of data which must be increasingly focused down upon by the researcher (Parlett and Hamilton, 1976). The task is to analyse this in an organised manner which allows the data to be accounted for and explained (Cohen et al, 2000).

The transcription was undertaken in the basic form by the researcher and used as a means of familiarising themselves with the data, as recommended by Riessman (1993). Following the transcription of the data, thematic analysis was conducted across the data sets. The analysis was conducted using the step-by-step guide produced by Braun and Clarke (2006) and summarised in the table two.
Table 2: To show the phases of thematic analysis as suggested by Braun and Clarke (2006, page 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>Collecting 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 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>Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.</td>
</tr>
<tr>
<td>6. Producing the report:</td>
<td>The final opportunity for analysis. Selections of vivid, compelling extract examples, final analysis of selected extracts, relating back to the analysis to the research question and literature, producing a scholarly report of the analysis.</td>
</tr>
</tbody>
</table>

Table three demonstrates how this current study used the phases of thematic analysis as suggested by Braun and Clarke (2006) to analyse the data collected.
Table 3: To show phases related to current study

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description of the process carried out by this current study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Familiarising yourself with your data:</td>
<td>Initially I listened to the audio recorded interviews twice noting down initial thoughts. Then I transcribed the data. Following this I read and re-read the texts, noting down initial ideas. I also did this with the diary extracts and referring to the graphs, making links to the research question.</td>
</tr>
<tr>
<td>2. Generating initial codes:</td>
<td>I then went through all the data, coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code and research question.</td>
</tr>
<tr>
<td>3. Searching for themes:</td>
<td>I then went through collecting codes into potential themes, gathering all data relevant to each potential theme.</td>
</tr>
<tr>
<td>4. Reviewing themes:</td>
<td>I then checked the themes in relation to the coded extracts and then the entire data set – these were then used to generate a thematic ‘map’ of the analysis. These were done by placing them into tables and the cross examining all the different ‘maps’ and linking them back to the research questions.</td>
</tr>
<tr>
<td>5. Defining and naming themes:</td>
<td>Ongoing analysis then took place to refine the specifics of each theme, and the overall story the analysis would tell. This led to the generation of clear definitions and names for each of the themes.</td>
</tr>
<tr>
<td>6. Producing the report:</td>
<td>As shown in this thesis</td>
</tr>
</tbody>
</table>

92
3.11.2 Quantitative Analysis

Statistical analysis in the form of descriptive and inferential statistics was to take place on any of the quantitative methods gathered from the questionnaires administered with the aim of uncovering further evidence of the extent to which ‘Trade Skills’ is able to provide activities and experiences relevant to the ECM outcomes.

Triangulation of data gathered via both qualitative and quantitative research methods helped to integrate information from diverse sources gaining an in-depth understanding of ‘Trade Skills’. ‘Triangulation enriches case study research as it allows the researcher to approach the case from a number of different perspectives’ (Willig, 2008, p75).

3.12 Validity and reliability

A good qualitative study can help us 'understand a situation that would otherwise be enigmatic or confusing’ (Eisner, 1991, p. 58). This relates to the concept of a good quality research when reliability is a concept to evaluate quality in quantitative study with a 'purpose of explaining’ while quality concept in qualitative study has the purpose of 'generating understanding’ (Stenbacka, 2001, p. 551).

On the other hand, Patton (2001) states that validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analysing results and judging the quality of the study. This corresponds to the question of 'how can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?’ (Lincoln & Guba, 1985, p. 290).

To ensure reliability in qualitative research, examination of trustworthiness is crucial. Seale, (1999) quotes that;

‘while establishing good quality studies through reliability and validity in qualitative research, states that the trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability’ (Seale, 1999, p. 266).
When judging (testing) qualitative work, Strauss and Corbin (1990) suggest that the ‘usual canons of ‘good science’...require redefinition in order to fit the realities of qualitative research’ (p. 250).

In contrast, Stenbacka (2001) argues that since reliability issue concerns measurements then it has no relevance in qualitative research. She adds the issue of reliability is an irrelevant matter in the judgement of quality of qualitative research. Therefore, if it is used then the ‘consequence rather than the study is no good’ (p. 552).

Due to the time restraints and lack of interest from the young people, transcript interpretations could not take place formally, although some of them were addressed during time spent in and around ‘Trade Skills’ to help clarify the interpretations and to try and gain further insights which were then often explored further in the researcher’s diary. This more informal means of clarifying transcript interpretations also took place in a similar way with staff of ‘Trade Skills’. However, no clarification of the themes or interpretations made from the other interviews could take place due to time and access restrictions.

Thoughts and subsequent interpretations and themes gathered by the research methods were then discussed with another research colleague to improve the validity of the themes identified.

The study does have limitations linked to a number of themes as discussed later in the discussion section including issues around the limited time scale, and those related to the nature of ‘Trade Skills’. To make this study credible it was vital that the voices of those young people who attend ‘Trade Skills’ were elicited and heard. This allows those reading this study to gain an understanding of how such a curriculum can impact upon the young people who would have otherwise struggled to achieve any of the ECM outcomes if they had remained within the restraints to the National Curriculum.

It is important to note that while Willig (2008) suggested that participants should be provided with drafts of how their cases are being written up and
to take note on their feedback. This was not done directly, although three of the young people interviewed asked to listen back to the audio recorded version and wanted it to be used. All the other young people and other participants were asked if they wished to listen back and if they wanted to see the transcriptions but they displayed a lack in interest and consequently agreed for them to transcribed as they were and were happy for them to be used in the study. This was on the condition that all transcripts from the young people were made anonymous where possible.

3.13 Summary of methodology

In the preceding sections the methodology employed for this study has been described. The purpose of these research strategies were implemented to explore, analyse and interpret the data that was collected throughout the study. The methodology used was a process via which the researcher endeavored to understand the meaning of ‘Trade Skills’ as an alternative provision and what it offered the young people who attend.
4 SECTION 4: PRESENTATION OF FINDINGS

A case study of ‘Trade Skills’ was undertaken with the aim of exploring the two proposed research questions:

1. To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum for young people?

2. To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?

Section four presents the key findings linked to each of the research questions. Initially the findings gathered via the quantitative methods are explored with the aim of understanding the young people who attend ‘Trade Skills’ and their needs. Following this the findings from the qualitative methods were explored in relation to each of the research questions.

It starts with looking at the findings gathered from the interviews undertaken with the key stakeholders in relation to research question one and then presents the findings linked to each of the five ECM outcomes, consequently addressing research question two. Next the findings of the interview data with the young people and the findings from their questionnaire surveys are shown. The section ends with the findings gathered from the observations and from within the researcher’s diary being discussed.

Triangulation of all the data then took place with key overarching themes being identified and discussed in further detail in section five.

4.1 Findings from the three instruments administered to 5 young people

The instruments chosen were used with the aim of helping to add context to the qualitative data methods and provide an insight into the young people who attend ‘Trade Skills’. This would then help to understand how
‘Trade Skills’ may meet the needs of these young people in the curriculum they offer.

4.1.1 The findings gathered from the Resiliency Scales

The resiliency scales were chosen because they help to gain an understanding of the young person’s vulnerability and resilience. This information then creates a profile of these young people to help place them in a context of why they are at ‘Trade Skills’ and why it may be appropriate for them to attend an alternative curriculum such as ‘Trade Skills’.

For all three scales, T scores between 46 and 55 are in the average range. T scores between 56 and 59 are in the above average range and scores of 60 and above are in the high range. T scores 41-45 are below average and T scores of 50 and below are in the low range. For the sense of Mastery and Sense of Relatedness scales, scores in the average and above average ranges may indicate that the young person experiences relative strength in these areas and below average scores may indicate that he or she does not. However, unlike the Sense of Mastery and Sense of Relatedness scales, above average scores on the Emotional reactivity scale may indicate potential for vulnerability. T scores in the average and below average range would suggest that the young person does not experience this vulnerability. A T score of 55 on the Vulnerability Index is above average, and a T score of 60 is in the high range.

Figure three below illustrates the resiliency profile of the five young people who completed the scales. It highlights the vulnerability of this group of young people who all demonstrate having low resiliency. These young people follow a similar profile of having a low sense of mastery and relatedness with an elevated emotional reactivity.
Figure 3: Graph to show the overall resiliency profile of the five young people.
The sense of Mastery Scale and Subscales

Figure four demonstrates the five young people’s profile of sense of Mastery. It illustrates how 4 of the young people have a below level of optimism about life and one’s own competence and all have a below average self-efficacy associated with developing problem solving attitudes and strategies. It also highlights that 3 of the young people have a below average ability to be personally receptive to criticism and to learn from one’s mistakes.

**Figure 4: Graph to show all five young people's responses on the Sense of Mastery Scale and Subscales.**

(the subscale score ranges for the ten subscales are high (16 and above), above average (13-15), average (8-12), below average (5-7) and low (4 and below))
4.1.1.1 The sense of Relatedness Scale and Subscales

Figure five demonstrates the five young people’s profile of sense of Relatedness. It shows how four of the five young people have a below average sense of trust, support, comfort and tolerance. Child A has an average sense of trust and tolerance but a below average belief that there are others to whom s/he can turn to when dealing with adversity.

**Figure 5:** Graph to show all five young people's responses to the Sense of Relatedness scale and Subscales.

(The subscale score ranges for the ten subscales are high (16 and above), above average (13-15), average (8-12), below average (5-7) and low (4 and below))
4.1.1.2 The Emotional Reactivity Scale and Subscales

Figure six demonstrates the five young people’s profile of sense of Emotional Reactivity. It illustrates how all young people are within the average range for their level of sensitivity. Two young people are within the average range for their level of recovery, with two being below average and one being above average. Interestingly all five of the young people found it harder to maintain an emotional equilibrium when aroused. (2 within the high average and 3 above average) This may suggest reasons why a more formal means of education may not have been successful for this group of young people.

Figure 6: Graph to show all five young people’s responses to the Sense of Emotional Reactivity scale and subscales.

(The subscale score ranges for the ten subscales are high (16 and above), above average (13-15), average (8-12), below average (5-7) and low (4 and below)

The findings gathered via the resiliency scales and subscales suggest an insight into a group of young people who are classed as disaffected from mainstream education. Their vulnerability and lack of resiliency indicates that an appropriate curriculum would be one where some of the following
are present; there is a small ratio, is practical in nature provides an
opportunity for them to build strong positive relationships and feel secure
and respected with the aim of building on their individual needs.

4.1.2 Findings gathered from the ‘Myself-as-a-learner’ Scale
This scale was chosen to provide an indication of how the young people
viewed their academic self which could then be used as a means of
providing further context to the qualitative findings as discussed in later
sections.

Figure seven shows the scores of the five young people who completed the
‘Myself-as-a-Learner’ scale. Scores between 60 and 82 can be considered
as within the average range with a score below 60 representing a low
academic self concept. Therefore four of the five young people interviewed
have a low academic self concept with child A being within the average
range.

Figure 7: Graph to show all five young people’s level of academic
self concept.

These findings suggests that for ‘Trade Skills’ to be successful and effective
for the young people who attend it needs to take into account the young
people low academic self concept, and use strategies which will help to
improve this. It could be argued that by starting at such a low level ‘Trade Skills’ can only improve the situation. For the young people who attend ‘Trade Skills’ their academic self concept is low and therefore their motivation towards school and school activities will be equally as low. Therefore ‘Trade Skills’ can work on making ‘Trade Skills’ accessibly, motivating and enjoyable with the aim of improving their academic self-concept.

4.1.3 The findings provided from ‘The Burnett Self-Scale’

This scale was used with the aim of providing information on the individual young person’s thoughts and feelings about different aspects of their lives which have been found to be significant on an individual’s overall self-concept and self-esteem.

Figure eight illustrates the scores of all the young people’s responses to eight subscales looking at both descriptive and evaluative beliefs about specific characteristics of the self. It also shows the young peoples overall level of self esteem. The graph indicates that each young person has their own thoughts and feelings about different aspects of their lives which have been seen as significant. The original scale was standardised for children aged 7.6 to 11.8 and the ‘Average’ is that of this age range.

The graph suggests that all five young people have a higher than average score of self-esteem when taking into account all of the eight measures. The graph suggests that all five young people have a positive learning self-concept compared to a more negative reading and maths self-concept.

This supports ideas that the young people are keen to learn new things and like practical activities as discussed in future sections. Interestingly three of the five young people have negative relationships with their fathers. This graph helps understand why and how ‘Trade Skills’ would provide an appropriate and alternative curriculum for these young people as it is able to spend time building self-esteem and self-concept. Its practical activities are conducive to learning new things and it advocates team work and has strong male role models for the young people who act as a father figure.
4.2 Summary and conclusion of findings gathered via the three instruments

The graphs indicate that each young person has their own thoughts and feelings about different aspects of their lives which have been seen as significant. What is evident is the lack of resiliency these young people, who have a high emotional reactivity lending them to being classed as very vulnerable. This combined with their low academic self concept indicates the importance of them being part of an alternative curriculum which can meet and develop their individual needs.

The data gained via the instruments used would be beneficial for those who work at ‘Trade Skills’ to help understand the individual needs of each of the young people. It would also provide a measure of pre and post ‘Trade Skills’ as an indicator to help evaluate progress on the young people.
4.3 Findings from the interviews

Interviews were undertaken with a range of stakeholders associated with ‘Trade Skills’ including the owner, two further members of staff, a member of the LA and a deputy head teacher who is a customer of ‘Trade Skills’. Similar questions were posed to each (refer to 8.4, 8.5, 8.6, 8.7 and 8.8 for the questions asked) and their responses are illustrated below. Additional and more explicit questions were also posed to the individual stakeholders. The first findings to be illustrated directly explore research question one; To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum? The section goes on to explore the findings in relation to research question two: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes? The extracts used are the most relevant parts of the interviews which helped to explore the research questions. The findings for research question 2 are illustrated under the five ECM outcomes. (Refer to appendix 8.13 for the full transcript notes of the interviews from the stakeholders)

4.3.1 Research Question 1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum for the young people?

The following extracts of text illustrate the responses to the question posed to the stakeholders with regards to research question one; To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum for young people?

Extract 1: The response provided by the owner of ‘Trade Skills’ on how they feel they provide an alternative and appropriate curriculum.

"So it’s just giving them a taste of it before they go to college to do it."

Interviewer: "So, is it giving them a head start?"

"Absolutely. It is giving them a head start rather than being at the back of the queue where they would normally be, the kids we have."
Interviewer: “What are the key differences between ‘trade skills’ and the settings which the young people come from?”

“There are certain phrases that I always use when a kid comes to trade skills and I train new staff to use the same phrases. We are not a school, so we use the term indicating that we are a place of work.”

“It’s the way they view it.”

Extract one suggests that ‘Trade Skills’ offers the young people with ‘a head start’ and a ‘taste’ of what else is on offer for these young people. It is able to be an alternative as it is not a school and in the language of ‘Trade Skills’ is a ‘place of work’. This philosophy underpins all that happens within ‘Trade Skills’ and appears to appeal and motivate the young people who attend.

*Extract 2: The responses provided by the staff of ‘Trade Skills’ on how they feel they provide an alternative and appropriate curriculum.*

“Well, having been in the trade for so long there is so much to offer you. Not only have you got brick work, plastering and roofing but you have so many other aspects that the kids can learn. Fortunately, you can take them out on site and as long as all safety aspects are put in play, there is no reason why these kids can’t go and see exactly how a house, a building or a roof is built”

“2/3 of the lads managed to get into college and attend frequently and the future is looking good for them.”

“It is work focused teaching. We are teaching them something they could actually do as a job. Where as normal school subjects are used in jobs but they are not specifically what you do, where as we specifically teach trades they could use.”

Extract two suggests that the way in which ‘Trade Skills’ provides an alternative and appropriate curriculum is with the range of trades and activities on offer. This variety and focus on work related skills helps motivate and keep the young people engaged. The applicability and ability to practice what is taught within a real life context is what ‘Trade Skills’ is
able to offer the young people which other more formal, conventional methods of education are less able to do.

**Extract 3: The response provided by the deputy head teacher on how they feel ‘Trade Skills’ provide an alternative and appropriate curriculum.**

“At the end of the day some kids just can’t hack sitting in a classroom and our kids can’t.”

“One of the biggest drawbacks to this is the fact that when I sit down to do an annual review of the kids statement, their parents sit there and ask me about their reading and writing and they are still not going to be able to read and write when they leave school. But you have to balance this up with where would they be if they were still in school; they still wouldn’t be able to read and write and be kicking themselves leaving with nothing where as I guess at least they leave with something there, but it is a down side we are not spending time doing the basic skills with them.”

Extract three makes reference to the restraints of the more formal means of education. It acknowledges that mainstream education is not an option for certain young people but highlights that schools still have the challenging responsibility to deliver targets and expectations from parents. The deputy head teacher does however acknowledge that these young people do have significant needs and in most circumstances ‘Trade Skills’ is able to achieve something if not evidence of progression in more conventional methods of education, for example numeracy and literacy.

**Extract 4: The responses provided by the member of the LA on how they feel ‘Trade Skills’ is able to provide an alternative and appropriate curriculum.**

Member of the LA

“It provides an alternative curriculum in terms of building trade skills.”
Extract four simply provides a clear answer in how they provide and alternative. It simply offers young people with the opportunity to learn skills in a range of trades.

**4.3.2 Research Question 2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?**

**4.3.2.1 To what extent is ‘Trade Skills’ able to provide activities and experiences which are relevant to the young people ‘Staying Safe’**

**Extract 5: Response from the owner of ‘Trade Skills’ on ‘Staying Safe’**

"I think safety is a part of and growing up, taking responsibility. You know what I said to Tom out there, I said take charge of the gear on your board, take responsibility, don’t stand there looking at it waiting for your instructor to come over, take charge of the situation; all you have to do is walk over, get a bucket, put some water on it, mix it up yourself. Take charge and that to me is a lesson about life not a lesson about the motor on the board; its taking charge, taking responsibility and thinking for yourself, that’s safety to me, instead of standing there being helpless and pathetic."

Extract five suggests that when thinking about how ‘Trade Skills’ can contribute to the ECM outcome of ‘Staying Safe’ it does so by developing the life skills such as taking responsibility and being proactive. ‘Trade Skills’ is able to provide the young people with a safe place where they can test boundaries and learn important lessons, not just with regards to the trades they are learning but also about how these relate to life without the fear of rejection and judgment.

**Extract 6: Response from the staff at ‘Trade Skills’ on ‘Being Safe’**

"We have health and safety policies on how to protect the equipment in terms of boots and overalls and we apply them all the time. You have to be watched on the machines, have safety glasses on and know all the health and safety policies and they have to follow them.”
Extract six suggests that for the staff, the way ‘Trade Skills’ is able to contribute to the ECM outcome of ‘Being Safe’ is by enforcing strict health and safety policies which the young people respect and adhere to.

**Extract 7: Response from the deputy head teacher on how ‘Trade Skills’ contributes to the ECM outcome ‘Staying Safe’**

“Erm, not sure but it does I think – they do not want to disappear because they don’t have a clue where they are. We had a kid who did recently run away but he didn’t go too far as he didn’t know where he was.”

“I think that it is down to relationships again, staying safe, they probably feel safe if they are with people they trust and they do trust the people here.”

“I think that it does teach them to be safe in the various things they are doing, like wearing safety boots and overalls and hopefully they will take this with them. I think that they are very aware already, when they go into the kitchen, they are conscious that it is not the best place and therefore they will wash up again, it is all about opening their eyes and showing them the different side of life.”

Extract seven suggests that for the deputy head teacher ‘Staying Safe’ is a concern for his pupils as they are used to absconding. For the majority of participants, ‘Trade Skills’ is some distance from home so they tend not to wander far from it for fear of getting lost. The extract also indicates how important the relationships are for the young people in keeping them safe and without such strong attachments perhaps their safety would be more at risk. It also makes reference to how ‘Trade Skills’ is able to enforce more formal health and safety measures and develop the young peoples awareness of such issues.
4.3.2.2 To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the young people ‘Being Healthy’?

Extract 8: Response from the owner of ‘Trade Skills’ on ‘Being Healthy’

“That’s a difficult one as so many of ours are smokers, we constantly bang on to them; Bob is diabetic and I train a lot, so we bang on to them constantly about their diets and their sugary drinks and I grab their bottles out there hands. You’ve seen me doing it, going through the grams of sugar in the drinks, it’s something we constantly do, we don’t have unhealthy sugary things on site, we have tea and coffee on site and at lunchtime they have a selection of sandwiches on brown bread to choose from, it’s the best thing they can get hold of all day.”

Interviewer: “I think you do it in a very subtle way through your relationships and your chats.”

“Absolutely, they ask me how I get so big and strong, and I ask them if they have compared what I eat to what they eat and they soon realise.”

Extract eight suggests that ‘Trades Skills’ is able to contribute to the ECM outcome of being healthy to a certain degree, but acknowledges that the young people do have unhealthy habits. It does however respect their choice to smoke and instead of ignoring it or making a judgment on it they use a more positive ‘adult to adult’ approach (Berne, 1958) which enables them to converse on these issues constructively.

Extract 9: Response from the staff at ‘Trade Skills’ on ‘Being Healthy’

“Yeah, I think we do in what we entice them to eat and drink. Quite a lot of the kids who suffer from ADHD find that if we discourage them from drinking a lot of pepsi, coke, and fizzy drinks and sugary drinks, we find that they stay more focused and better throughout the day than if they have a bottle of coke. What we find with sugary drinks is that sugar gets in their system and puts them on planet zod.”
"We always try and keep them calm and try and talk to them and if they do have a problem we get them speak about it. They are all told to come to us and like if they do have problems and even if at home like we get them to come and talk to us."

Extract nine suggests that the staff hold a similar philosophy to the owner of ‘Trade Skills’ in terms of not making a judgement on the choices the young people make but instead use a more positive ‘adult to adult’ approach which enables them to converse on these issues constructively.

The extract also emphasises that the developed relationships and insight into the young people’s differing needs means that there is an ethos of respect and trust where the young people feel able to talk to the staff about any concerns and any unhealthy habits can be addressed.

**Extract 10: Response from the deputy head teacher on the extent to which ‘Trade Skills’ contributes to the ECM outcome ‘Being Healthy’**

“I think you have to make quite tenuous links, I guess the physical work they do I suppose. James was asked two things about what his regular exercise was and he said boxing, and his second answer was going to be trade skills. He thought that this was part of his regular exercise."

Interviewer: "Do you think the conversations the staff have around the kids helps in a subtle way such as when they talk about smoking, diet?"

“They do make the link. James thought that he got part of his exercise from here.”

Extract ten suggests that it is hard for ‘Trade Skills’ to contribute to this outcome. It highlights that it is only by being there, seeing and hearing what is happening on a daily basis at ‘Trade Skills’ that one can make any links as to how ‘Trade Skills’ may contribute to this outcome; on the surface it may not be obvious. It also suggests that this is an area where ‘Trade Skills’ could develop and improve.
4.3.2.3 To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the young people ‘Enjoying and achieving’?

Extract 11: Response from the owner of ‘Trade Skills’ on ‘Enjoy and Achieve’

“They want to come; the guys here from the special school out there; they like coming, their attendance is good, all the kids attend regularly, I know you don’t believe it but the behaviour they display here is actually really good for them, because they like coming. They would be distraught if their teachers pulled them out of here, so their attendance is good.”

“Yes, they achieve, non academically in their personality and they achieve self esteem, confidence and happiness as well having relationships with adults that they don’t usually have.”

“We also have the qualification, the skills for working life which is 28 points. This means that most of our kids won’t leave with anything else other than the qualification they get here.”

Extract eleven suggests that ‘Trade Skills’ is able to contribute the ECM outcome of ‘Enjoy and Achieve’ not only by the more obvious indications of them showing enjoyment and succeeding but also by whether they attend or not. The owner believes that the developed relationships between staff and pupils enable them to improve their self-esteem and confidence, and achieve in improving their ‘self’. The emphasis on achievement is placed more in terms of their personal needs with any actual qualification gained being a bonus.

Extract 12: Response from the staff at ‘Trade Skills’ on ‘Enjoy and Achieve’

“I think most of the kids enjoy and achieve, especially with the models and everything that they take a lot of pride in taking them home.”
“A prime example is young James this morning erh xxx coming in from his school and all he could say is that he wanted to have a look at his model car, so there has been a lot of pride and there has been a lot of talk outside obviously. And a lot of the schools have asked for copies of the photographs as well. They take a lot of pride doing the crazy paving and the brick work, and they like the pictures and most of the folders that we are making up. They do take a lot of pride in there work, which is nice to see, which I think makes them a little bit happier when they can see the finished product.”

“They can see that they have done it themselves. Yeah, Yeah, I think they work, don’t get me wrong they work very, very hard to get to the end of it, and you have to work with them, be close to them, as they want it finished before it can be, they want to rush now and again, so you have to slow them down a bit”

“They take a lot of pride in it. The two cars upstairs look absolutely amazing.”

Extract twelve provides an insight into how the staff at ‘Trade Skills’ are able to measure the enjoyment of the young people. An emphasis is placed on being proud of the work they do, making sure all work is celebrated and acknowledged. The extract also provides an insight into the nature of the staff who work at ‘Trade Skills’ their positive attitude and ability to support and motivate the young people which helps them to achieve and feel success which some may have little experience of.

**Extract 13: Response from the deputy head teacher on how ‘Trade Skills’ contributes to the ECM outcome ‘Enjoy and Achieve’**

“Erm, yeah, they hopefully will achieve, they are achieving on a weekly basis er new skills and learning new skills and hopefully they will achieve the accreditation.”

“As we said earlier, enjoyment is indicated by the fact they come and they wouldn’t if they didn’t enjoy it.”

Within extract thirteen there is degree of hope in the achievement of the young people. The deputy head has a short and longer term indication of the level of achievement gained and remains optimistic that his pupils will achieve within ‘Trade Skills’. The extract also highlights the significance of
the attendance of the young people as an indicator of their enjoyment as these particular young people simply would not attend if they did not want to be there.

4.3.2.4 To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the young people making a ‘Positive Contribution’?

Extract 14: Response from the owner of ‘Trade Skills’ on ‘Positive contribution’

“We are looking at premises later and we were invited there by a customer – they have taking it upon them selves to invite us, that’s an example I think of being wanted and valued in the community.”

Extract fourteen suggests that for the owner of ‘Trade Skills’ being able to make a positive contribution is measured by whether there is value in what they can offer within the community. ‘Trade Skills’ allows for the young people to go out into the community and work on projects and on sites which help develop a sense of belonging and being able to making a difference.

Extract 15: Response from the staff at ‘Trade Skills’ on ‘Making a Positive Contribution’

“If the kids who come weren’t positive about coming then they wouldn’t bother turning up what so ever.”

“Also I think they are very, very positive with regards to the different jobs they do. We had an unfortunate thing when the back door came off the other day, but young Tim was so positive about putting it on and getting it painted and enjoyed every minute of it, I think it is proof as there are 8 or 9 kids here everyday and obviously they enjoy coming, they must to.”

Extract fifteen illustrates how significant it is that the young people turn up and attend ‘Trade Skills’. This is the way ‘Trade Skills’ enables the young people to make a positive contribution; it provides the young people with
an alternative to more formal education where they have little or no contribution. It shows an insight into how the work ethos of ‘Trade Skills’ creates opportunities to learn and develop the young people’s skills. This is emphasised by the positive attitude of the young people and their desire to attend, learn and make a positive contribution within ‘Trade Skills’.

**Extract 16: Response from the deputy head teacher on how ‘Trade Skills’ contributes to the ECM outcome ‘Making a Positive Contribution’**

“Yeah I think the allotment, I think it ties in more there, when you see what they have done down there, there’s a real sense of ownership, the fact that it’s not just their individual work but the groups work in making the allotment. I think they see that as an achievement.”

“One of the things which struck me when I had a look around, before the kids started coming, is that the guy who runs it said he had spent years in school seeing people make inferior products and he said all the things he makes here have to be spot on, if you look at the work, that everything is spot on, it has to be right, and I think the kids really appreciate it, they may not at the time but the finished products are of high quality especially the wood work things.”

Extract sixteen suggests that the young people who attend ‘Trade Skills’ are able to make a positive contribution. The deputy head teacher speaks of how important it is for the young people to feel that what they do is valuable and important whether it being the work on the allotment or with the products they make. The sense of ownership and seeing people and products that is of value in turn supports the young people in developing an appreciation for the work they do.
4.3.2.5 To what extent does ‘Trade Skills’ provide activities and experiences relevant to the young people ‘Achieve Economic Well being’?

**Extract 17: Response from the owner of ‘Trade Skills’ on ‘Achieve Economic Well being’**

“Well here, we have got the most unemployable, the future unemployed but we are definitely moving on. I am not saying we are making them all employable, but we are definitely moving some of them a heck of a lot closer to employability than they ever would have been if they hadn’t of come here. And some of them leave here and go straight into a job or get a college place.”

Extract seventeen suggests that ‘Trade Skills’ makes a difference to the young people who attend in terms of their future ability to achieve economic well-being. Its focus on trying to provide these young people with some basic ‘Trade Skills’ and showing them insights into different trades allows them to see alternative means of achieving economic well-being following an alternative path to the one set out by more formal educational means. Its’ hands on approach allows these young people to test out trades and develop their employability.

**Extract 18: Response from the staff at ‘Trade Skills’ on ‘Achieving Economic Well-being’**

“Erm, obviously they are going to learn that they can earn quite a bit of money outside when the trade is finished.”

“The apprentiships and everything offer even better things for them so I suppose that is acheiving economic well being, if they take it up, but it is obviously down to them.”

“I think we point them in a little bit of a different direction to what a school does, I think schools will point them into more of an education direction where as we can point them into the direction of an apprenticeship in 8 to 10 different things which they can choose from which erm can earn them a lot of money.”
Extract eighteen indicates that ‘Trade Skills’ is able to support the young people in Achieving Economic Well-being by the very nature of ‘Trade Skills’. The focus on work related learning and insight into different trades taught and supervised by actual trades men who have achieved economic well-being through their trades helps to provide alternatives to what is on offer through more formal means of education. The members of staff are passionate about their trades and are able to use their experiences to enhance the young people’s knowledge and understanding of working within certain trades.

**Extract 19: Response from the deputy head teacher on how ‘Trade Skills’ contributes to the ECM outcome ‘Achieve Economic Well-being’**

“We can also point them in the direction of people who are taking on people within the trade. Yeah some of the firms that know of us and the scheme have come down and looked at us.”

“When the climate picks back up there are apprenticeships available for every last one of them if they want it enough and are good at it.”

“Extract nineteen suggests that it is hard to know whether ‘Trade Skills’ does contribute directly to ‘Achieving Economic Well-being’ as ultimately the test will be what happens to the young people after they leave. However, it does suggest that what ‘Trade Skills’ is able to do is provide...”
the young people with an alternative route and other options post school. The provision in which the deputy head teachers pupils are from is a Pupil Referral Unit (PRU) with some extremely challenging and vulnerable young people and one way they help in motivating and teaching them about economic well-being is through rewarding attendance at ‘Trade Skills’ by paying them money.

4.4 Summary of findings in relation to the ECM outcomes

*Extract 20: Response from a member of the Local Authority (LA) on the extent to which they feel ‘Trade Skills’ is able to provide activities and experiences relevant to the ECM outcomes’*

“Well I think for example they are very good at keeping kids safe, other than risk assessments etc....in the way that they give them a safe environment to be in.”

“They are enjoying and achieving which perhaps for some of them it’s a long time since they achieved something of importance.”

“They are making a positive contribution to society because they are helping old people, doing different things, some of them have done gardening, some of them have made things to be sold, some of them have gone and built walls in the community etc.”

“Be healthy, well I’m not to sure of that one as they do eat quite a few burgers and are allowed to smoke when they are there. They do go to the gym as well though.”

**Economic well-being:**

“Well it is giving them the skills for life, so that they will be able to make a positive contribution to society and maybe earn a living.”

Extract twenty provides an account of how the member of the LA believes ‘Trade Skills’ contributes to the ECM outcomes for the young people who go there. The extract suggest that ‘Trade Skills’ is able to keep the young people safe and provide them with an opportunity to achieve, make a positive contribution and achieve economic well-being. If also suggests
that perhaps ‘Trade Skills’ could do more to contribute the young people’s health. This extract was left for the summary as the quotes sum up a lot of the ideas discussed by the other stakeholders.

All the extracts explore the extent to which ‘Trade Skills’ is able to meet the ECM outcomes. They present some differing ideas about the extent to which ‘Trade Skills’ does this, however there is an agreement that ‘Trade Skills’ does contribute to a certain degree and provide the young people with many positive experiences. What is evident is that in order to fully appreciate how they contribute one would need to be a part of it, see it and feel it by spending time within ‘Trade Skills’ itself.

Strengths of ‘Trade Skills’ include; their ability to motivate and believe in the young people, their ability to support and develop the young people’s emotional well-being, the way they provide the young people with opportunities to succeed, celebrating these where possible and in the way they show them other ways they can make a positive contribution and in turn make economic well-being.

Areas on improvement could be around ensuring the young people develop more of their basic academic skills and that ‘Trade Skills’ possibly challenges the unhealthy habits the young people have on a more regular basis.

4.5 Findings of the interview data and questionnaire surveys

The five young people interviewed (four current pupils and one past pupil) were asked to indicate their level of agreement to a range of statements demonstrating motivation as well as attitudes and their perception towards ‘Trade Skills’ and school. The results help to explore the extent to which ‘Trade Skills’ is able to provide activities and experiences relevant to the ECM outcomes and the extent to which ‘Trade Skills’ can provide an appropriate and alternative curriculum for young people.

The results were collated to produce one data set and then responses were divided into three responses, ‘Agree’, ‘Unsure’ and ‘Disagree’. These could then be interpreted as the young people being positive, neutral or negative
towards the statements. (Refer to appendix 8.14 for tabulated form of results).

The young people were asked further questions to help provide a dialogue and further understanding of their responses. These were transcribed and analysed thematically. Significant quotes were then drawn out of the transcriptions and have been used to strengthen the findings reported in the graphs. (Refer to appendix 8.15 for significant quotes and their themes).

It is important to highlight that only five young people expressed their views through the questionnaire and interviews which is a small representation. The implication of this is discussed in more detail in section 6.1 in the discussion around researching with vulnerable young people.

**Figure 9:** Graph to show the responses of the five young people linked to statements demonstrating motivation, attitudes and perceptions of school and 'Trade Skills'. These would impact upon young people’s ability to stay safe, be healthy, make a positive contribution and enjoy and achieve.
Interestingly, all five of the young people said that school was not important to them versus four out of the five who stated that ‘Trade Skills’ was important to them.

The young people said things such as;

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“Was trade skills important to you?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past pupil:</td>
<td>“Yeah, I wanted to learn about it, I learnt loads of stuff from it”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“Being at school is important to me”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child C:</td>
<td>“No”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“Why?”</td>
</tr>
<tr>
<td>Child C:</td>
<td>“Because it is stupid, I don’t see the point of it”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“Can you tell me any more about that?”</td>
</tr>
<tr>
<td>Child C:</td>
<td>“I just hate it, it does my head in”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“What about it does your head in?”</td>
</tr>
<tr>
<td>Child C:</td>
<td>“The teachers”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“What is it about the teachers?”</td>
</tr>
<tr>
<td>Child C:</td>
<td>“They just to my head in, just tell me to do stuff”</td>
</tr>
</tbody>
</table>

All five of the young people reported that they had got a lot out of ‘Trade Skills’ compared to three of the five reporting that they had not got a lot out of school.

Examples of responses were;

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“What did you get out of your time at trade skills?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past pupil:</td>
<td>“Well near enough everything I did I learnt I learnt quite a bit from everything I did, like bricklaying, joinery, rendering, those three the most but there was other stuff as well like digging up allotments.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“What have you got from trade skills?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child A:</td>
<td>“Learnt how to do brick laying and erh”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“I have got a lot out of trade skills”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child C:</td>
<td>“Erm a bit”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“In what way?”</td>
</tr>
<tr>
<td>Child C:</td>
<td>“I just know how to do stuff”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“Like what?”</td>
</tr>
</tbody>
</table>
Interestingly, three out of the five felt that they would not like to be at ‘Trade Skills’ all of the time, which contradicted how positive they felt about it. When explored further they said things such as;

**Interviewer:** “I would prefer to be at trade skills all of the time”

**Child C:** “No that would do my head in”

**Interviewer:** “Why would it do your head in being here all the time?”

**Child C:** “Because I would just end up being kicked out of here”

**Interviewer:** “So does it help and do you like having different places to go each day”

**Child C:** “Yeah”

**Interviewer:** “That’s interesting, how come”

**Child C:** “Cause I get a break and that”

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**Figure 10:** Graph to show the responses of the five young people linked to statements demonstrating self esteem, confidence and emotional well being. These would impact upon young people’s ability to stay safe, be healthy, make a positive contribution and enjoy and achieve.

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**Statements**

- When I think of Trade Skills it makes me happy
- When I think of School it makes me happy
- Being at Trade Skills has helped me feel more positive about myself
- Being at Trade Skills has helped me feel more positive about my time in school
- Since joining Trade Skills I feel more confident than I used to be
- Trade Skills has helped me become more confident in taking part in school activities
- Trade Skills makes me feel valued
- Since starting at Trade Skills I take care of myself more (smoke less, do more exercise, take less drugs and eat healthier)

**Number of Young People**

- Agree/Positive
- Undecided
- Disagree/Negative
The graph demonstrates that four out of five young people responded with ‘disagree’ when asked ‘when I think of school it makes me happy’ highlighting the negative attitude of the young people with regards to their school.

The graph also indicates that three out of five young people responded that ‘Trade Skills’ had both helped them feel more positive about their time in school and made them happy. Three also felt it had made them feel more confident. The young people found it hard to express why or in what way ‘Trade Skills’ had done this but said things such as;

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“Being apart of trade skills has made a positive difference to my life”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child D:</td>
<td>“Yeah it has, strongly agree”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“How has it, what in you life has it made a difference?”</td>
</tr>
<tr>
<td>Child D:</td>
<td>“It’s changed me, I’m good, I’m in school, I’m good here, I do my tidying and now I do my bedroom and all that and I didn’t use to tidy my bedroom”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“So what have they done, what’s the magic?”</td>
</tr>
<tr>
<td>Child D:</td>
<td>“They’ve just changed me, I don’t know how but they have just changed me, they’ve changed my personality, they’ve changed my life and I thank them for that”</td>
</tr>
</tbody>
</table>

Also of interest is how four out of the five felt that since being at ‘Trade Skills’ they take more care of themselves. One of the young people said that;

| Child D:    | “I put my make up on I put my moisturising cream on every single day and take more care of my skin and that” |
| Interviewer:| “Why is that important now?”                                       |
| Child D:    | “I don’t know, it’s just changed my life”                           |
| Interviewer:| “Do you smoke less?”                                                |
| Child D:    | “About the same, actually no I smoke less”                          |
| Interviewer:| “Why?”                                                              |
| Child D:    | “Because I don’t smoke at school, I only smoke here and at home”   |
| Interviewer:| “That’s interesting, how come?”                                     |
| Child D:    | “I don’t know”                                                     |
| Interviewer:| “Is it because you know you can smoke here the next day or something” |
One young person spoke to the researcher about how they smoke less since starting ‘Trade Skills’ as they have scheduled ‘fag breaks’ so they know when they are able to smoke.

**Figure 11: Graph to show the responses of the five young people linked to statements demonstrating social and communication skills.** These would impact upon young people’s ability to stay safe, be healthy and make a positive contribution.

What is interesting with this graph is the lack of negative statements indicating that being at ‘Trade Skills’ has made an impact on the young people’s social and communication skills in some way. All five of the young people felt it had taught them to respect other people more and helped them work together with others as part of a team. The young people responded saying such things as;

**Interviewer:** “How has it helped with respecting people more?”

**Child D:** “I don’t know, before I was nasty but since being here, it’s just changed me totally”
Past pupil: “I was just a stoner back then wasn’t I just kept myself to myself well with my mates anyway, and then I just didn’t like getting on with other people, I didn’t mind meeting new people but I just didn’t feel good being around random people but I got use to it”

Figure 12: Graph to show the responses of the five young people linked to statements demonstrating the relationships between 'Trade Skills' staff compared to school staff. These would impact upon young people’s ability to stay safe, be healthy and make a positive contribution.

All the young people interviewed felt that those who work at ‘Trade Skills’ were easy to get on with and made more time than school teachers to get to know them. Four out of the five young people felt that ‘Trade Skills’ staff treated them like an adult and took time to explain things carefully. What stands out is once again the negativity towards school with four out of the five feeling that teachers are not easy to get on with and do not take time to explain things carefully.
The young people responded by saying such things as:

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“Teachers take time to explain things carefully”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child C:</td>
<td>“No they just tell you to get on with it”</td>
</tr>
</tbody>
</table>

| Child D:     | “The staff are nice”                         |

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“What are the staff like?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child B:</td>
<td>“They are alright”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“How are they different from teachers at school?”</td>
</tr>
<tr>
<td>Child B:</td>
<td>“They don’t boss you about like”</td>
</tr>
<tr>
<td>Past pupil:</td>
<td>“They are just normal people aren’t they, I just get on with them, they’re just easy to get on with”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“School teachers are easy to get on with”</td>
</tr>
<tr>
<td>Past pupil:</td>
<td>“No they’re twats, I just don’t know why you’d want to be a teacher I know you have to have them, but don’t know it’s crazy, some of them were all right but some of them were over the top, picking, knit picking for nothing”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“Do you think the people at trade skills took time to explain things carefully”</td>
</tr>
<tr>
<td>Past pupil:</td>
<td>“Yeah definitely Yeah”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“Do you think the teachers at school took time to explain things carefully?”</td>
</tr>
<tr>
<td>Past pupil:</td>
<td>“No not really, it was just a whole class thing weren’t it, just do it and get it done”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“You responded with strongly disagree with the teachers being easy to get on with, what is the difference with them and trade skill staff?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child B:</td>
<td>“Because teachers just do my head in”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“How?”</td>
</tr>
<tr>
<td>Child B:</td>
<td>“They just do”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“So why doesn’t ‘trade skills’ do your head in?”</td>
</tr>
<tr>
<td>Child B:</td>
<td>“Because they don’t always bore you and make you do things”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“So do they give you more space is that what you are telling me?”</td>
</tr>
<tr>
<td>Child B:</td>
<td>“Yeah”</td>
</tr>
<tr>
<td>Interviewer:</td>
<td>“Those at trade skills make time to explain things carefully?”</td>
</tr>
<tr>
<td>Child B:</td>
<td>“Yeah definitely”</td>
</tr>
</tbody>
</table>
Interviewer:  “Those at school make time to explain things carefully?”
Child B:  “No”

Figure 13: Graph to show the responses of the five young people about 'Trade Skills' perceived impact on their behaviour. These would impact upon young people’s ability to stay safe, be healthy, make a positive contribution, enjoy and achieve and achieve economic well being.

The graph indicates that ‘Trade Skills’ has had a positive effect on the young people’s behaviour with four out of the five reporting that they get into trouble less than they use to and have been excluded fewer times from school since being at ‘Trade Skills’. Three out of the five felt that overall their behaviour had improved and that they were consequently getting into trouble with the police less often. Three out of the five were undecided on whether they have got fewer detentions at school since attending ‘Trade Skills’. The young people said things such as;

Interviewer:  “Since starting at trade skills I get into less trouble”
Child B:  “Yeah, agreed”
Interviewer:  “What are you doing less of”
Child B:  “Fighting”
Interviewer:  “less Fighting?”

Statements

<table>
<thead>
<tr>
<th>Number of Young People</th>
<th>Agree/Positive</th>
<th>Undecided</th>
<th>Disagree/Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since starting at Trade Skills my behaviour has improved in school</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Since starting at Trade Skills my behaviour has less trouble than I use to</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Since starting at Trade Skills I get been excluded fewer times from school</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Since starting at Trade Skills I have had fewer detentions</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Since starting at Trade Skills I get into trouble with the police less often</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Child B: “I haven’t done it in ages, not at all in here”

Interviewer: “Good”

Child B: “I use to do it all the time at school”

Interviewer: “So why haven’t you done it here, yet you did at school”

Child B: “Because they don’t do your head in like they do at school”

Figure 14: Graph to show the responses of the five young people about their attendance levels. These would impact upon young people’s ability to stay safe, make a positive contribution, enjoy and achieve and achieve economic well being.

All five of the young people reported that they enjoy being at ‘Trade Skills’. Three out of five reported that they make an effort to attend ‘Trade Skills’ and that ‘Trade Skills’ makes learning fun. Examples of what the young people said are;

Interviewer: “Why would you make the effort to come to trade skills?”

Past pupil: “It was lot better than sitting at home, would rather have been here”

Interviewer: “How does it make it fun?”
**Child A:** “I don’t know you just don’t have to do any work or writing, I don’t know”

**Interviewer:** “What is it you didn’t like about school?”

**Child B:** “All of it”

**Interviewer:** “Any bits in particular”

**Child B:** “I just didn’t like school, I didn’t use to go, I went to one and got kicked out straight away, I wouldn’t do my maths and everything”

**Interviewer:** “Being at school is important to me”

**Child D:** “No it’s not”

**Interviewer:** “Can you tell me a bit more why?”

**Child D:** “Because I would rather be here than there, I just don’t like being there”

**Interviewer:** “Were you excited about joining trade skills?”

**Past pupil:** “No not really, I didn’t even want to come at first, I thought sod that, I would rather stay at school, but there was no way I was going to be aloud to stay at school and I thought I would just stay at home I didn’t really want to come, but when I got here I enjoyed it”

**Interviewer:** “What was it you enjoyed?”

**Past pupil:** “Just the people here, the people are good to get on with and erh the things that you did here, you didn’t have to do much writing at all but when you had to do writing you could see why you had to do it”

**Interviewer:** “So it had a purpose”

**Past pupil:** “Yeah Yeah in school it didn’t feel like that and everything I did here I enjoyed, I loved it here”

**Interviewer:** “It was definitely the right place for you”

**Past pupil:** “Yeah definitely, Yeah,”

**Interviewer:** “What was it about trade skills that worked rather than school?”

**Past pupil:** “I don’t know really you just I suppose I just got treated different and erh I don’t know it’s just a better place to be in than school with people I didn’t like and people telling me what to do that I didn’t like, it’s just different here nothing like that”
Interviewer: “So what is it that is so special about trade skills? Why does it work for young people?”

Past pupil: “Cause you’re doing things that you enjoy and you’re learning as well, I now know how to do quite a few things”

The young people responses to the statements linked to school showed little impact of being at ‘Trade Skills’.

Figure 15: Graph to show the responses of the five young people about their attainment. These would impact upon young people’s ability to enjoy and achieve, make a positive contribution, be healthy and achieve economic well being.

The graph demonstrates how four of the five young people feel that their level of concentration has improved since starting at ‘Trade Skills’. With three out of the five reporting that since starting at ‘Trade Skills’ they make more of an effort to concentrate more in class. All five of the young people reported that ‘Trade Skills’ has taught them skills that they would not have learnt in school with three out of the five reporting that they value the qualifications they are getting from ‘Trade Skills’. The graph also shows that since starting at ‘Trade Skills’ three of the young people report
that they do not make more of an effort in school nor do they feel their school work has improved. Four of the five report that they have also not seen an improvement in their grades. The young people appear to value the qualifications gained through ‘Trade Skills’ more than those gained through school. The young people said such things as;

Child C: “It’s not made a difference to school, to be honest, although I do concentrate more”

Interviewer: “Trade skills have taught me skills I wouldn’t have got at school”

Child B: “Yeah”

Interviewer: “What skills in particular?”

Child B: “Bricklaying and all that, it’s learning”

Child A: “That would probably be more important than getting my GCSE’s because it would be easier to get an apprenticeship and that if I’ve got certificates in like bricklayer and that”

Interviewer: “So it will help you after if you do well here than perhaps at school”

Child A: “Yeah”

Interviewer: “I value the qualifications I will get at trade skills”

Child A: “Yeah, agree”

Interviewer: “I value the qualifications I will get at school”

Child A: “I won’t be getting any GCSE’s anyway- undecided”

Interviewer: “Being at trade skills will help me get a job”

Child A: “Agree”

Interviewer: “What job would you like?”

Child A: “Bricklaying or something, plastering”
Figure 16: Graph to show the responses of the five young people about their future aspirations. These would impact upon young people’s ability to make a positive contribution and achieve economic well being.

This graph indicated that four of the five young people interviewed believe that being at ‘Trade Skills’ will help them get a job versus only one young person who believed that being at school would help him/her get a job. The graph also indicates an element of uncertainty for the young people with regards to whether being at school would help them gain a job, or if being at ‘Trade Skills’ has made them think about what they want to do when they leave school. This is particularly interesting considering four of the five young people felt being at ‘Trade Skills’ would help them gain a job. The young people said such things as;
Interviewer: “Trade skills helped to give me more of a direction with what you wanted to do after school”

Past pupil: “Yeah cause at school you’re learning what you’re learning about but you don’t know what you want to, but when you come here you learn what the world is about and like probably legally this is probably the best thing to be in that gets you money like bricklaying and that, legally I mean you could sit on you arse drug dealing and that and earn what you would get in a weeks pay in like ten minutes, but you wouldn’t want to do that would you”

Interviewer: “How will trade skills help you to get a job?”
Child B: “Because you are learning how to do bricklaying so you can go get a job doing bricklaying”

Interviewer: “Is that something you would like to do?”
Child B: “Yeah”

Interviewer: “Being at school will help me get a job?”
Child B: “No”

Interviewer: “Why not?”
Child B: “I use to just play on lap tops all the time and not learn anything”

4.6 Summary and conclusions of findings from the questionnaire surveys

The aforementioned results suggest that ‘Trade Skills’ is able to meet the ECM outcomes for the young people who attend. What is demonstrated is how ‘Trade Skills’ has made a positive difference for many of the young people and had an impact on all aspects of the ECM outcomes to some degree. Young People’s perceptions of ‘Trade Skills’ were overall positive and there was a strong feeling by all interviewed including the staff, deputy head teacher and the member of the LA that ‘Trade Skills’ was useful, effective and enjoyable.

The results indicated a number of interesting themes and ideas which run through all the findings in this study including; negativity towards schools
and teachers, value of practical and applicable activities, the importance of flexibility and variety, the importance of the staff and relationships, the significance of having respect and the direct impact ‘Trade Skills’ has on the young people. These will be discussed further in the following section.

4.7 The findings gathered from the observations and the researchers diary

Notes were made in the researcher’s diary in the form of individual sheets. These included observations and thoughts form key events from the visits made to ‘Trade Skills’. These were then placed in a table and thematically analysed and placed into significant events and observations to look at how they could best answer the research questions. (To be shown in this section).

All the significant events and observations were then placed within five key themes (the significance of the staff, the language, the environment and overall set up, addressing basic needs and respect and a focus on achievement) and will be discussed below, initially looking at how they contribute to answering research question 1; To what extent does ‘Trade Skills’ provide an appropriate an alternative curriculum for young people? Then looking at how the observations and notes in the researchers diary help to understand research question 2; To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes through each of these different categories.

The five themes which were generated were then used in the thematic analysis of the entire data set and used in developing the six overarching themes which are discussed in section 6.
4.7.1 Research Question 1: To what extent does 'Trade Skills' provide an appropriate an alternative curriculum for young people?

Table 4: To show the key events, observations and diary entries related to how the staff contribute to 'Trade Skills' being an appropriate and alternative curriculum.

<table>
<thead>
<tr>
<th>Significant event/observation/entry</th>
<th>Summary of my reflections</th>
<th>Themes</th>
<th>To what extent does 'Trade Skills' provide an appropriate and Alternative curriculum for young people? (RQ1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The staff:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All males, builders by trade, in old clothes, range of ages.</td>
<td>Value of male role model</td>
<td>Relationships</td>
<td>Alternative in terms of the staff being trained trades men and teaching 'Trade Skills' to the young people.</td>
</tr>
<tr>
<td>Key thoughts when I think of the staff from my observations and time spent include:</td>
<td>Strong Work ethic</td>
<td>Genuine</td>
<td>The staff are able to share their experiences of the job with the young people making it meaningful and worthwhile.</td>
</tr>
<tr>
<td>• Genuine</td>
<td>The staff appear to want to share their skills and knowledge</td>
<td>Dedicated and Passionate</td>
<td></td>
</tr>
<tr>
<td>• Respectful</td>
<td>The staff appeal to these young people as they are role models</td>
<td>Sense of humour</td>
<td></td>
</tr>
<tr>
<td>• Real</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Passionate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Believers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Determined</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hard working</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Firm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No nonsense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Encouraging</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Strong</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Jokers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• high expectations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sense of humour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When there was extra staff free they would be working on something near by.</strong></td>
<td>Creating a role model and demonstrating how to do it and modelling to the young people.</td>
<td>Role model</td>
<td>The staff behave as role models to the young people modelling trades beside them. The staff eat, drink and work beside the young people and support them.</td>
</tr>
<tr>
<td><strong>A past pupil returned twice just to say hello</strong></td>
<td>'Trade Skills' made a positive impact on this young person.</td>
<td>Work ethic</td>
<td>All the same</td>
</tr>
<tr>
<td></td>
<td>'Trade Skills' clearly important to this young person.</td>
<td>Attachment</td>
<td>Yes in that the young person is now at college studying joinery. It helped prepare him and provide him with an opportunity.</td>
</tr>
</tbody>
</table>
One young person spoke to one of the members of staff about his visit to his new school, *expressing his concerns*. The young person had already associated the visit as a negative experience and was nervous about what was going to happen. The member of staff listened and reassured him and ran through what he was going to do, and why it was important to give this ago. This all happened as they were both working together on his model car.

The young people have built strong relationships with the staff and value what they have to say and their advice. This was similar to an interaction between a parent and child. How the small ratio means there is the opportunity to talk about any issues with the staff being able to listen. The practical activities mean these conversations can happen. It works as the staff are working with them not watching them creating a relaxed and unpressurised environment.

It is an effective learning environment for both learning new skills, developing social skills and addressing any emotional concerns.

**Observations and thoughts on the interactions between staff and the young people:**

- Lots of jokes
- "want a cuppa xx?"
- Taps on shoulders
- The staff working alongside them and doing it with them not them and us its more of a team – work ethic
- They are respectful and non judgemental
- They are calm
- Respectful
- ‘Parent – child’ ‘adult – adult’

**Table four** explores how the staff themselves contribute to ‘Trade Skills’ being an appropriate and alternative curriculum. Direct observations made of the staff uncovered that they all demonstrated and displayed a range of characteristics and qualities such as being firm, fair, passionate, hard working, genuine and understanding. These characteristics demonstrated that by just being themselves they were able to motivate, support and encourage the young people who attend.

They appear to have the ‘right’ mix of qualities and traits which compliment the ‘typical’ young person who attends ‘Trade Skills’. The staff
display a positive can do and passionate attitude which appears to boost morale and self confidence in the young people and consequently motivates them, meaning that they want to please and want to achieve. The members of staff strong work ethic and belief in what they do is demonstrated by the passion in teaching and their persistent and constant use of praise and encouragement. This is shown by the observations made on the number of occasions when the staff were working alongside the young people, modelling and demonstrating advanced skills in their trades.

Through their interactions the members of staff demonstrate a desire to share their skills and knowledge in a genuine way. This shows how ‘Trade Skills’ does work as an alternative curriculum for the young people as it provides them with the opportunities to develop relationships with strong male role models who use their skills to show them an alternative route in life and ultimately an alternative means of earning a living than what is provided by more formal means of education. Because the staff are all trades men, they are able to share their experiences of working within these industries which provides these young people with seeing the applicability and meaning behind the activities they participate in. This applicability appears to be important to this group of young people who are motivated by earning a living rather than by passing exams and meeting standards in more formal educational settings.

The key events noted in table one (staff working alongside the young people and the return of a past pupil) provides evidence and highlights the value and significance of the staff and their ability to forge relationships with the young people. It demonstrates how important ‘staff’ are in engaging and motivating young people and if executed effectively then evidently this ensures the curricula can be successful.
Table 5: To show the key events, observations and diary entries related to how the language used contributes to 'Trade Skills' being an appropriate and alternative curriculum.

<table>
<thead>
<tr>
<th>Significant event/observation/entry</th>
<th>Summary of my reflections</th>
<th>Themes</th>
<th>To what extent does 'Trade Skills' provide an appropriate and Alternative curriculum for young people? (RQ1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The language:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Simple and informal, clear and firm in delivery. Instructions given one at time and in an informal manner.</td>
<td>There is a relaxed ambiance reflected in the language used. The young people understand and respond to the staff.</td>
<td>Encouraging</td>
<td>Feeling of mutual understanding and feeling of respectful use of language – very adult to adult or parent to child</td>
</tr>
<tr>
<td>• The use of slang where appropriate.</td>
<td>Feeling of being on a building site.</td>
<td>Respectful</td>
<td></td>
</tr>
<tr>
<td>• Positive and encouraging.</td>
<td>Encouraging</td>
<td>Mutual understanding</td>
<td></td>
</tr>
<tr>
<td>• Supportive and respectful.</td>
<td>Feeling of them being genuine in the language they use and how they use it</td>
<td>Relaxed</td>
<td></td>
</tr>
<tr>
<td>• The tone in which it is delivered is non threatening and direct creating no chance of back chat and negative responses. Example of words and phrases used; ‘mate’ ‘son’ ‘good lad’ ‘chap’ ‘young man’ ‘superb’ ‘good work’ ‘lets get to work’ this is not just the young people you really feel like they are all in the same boat. ‘it’s not your fault, not to worry, it comes with experience’, ‘I’m positive you can do it’. Trade skill staff: ‘good lad, put there on here like that, that’s a good lad’.</td>
<td></td>
<td>Adult to adult and parent to child</td>
<td></td>
</tr>
<tr>
<td>‘Trade Skills’ staff: ‘Are you with me, do you understand’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Trade Skills’ staff: ‘Watch your finders’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Trade Skills’ staff: ‘give us a hand’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conversations:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About the car poster on the wall</td>
<td>Things to help inspire on walls along with conversation starters</td>
<td>Respect</td>
<td>They enjoy the interactions and conversations. They develop positive relationships with the staff which develops positive role model which inspires and motivate the young people to achieve</td>
</tr>
<tr>
<td>Trade skill staff: ‘you’re late, don’t be tomorrow, just get to work’</td>
<td>Just pleased to see them, don’t question just welcome and let them get sorted - this mutual understanding without question – the staff work with them</td>
<td>Understanding</td>
<td></td>
</tr>
<tr>
<td>Staff feel that them turning up is good enough not worth confronting them when they arrive, but get them in and settled then pick it up with them later.</td>
<td>Helps to develop positive relationships</td>
<td>Encouraging</td>
<td></td>
</tr>
<tr>
<td>Young Person: ‘I’ll mess it up’</td>
<td>The staff always encourage and support and the tone in their voice is always the same</td>
<td>Not aggressive and informative</td>
<td></td>
</tr>
<tr>
<td>‘Trade Skills’ staff: ‘No you wont I have every confidence in you’</td>
<td>Honest and open and non judgemental just informative</td>
<td>Relationship builder</td>
<td></td>
</tr>
<tr>
<td>Conversation about sugary drinks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Observations and thoughts on the interactions between staff and the young people:

- Lots of jokes
- "want a cuppa xx?"
- Taps on shoulders
- The staff working alongside them and doing it with them not them and us its more of a team – work ethic
- They are respectful and non judgemental
- They are calm
- Respectful
- ‘Parent – child’ ‘adult – adult’

Table five identifies the significance of language in providing an appropriate and alternative curriculum. The language used and how it is delivered helps forge relationships, develop respect and create a relaxed and non threatening ambiance. The significance of language appears to play a critical role in engaging and motivating the young people. The observations demonstrated how important language is, especially for the young people who all have some form or mix of social, emotional, behavioural and learning difficulties. The staff use simple, direct and informal words which the young people can relate to and understand. The way in which messages and instructions are delivered encourages and supports the young people. What stands out is how the staff appear to be skilled at delivering requests in a non-threatening and respectful manner.

The observations of the use of language and its delivery highlighted a feeling of equality and a perceived work ethic. This is reflected by the way in which ‘Trade Skills’ tries to create a feeling and experience of being on site actually carrying out the trades and treating ‘Trade Skills’ as a ‘place of work’ rather than an institution. One member of staff mentioned that the language use is very similar to that which you would hear on an actual building site.

The language contributes to ‘Trade Skills’ being an appropriate and alternative curriculum as it offers something different to that possibly seen and heard in more formal and traditional provisions. It is relaxed, informal, non judgmental, humorous and respectful – combined this genre of
language helps create a motivated and supportive environment in which the young people can maximise their potential.

There is a clear focus and aim in creating a relaxed yet productive environment. The staff focus on developing positive relationships with the young people. The staff know that once they have the respect of the young people – changes can happen. The observations made demonstrate that the young people respond positively to the way in which the staff communicate to everyone and to each other and evidently this is effective in engaging the young people. This study demonstrates the value and significance of language in engaging young people. The type of language and its delivery is critical to an effective alternative curriculum.
Table 6: To show the key events, observations and diary entries related to how the environment and overall set up contributes to 'Trade Skills' being an appropriate and alternative curriculum.

<table>
<thead>
<tr>
<th>Significant event/observation/entry</th>
<th>Summary of my reflections</th>
<th>Themes</th>
<th>To what extent does 'Trade Skills' provide an appropriate and Alternative curriculum for young people? (RQ1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Smoking:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The young people smoke on site.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Smoking appears to be really important to the young people.</td>
<td>This avoids confrontation which could result in an overreaction</td>
<td>Freedom of choice without judgment</td>
<td>The young people are able to smoke on site which they are unable to do in school. This is a controversial subject but it is clearly a defining factor in the young peoples desire and ability to attend</td>
</tr>
<tr>
<td>A conversation took place with a member of staff and 2 of the young people about how he was giving up smoking—he spoke about how he was doing it and how he felt creating a discussion around smoking.</td>
<td>The importance of these informal unplanned discussions in addressing the negative behaviour and habits of the young people</td>
<td>Value of the positive relationship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An element of the young peoples needs being met without judgment—an acceptance that this is apart of the young peoples daily lives</td>
<td>Respectful and understanding environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It a building site—real life experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The conversation was honest and open which meant the young people responded positively and were interested without being threatened or judged.</td>
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<td></td>
<td>The young people value what the staff have to say some of the staff smoke.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is illegal for those under 16 and obviously unhealthy—the staff do make it quite clear that they don't advocate smoking but the opportunity cost of enforcing a no smoking policy is to great and &quot;a battle not worth fighting&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is always music on and sometimes they sing along – staff and young people</td>
<td>Creating a nice work environment, the young people still on task and motivated.</td>
<td>Relaxed</td>
<td>In terms of the ambiance - Music is allowed on creating a relaxed environment. Also creating a work ethos where noise is seen as ok and to a certain extent motivating. This also appears to take away some of the pressure to talk and fill any silences</td>
</tr>
<tr>
<td></td>
<td>The music also created conversations about different music helping the relationships to develop. It takes any pressure of any silences during conversations or activities</td>
<td>Work ethic</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ambiance</td>
<td></td>
</tr>
<tr>
<td>When there was <strong>extra staff free</strong> they would be working on something near by.</td>
<td>Creating a role model and demonstrating how to do it and modelling to the young people.</td>
<td>Role model</td>
<td>The staff behave as role models to the young people modelling trades beside them. The staff eat, drink and work beside the young people and support them</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td><strong>Basic skills:</strong> Lots of numeracy such as finding the centre line, measuring, adding up measurements. Literacy in following instructions, staff correcting the language of the young people.</td>
<td>Numeracy and literacy being addressed in a practical and meaningful way, the young people not really aware they are doing it.</td>
<td>Practical</td>
<td>It is practical, discreet and applicable</td>
</tr>
<tr>
<td><strong>Use of real materials</strong> and young people make model cars and other impressive models.</td>
<td>Staffs have high expectations. I was struck by the complexity of some of the models. All the models were interesting and motivating. The staff trust the young people with the materials and machines which is positive for the young people who demonstrate respect towards the materials and activities</td>
<td>Practical</td>
<td>Variety in activities on offer. Lack of red tape. The activities are interesting applicable to real life in some way</td>
</tr>
<tr>
<td>When speaking the owner of 'Trade Skills' about the young people who attend and the reasons why they have been excluded from mainstream settings he said <em>'it is not the young people who are challenging it is their behaviour which is challenging'</em> This led to a change in title for this thesis as he did not want the young people viewed as challenging rather he wanted the behaviours they display viewed as challenging.</td>
<td>Despite these young people exhibiting and displaying some extremely challenging behaviour the 'Trade Skills' staff still believe they can make a difference when everyone else appears to have given up on them. They believe there is inherent good in all young people and it is not the young person who is the issue.</td>
<td>Belief in the young people</td>
<td>It is a place where the young people feel valued, supported and understood and given a last chance which many of these young people require</td>
</tr>
<tr>
<td>The staffs from the PRU are not aloud to be in the same room as the young people and trade skill staff during the work times. The 'Trade Skills' staff feel this way they can assert their authority and support them without the added pressure of having the school staff around. They feel this is creates a different environment for the young people and makes a big impact.</td>
<td>This was an interesting idea especially due to the challenge of most of these particular young people’s behaviours. It did definitely have a positive effect and helped the 'Trade Skills' staff assert their authority and do things ‘their own way’ without judgement. It also allowed the relationships with the trades skills staff to develop without them being seen as being ‘teachers’. It also helped give the young people who may have had a difficult relationship with their school staff a chance to develop a different one with 'Trade Skills' staff without bias</td>
<td>Trust</td>
<td>The importance of having a varied curriculum within different settings helping to give the young people opportunities to succeed</td>
</tr>
</tbody>
</table>

<p>| Basic skills: | Use of real materials | When speaking the owner of 'Trade Skills' about the young people who attend and the reasons why they have been excluded from mainstream settings he said <em>'it is not the young people who are challenging it is their behaviour which is challenging'</em> This led to a change in title for this thesis as he did not want the young people viewed as challenging rather he wanted the behaviours they display viewed as challenging. | The staffs from the PRU are not aloud to be in the same room as the young people and trade skill staff during the work times. The 'Trade Skills' staff feel this way they can assert their authority and support them without the added pressure of having the school staff around. They feel this is creates a different environment for the young people and makes a big impact. | Role model | Role model | The staff behave as role models to the young people modelling trades beside them. The staff eat, drink and work beside the young people and support them | Practical | Practical | It is practical, discreet and applicable | Practical | Motivating | High expectations | Meaning | Trust | Practical | Practical | Motivating | High expectations | Meaning | Trust | Practical | Motivating | High expectations | Meaning | Trust | Belief in the young people | Desire and passion to make a difference | Advocate for this group of young people | Hope full | Trust | Independence | Chance / opportunity | The importance of having a varied curriculum within different settings helping to give the young people opportunities to succeed |</p>
<table>
<thead>
<tr>
<th>Environment:</th>
<th>Work ethic</th>
<th>Family</th>
<th>The importance of environment and ambiance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Music on</td>
<td>Macho environment in terms of role models for the males being men who are trades men – quite a male domineering environment.</td>
<td>High expectations</td>
<td></td>
</tr>
<tr>
<td>• Messy due to nature of trades</td>
<td></td>
<td>Respectful</td>
<td></td>
</tr>
<tr>
<td>• Cold</td>
<td></td>
<td>No hidden agendas</td>
<td></td>
</tr>
<tr>
<td>• Different rooms for different trades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has a kitchen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Basic in terms of decorations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Outside space</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Access to everywhere</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ‘Macho environment’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>The welcome:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always offered me and any visitor a cup of tea and the 'lads' make sure I have one</td>
<td>Very welcoming, feeling of being apart of something</td>
<td>Welcoming</td>
<td>The importance of feeling welcomed and valued</td>
</tr>
<tr>
<td>The young people themselves are welcomed by all the staff when they arrive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tea served</strong> – cups made for the young people</td>
<td>There is a feeling of home from home. The young people are happy to make tea for staff and the visitors. The kitchen is a little neglected but the children are careful to clean their cups well.</td>
<td>Work ethic</td>
<td>This sense of family a place of work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sense of community and belonging</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Trust</td>
<td></td>
</tr>
<tr>
<td><strong>Health and safety:</strong></td>
<td>Consciousness of health and safety implications especially with working with these particular young people. ‘Trade Skills’ do the best to enforce and model health and safety practices. There is also the feeling of trust that the young people are capable and trusted with the equipment and machinery</td>
<td>Health and safety aware</td>
<td>Trust</td>
</tr>
<tr>
<td>• Notices on all boards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• As they arrive staff make use they have boots and overalls on the kids respect this and all wear the safety gear</td>
<td></td>
<td>Direct impact on relationships, enjoyment and achievement</td>
<td>Trusting the young people to be careful and sensible when using the materials, equipment and machines despite their challenging behaviours</td>
</tr>
<tr>
<td>• When on machines staff made sure all were safe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The staff remind them of how to carry and pick up heavy things safely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ratio:</strong></td>
<td>The ratio is significant in the success of ‘Trade Skills’ and in the development of the relationships with the young people.</td>
<td>Value of small ratio</td>
<td>Yes the small ratio means more careful attention can be given and the young people respond to the small numbers.</td>
</tr>
<tr>
<td>• 2 young people to one adult</td>
<td></td>
<td>Direct impact on relationships, enjoyment and achievement</td>
<td></td>
</tr>
<tr>
<td>• Supportive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• teamwork</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ambiance:</strong></td>
<td>Has a significant effect on the enjoyment and engagement of the young people. It is conducive to supporting the development of relationships and teaching and learning the trades</td>
<td>Importance of ambiance</td>
<td>Yes provides a practical and applicable curriculum which compliments the way these young people work</td>
</tr>
<tr>
<td>Hard working, high expectations, relaxed, supportive, fun, ‘grafting’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Newspaper:</strong></td>
<td>Good medium for conversations.</td>
<td>Real world</td>
<td>Helps to create an environment which has significance to the real ‘world’.</td>
</tr>
<tr>
<td>A range of daily newspapers were always out on the table.</td>
<td>Enabled lots of conversations which helped with building relationships.</td>
<td>Work ethic</td>
<td>Develops their knowledge of the world and a reading medium</td>
</tr>
<tr>
<td>The young people would look through them and during the breaks have conversations about different parts mainly the sports</td>
<td>Similar to breaks tradesman would have on a site.</td>
<td>Honest and open conversations</td>
<td></td>
</tr>
</tbody>
</table>

Table six identifies key events and significant thoughts related to the environment and overall set up of ‘Trade Skills’. This provided an insight into exactly how ‘Trade Skills’ provides and alternative and appropriate curriculum.
The set up is informal and relaxed, the use of music creates a motivated and atmospheric ‘place of work’ which engages and works for the young people. Ultimately ‘Trade Skills’ strives to make it as genuine as possible, in that they want the experience to be as it would be if they were working within the trade industry. It attempts this by having such things as regular ‘tea breaks.’

Although the environment may be perceived as being ‘macho’ in terms of the activities on offer; the general set up; conversations and the staff themselves, it is able to meet the needs of females and young men who might be less readily included within this type of culture successfully and makes an effort to include all. It appears to meet the needs of all the young people and adapts to the individual and their varying degrees of need.

The young people are able to smoke on site which are they are unable to do in school. This acts as a means of engaging the young people with the ultimate aim to support the young people in making alternative and healthier life choices with the desired outcome being that they stop smoking altogether. Equally the environment is able to be as inclusive for those young people who don’t wish to smoke, for example the use of a table tennis table, newspapers and staff available inside for general conversations as alternative activities to smoking.

‘Trade Skills’ creates a place where the young people feel valued, supported, understood and respected. It does this by being non judgmental, working alongside them, making activities practical and applicable and by making it fun and achievable. ‘Trade Skills’ has an ambiance of high expectations and places importance and value on all activities. For example it uses real materials and applies them to real situations.

The environment and general set up is conducive to a place which is open, safe and respectful. It creates opportunities for the young people to learn and develop new skills as well as support and improve their individual and
personal needs. Its independence as a private company means its lack of red tape allows them to take the young person and begin to improve outcomes starting at where they are and not where they should be. This study has indicated the importance and significance of having a varied curriculum within different settings which appears to support and meet the needs of the young people who have disengaged from formal means of education.

**Table 7: To show the key events, observations and diary entries related to how the focus on addressing their basic needs contributes to 'Trade Skills' being an appropriate and alternative curriculum.**

<table>
<thead>
<tr>
<th>Significant event/observation/entry</th>
<th>Summary of my reflections</th>
<th>Themes</th>
<th>To what extent does 'Trade Skills' provide an appropriate and Alternative curriculum for young people? (RQ1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Smoking:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The young people smoke on site.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoking appears to be really important to the young people.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A conversation took place with a member of staff and 2 of the young people about how he was giving up smoking—he spoke about how he was doing it and how he felt creating a discussion around smoking.</td>
<td>This avoids confrontation which could result in an overreaction</td>
<td>Freedom of choice without judgment</td>
<td>The young people are able to smoke on site which they are unable to do in school. This is a controversial subject but it is clearly a defining factor in the young peoples desire and ability to attend</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>The importance of these informal unplanned discussions in addressing the negative behaviour and habits of the young people</td>
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<td></td>
<td>An element of the young peoples needs being met without judgment—an acceptance that this is a part of the young peoples daily lives</td>
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<td>It a building site—real life experience</td>
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<tr>
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<td></td>
<td></td>
<td>The conversation was honest and open which meant the young people responded positively and were interested without being threatened or judged.</td>
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<td></td>
<td>The young people value what the staff have to say some of the staff smoke.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Is illegal for those under 16 and obviously unhealthy—the staff do make it quite clear that they don't advocate smoking but the opportunity cost of enforcing a no smoking policy is too great and &quot;a battle not worth fighting&quot;</td>
</tr>
</tbody>
</table>
When there was extra staff free they would be working on something near by. Creating a role model and demonstrating how to do it and modelling to the young people. Role model Work ethic All the same The staff behave as role models to the young people modelling trades beside them. The staff eat, drink and work beside the young people and support them

<table>
<thead>
<tr>
<th>Break time:</th>
<th>The staff allow the group of young people who come from the PRU to have a ten minute break when they arrive following there long journey so they can have a cigarette and then be ready for the day ahead.</th>
<th>It felt very respectful and understanding. The young people clearly appreciate this opportunity and respond positively. They appear more motivated for having it</th>
<th>Respect Empathy Mutual understanding Supportive Meeting their basic needs The value of understanding where these young people are coming from and ensuring their basic needs are met and respected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struck me how Calm they are</td>
<td>There was a feeling of ‘we are all at work doing a job’, where they worked and eat together no feeling of ‘them and us’.</td>
<td>The young people respected the staff and responded positively to the warnings given. The young people had warnings of time left which helped them get back into work mode and appear motivated</td>
<td>Work ethic Structured Positive ambiance Freedom Trust Meeting their basic needs The opportunities for regular breaks taken all together staff and pupils which does happen in some PRUs</td>
</tr>
<tr>
<td>All together staff and young people</td>
<td>• Music on • Messy due to nature of trades • Cold • Different rooms for different trades • Has a kitchen • Basic in terms of decorations • Outside space • Access to everywhere • ‘Matcho environment’</td>
<td>Work ethic Family High expectations Respectful No hidden agendas The importance of environment and ambiance</td>
<td></td>
</tr>
<tr>
<td>Teas and coffees made</td>
<td>Table tennis being played</td>
<td>5 minute warnings when finished</td>
<td>Environment:</td>
</tr>
<tr>
<td>Young people are able to go to the food van</td>
<td>Young people are able to smoke</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table seven looks at the ways in which ‘Trade Skills’ addresses and meets the young people’s basic needs. It places a high value and importance on ensuring their basic needs are met and these appear to be at the forefront of what they do. ‘Trade Skills’ appears to understand the significance of this and ultimately this contributes to its appropriateness and effectiveness as an alternative curriculum.

The findings gathered in section 4.1 of this thesis identified the lack of resiliency and vulnerability of the young people who attend ‘Trade Skills’. This provides an insight into how and why ‘Trade Skills’ appears to be effective. It is able to meet the needs of the young people with the
understanding that once their basic needs are met, it is then things can be done to build resilience, develop their individual areas of need and ultimately teach and develop new skills and qualities.
Table 8: To show the key events, observations and diary entries related to how the *significance of respect and focus on achievement* contributes to 'Trade Skills' being an appropriate and alternative curriculum.

<table>
<thead>
<tr>
<th>Significant event/observation/entry</th>
<th>Summary of my reflections</th>
<th>Themes</th>
<th>To what extent does ‘Trade Skills’ provide an appropriate and Alternative curriculum for young people? (RQ1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being proud of work:</strong> A young person wanted to show the owner his model car. Photos of the young people peoples work taken regularly and displayed in folders and on the walls A young persons school link came in and he was desperate to show them his model</td>
<td>The young person proud of the work done ‘Trade Skills’ feel it is important for work and successes to be celebrated The young people value praise and acknowledgment of their achievements</td>
<td>Proud Celebration of success Acknowledgment</td>
<td>All success is celebrated through the directness of praise and indirectly by photos taken of work</td>
</tr>
<tr>
<td><strong>Use of real materials and young people make model cars and other impressive models.</strong></td>
<td>Staffs have high expectations. I was struck by the complexity of some of the models. All the models were interesting and motivating. The staff trust the young people with the materials and machines which is positive for the young people who demonstrate respect towards the materials and activities</td>
<td>Practical Motivating High expectations Meaning Trust</td>
<td>Variety in activities on offer. Lack of red tape. The activities are interesting applicable to real life in some way</td>
</tr>
<tr>
<td><strong>Observations and thoughts on the work undertaken by the young people:</strong></td>
<td>Practical hands on keeps these young people motivated and focused – they need to be doing something – and it must be applicable to something practical they can use and do.</td>
<td>Practical Work ethic Meaningful</td>
<td>Yes provides a practical and applicable curriculum which compliments the way these young people work</td>
</tr>
</tbody>
</table>

Table eight indicates that showing and displaying respect is an important part of creating an alternative and appropriate curriculum for this particular group of young people. Respect is shown by the way in which all
successes are celebrated either through direct praise or indirectly by taking photos and displaying them. It is also gained by the staff in their ability to be genuine and by their non-judgemental attitude which helps place the young people at ease and feel supported and safe. The staff at ‘Trade Skills’ focus on achievement and praise as it identifies that the majority of young people who attend are often very vulnerable and have low self esteem and a low sense of worth and pride. This is indicated and supported by the results from this study as identified in Section 4.1.

‘Trade Skills’ is able to offer a practical, varied and applicable range of activities. The staff are passionate about their trades and have a desire to pass on their skills and knowledge. This creates a respectful and genuine working environment which flows throughout ‘Trade Skills’ creating a positive culture. The use of real bricks and concrete, the ability to build real walls and working models, ensures that all the activities are held with equal and high value which fosters a feeling of trust and respect. ‘Trade Skills’ values success and supports areas of weakness, it does this through its high expectations and through the applicability of the activities.
4.7.2 Research Question 2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?

Table 9: To show the key events, observations and diary entries demonstrate the extent to which 'Trade Skills' is able to provide activities and experiences relevant to the ECM outcomes.

<table>
<thead>
<tr>
<th>Significant event/observation/entry</th>
<th>Summary of my reflections</th>
<th>Association with the ECM outcomes (Link to RQ2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The staff:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All males, builders by trade,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in old clothes, range of ages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key thoughts when I think of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff from my observations and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time spent include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Genuine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Respectful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Real</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understanding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Passionate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Believers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Determined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Hard working</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Firm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• No nonsense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Encouraging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Jokers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• high expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• sense of humour</td>
<td></td>
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<tr>
<td>Value of male role model</td>
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<tr>
<td>Strong Work ethic</td>
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<td></td>
</tr>
<tr>
<td>The staff appear to want to share their skills and knowledge</td>
<td></td>
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<tr>
<td>The staff appeal to these young people as they are role models</td>
<td></td>
<td></td>
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<tr>
<td>Enjoy and Achieve</td>
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<td></td>
</tr>
<tr>
<td>Yes because they get along with the staff, are motivated for them and want to please leading them to enjoying the activities and therefore achieving success.</td>
<td>Yes because they trust and respect the staff and feel secure in their presence</td>
<td>Yes because the staff see the staff wanting to give up smoking and eating healthy and because they respect and trust them this may lead to them developing healthier ways of living, also in terms of developing their confidence and self esteem supporting the young peoples mental health development.</td>
</tr>
</tbody>
</table>
The language:

- Simple and informal, clear and firm in delivery. Instructions given one at a time and in an informal manner.
- The use of slang where appropriate.
- Positive and encouraging.
- Supportive and respectful.
- The tone in which it is delivered is non-threatening and direct, creating no chance of back-chat and negative responses.

Example of words and phrases used:
- ‘mate’ ‘son’ ‘good lad’ ‘chap’
- ‘young man’ ‘superb’ ‘good work’ ‘lets get to work’
- this is not just the young people you really feel like they are all in the same boat. ‘it’s not your fault, not to worry, it comes with experience’, ‘I’m positive you can do it’.
- Trade skill staff: ‘good lad, put there on here like that, that’s a good lad’.

'Trade Skills' staff: ‘Are you with me, do you understand’

'Trade Skills' staff: ‘Watch your finders’

'Trade Skills' staff: ‘give us a hand’

Smoking:

The young people smoke on site.

Smoking appears to be really important to the young people.

A conversation took place with a member of staff and 2 of the young people about how he was giving up smoking—he spoke about how he was doing it and how he felt creating a discussion around smoking.

<table>
<thead>
<tr>
<th>The young people smoke on site.</th>
<th>There is a relaxed ambiance reflected in the language used. The young people understand and respond to the staff. Feeling of being on a building site. Encouraging feeling of them being genuine in the language they use and how they use it. Yes because the staff and the young people enjoy the time at ‘Trade Skills’ by sharing jokes and ‘banter’ which in turns motivates, reassures and leads to them achieving.</th>
<th>Yes because the staff and the young people enjoy the time at ‘Trade Skills’ by sharing jokes and ‘banter’ which in turns motivates, reassures and leads to them achieving.</th>
<th>Yes because the young people attend and stay when they are at trades skills rather than absconding or truanting which keeps them safe. The language is pitched at their level of understanding.</th>
<th>Yes both mentally and emotionally helping to improve self worth. The staff listen to the young people and provide opportunities to chat. The language used is pitched at their level of understanding.</th>
<th>Yes because the young people enjoy and feel comfortable in the environment of Trade skill. The language is accessible to them and is fun for them as it helps to motivate them to work and contribute to activities.</th>
<th>Yes because the young people attend and turn up to ‘Trade Skills’. The language is accessible to them and is fun for them as it helps to motivate them to work and contribute to activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This avoids confrontation which could result in an overreaction. The importance of these informal unplanned discussions in addressing the negative behaviour and habits of the young people. An element of the young peoples needs being met without judgment—an acceptance that this is apart of the young. Yes because some of the young people enjoy smoking and it is important to them, which helps them enjoy what is on offer at ‘Trade Skills’ which in turn will have a significant effect on their overall achievement.</td>
<td>Yes because the staff know where they are as they have a safe place to smoke rather than them absconding.</td>
<td>To a certain extent but this is difficult to be sure of as smoking is an unhealthy activity. However some of the young people reported that they did smoke less since joining ‘Trade Skills’ as they have timed breaks when they can smoke so don’t smoke all of the time. Plus they enjoy what they are doing so don’t abscond and go to smoke which many.</td>
<td>Not directly although being able to smoke effects the likely hood of them attending which has a direct effect on their ability to enjoy and achieve which will have an impact on them being able to achieve any qualifications and subsequent jobs and qualifications.</td>
<td>Not directly although with smoking being of such a high priority and importance to these young people it effects whether or not they will attend and in turn contribute to the activities.</td>
<td></td>
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</tr>
<tr>
<td>Action/Effect</td>
<td>Description</td>
<td></td>
<td></td>
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<tr>
<td>There is always <strong>music on</strong> and sometimes they sing along – staff and young people</td>
<td>Creating a nice work environment, the young people still on task and motivated. The music also created conversations about different music helping the relationships.</td>
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<tr>
<td>Yes because the music helps the young people to feel calm and motivated as well as feel relaxed and happy during the activities. They enjoy the environment and that helps them.</td>
<td>To a certain extent although it is important to think of how this could be a distraction as well and be problematic if they were on machines.</td>
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<tr>
<td>To a certain extent in terms of emotionally healthy it helps them enjoy and be happy directly impacting upon their emotional well-being. They also feel secure and content in the environment.</td>
<td>To a certain extent as the music adds to the overall ambiance of ‘Trade Skills’ creating a place which the young people respond to in a positive way which directly impacts on them wanting to attend which affects their ability to learn.</td>
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<tr>
<td>Yes in that the ambiance created by the music helps the young people to feel motivated and show enjoyment to the activities they are doing. As well they contribute to any</td>
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<tr>
<td>Model to develop. It takes any pressure of any silences during conversations or activities</td>
<td>Feel motivated and achieve in the activities they are apart of or doing heavy duty work. But it also helps to calm and motivate which some of the young people find helpful.</td>
<td>And ambiance created. Skills and develop these further. This helps them in deciding if they would like to work in within an environment similar to this, which a lot of the young people do.</td>
<td>Conversations which go on stimulated by the music chose.</td>
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<tr>
<td>When there was extra staff free they would be working on something near by. Creating a role model and demonstrating how to do it and modelling to the young people.</td>
<td>Yes because the young people see the staff working beside them and see a meaning to what they are doing. They see the staff enjoying their work which has a positive impact on the young people. The staff share their passions and trade with genuine enthusiasm.</td>
<td>Yes because of small ratio of staff to young people which ensures they are supported and safe at all times. The staff can be modelling how to do things in a subtle manner.</td>
<td>To an extent in that the passion and skills from the staff have a positive impact on the young people who can observe them working beside them. This creates a role model and desire to be like them and in turn become a trades man.</td>
<td>Yes in terms of all at trade skill contribute and this moral makes for an effective working environment.</td>
<td></td>
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<tr>
<td>Being proud of work: A young person wanted to show the owner his model car.</td>
<td>The young person proud of the work done. 'Trade Skills’ feel it is important for work and successes to be celebrated. The young people value praise and acknowledgment of their achievements.</td>
<td>These observations and events demonstrate how much the young people value what they are doing and what to share it, indicating a sense of pride. Not really although this all impacts on whether or not they want to attend which means people know where they are and that they are safe.</td>
<td>Yes in terms of demonstratin the impact of trades skills on their self worth and self esteem. Yes in that if they enjoy and feel proud of the work they do then they may choose to undertake a career in one of the trades.</td>
<td>Yes as they feel proud of what they achieve and this is celebrated helping to develop a sense of belonging for these young people.</td>
<td></td>
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<tr>
<td>Basic skills: Lots of numeracy such as finding the centre line, measuring, adding up measurements. Literacy in following instructions, staff correcting the language of the young people.</td>
<td>Numeracy and literacy being addressed in a practical and meaningful way, the young people not really aware they are doing it.</td>
<td>Yes as they enjoy the simplicity and lack of paper pen exercises. They therefore develop and achieve in the basic skills. Not directly.</td>
<td>Helps develop their basic skills. Helps in developing their basic skills which means they are able to do some of trades independently.</td>
<td></td>
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<tr>
<td>Use of real materials and young people make model</td>
<td>Staffs have high Yes because the young.</td>
<td>Yes as the young. Yes in terms of a lot of</td>
<td>Yes in terms of them learning. They enjoy making the</td>
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</tbody>
</table>
cars and other impressive models. I was struck by the complexity of some of the models. All the models were interesting and motivating. The staff trust the young people with the materials and machines which is positive for the young people who demonstrate respect towards the materials and activities. People appear to enjoy the complexity of the tasks and the range on offer keeping them motivated. The wooden models have lots of small achievable steps creating enjoyable targets which create something to be pretty proud of at the end (Such as moving car). People learn how to use the materials and machines safely with all safety measures accounted for. Manual work what it is like to use the materials and machines which if they enjoy may inspire them to take the trades to the next level. They also do make products to sell different things positively contributing to the many activities on offer.

<table>
<thead>
<tr>
<th>When speaking the owner of 'Trade Skills' about the young people who attend and the reasons why they have been excluded from mainstream settings he said 'It is not the young people who are challenging it is their behaviour which is challenging'. This led to a change in title for this thesis as he did not want the young people viewed as challenging rather he wanted the behaviours they display viewed as challenging.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Despite these young people exhibiting and displaying some extremely challenging behaviour the 'Trade Skills' staff still believe they can make a difference when everyone else appears to have given up on them. They believe there is inherent good in all young people and it is not the young person who is the issue.</td>
</tr>
<tr>
<td>This mutual respect and understanding helps to ensure that the activities are pitched to a suitable level and are accessible to the young people.</td>
</tr>
<tr>
<td>Not directly except in terms of them being valued therefore they attend and feel safe.</td>
</tr>
<tr>
<td>Yes in terms of their emotional well-being and being given one last chance. 'Trade Skills' and the attitude of the staff help in boosting self esteem and belief for the young people.</td>
</tr>
<tr>
<td>In that it gives the young people another option, one which the majority of the them positively respond to.</td>
</tr>
<tr>
<td>They contribute to 'Trade Skills' and feel apart of it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A past pupil returned twice just to say hello</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Trade Skills' made a positive impact on this young person. 'Trade Skills' clearly important to this young person.</td>
</tr>
<tr>
<td>Yes in that he would not have returned if he had not of been enjoying. Achieve, ye, because he is now on a college course.</td>
</tr>
<tr>
<td>Not directly. Emotional well-being and self esteem – 'Trade Skills' would of been a positive experience for this young person and boosted self worth.</td>
</tr>
<tr>
<td>The young person is now on a college course and wanting to do one of the trades as a job.</td>
</tr>
<tr>
<td>The whole experience of 'Trade Skills' meant he made a positive contribution.</td>
</tr>
</tbody>
</table>
The staff allow the group of young people who come from the PRU to have a ten minute break when they arrive following their long journey so they can have a cigarette and then be ready for the day ahead.

It felt very respectful and understanding. The young people clearly appreciate this opportunity and respond positively. They appear more motivated for having it.

This allows the young people to refocus, meet their basic needs and therefore enjoy the time at 'Trade Skills'.

They are on site so not absconding

Not in terms of the unhealthy choices they make but yes in ensuring their basic needs are met enabling them to participate

Not directly – although ensuring their basic needs are met ensure their attendance which impacts on their ability to learn and be inspired by trades

Indirectly in that meeting basic needs ensures they attend

The staffs from the PRU are not aloud to be in the same room as the young people and trade skill staff during the work times. The 'Trade Skills' staff feel this way they can assert their authority and support them without the added pressure of having the school staff around. They feel this is creates a different environment for the young people and makes a big impact.

This was an interesting idea especially due to the challenge of most of these particular young people’s behaviours. It did definitely have a positive effect and helped the 'Trade Skills' staff assert their authority and do things 'their own way' without judgement. It

The young people appear to like the setup and helps to keep them focused

Not directly – although the young people appear to like having the school staff with them for added security

Not directly

Not directly

Not directly although allows them to access what is on offer without judgement and bias
also allowed the relationships with the trades skills staff to develop without them being seen as being 'teachers'. It also helped give the young people who may have had a difficult relationship with their school staff a chance to develop a different one with 'Trade Skills' staff without bias.

**Conversations:**

**About the car poster on the wall**

Trade skill staff: 'you're late, don't be tomorrow, just get to work'

Staff feel that them turning up is good enough not worth confronting them when they arrive, but get them in and settled then pick it up with them later.

Young Person: 'I'll mess it up'

'Trade Skills' staff: 'No you won't I have every confidence in you'

**Conversation about sugary drinks**

Things to help inspire on walls along with conversation starters

Just pleased to see them, don't question just welcome and let them get sorted - this mutual understanding without question - the staff work with them

Helps to develop positive relationships

The staff always encourage and support and the tone in their voice is always the same

Honest and open and non-judgemental just informative

They enjoy the interactions and conversations. They develop positive relationships with the staff which develops positive role model which inspires and motivate the young people to achieve

Yes with the conversations around health and general well-being

Yes with the conversations around health and general well-being

Not directly - although the staff do talk to the young people about the realities of working within the trade industry

Not directly although if they enjoy they will attend and contribute
**Environment:**
- Music on
- Messy due to nature of trades
- Cold
- Different rooms for different trades
- Has a kitchen
- Basic in terms of decorations
- Outside space
- Access to everywhere
- ‘Matcho environment’

**Work ethic**

| The environment creates an enjoyable ambiance | Not directly | Not directly | Not directly | Not directly although if they enjoy they will attend and contribute |

**The welcome:**
Always offered me and any visitor a cup of tea and the ‘lads’ make sure I have one
The young people themselves are welcomed by all the staff when they arrive

| Very welcoming, feeling of being apart of something | Not directly | Not directly – they do develop a sense of belonging if welcomed | Not directly | Not directly |

**Tea served** – cups made for the staff by the young people

| There is a feeling of home from home. The young people are happy to make tea for staff and the visitors. The kitchen is a little neglected but the children are careful to clean their cups well. | They are happy to make cups of tea and clearly enjoy the relationships they make with the staff. They follow safety procedures. They are aware that the kitchen is not the most hygienic of places which sparks conversations around health and hygiene. | They are aware that the kitchen is not the most hygienic of places which sparks conversations around health and hygiene. | Not directly although making cups of tea is a positive demonstratio of their willing to attend ‘Trade Skills’ | Not directly |

**One young person spoke to one of the members of staff about his visit to his new school, expressing his concerns.** The young person had already associated the visit as a negative experience and was nervous about what was going to happen. The member of staff listened and reassured him and ran through what he was going to do, and why it was important to give this ago. This all happened as they were both working together on his model car.

| The young people have built strong relationships with the staff and value what they have to say and their advice. Was similar to an interaction between a parent and child. How the small ratio means there is the opportunity to talk about any issues with the staff being able to listen. The practical activities | Not directly however if the young people feel they can talk to the staff then the staff can support the young people in making good decisions. | Yes – the positive relationships and roles models is important for their emotional well-being. The small ratio and atmosphere is conducive to a positive, safe and secure environment to express any concerns. | Not directly | Not directly |

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157
means these conversations can happen and it works as the staff are working with them not watching them creating a relaxed and unpressurised environment.

It is an effective learning environment for both learning new skills, developing social skills and addressing any emotional concerns.

### Health and Safety:

- Notices on all boards
- As they arrive staff make use they have boots and overalls on the kids respect this and all wear the safety gear
- When on machines staff made sure all were safe
- The staff remind them of how to carry and pick up heavy things safely

Consciousness of health and safety implications especially with working with these particular young people. ‘Trade Skills’ do the best to enforce and model health and safety practices. There is also the feeling of trust that the young people are capable and trusted with the equipment and machinery.

They enjoy using the range of materials and machinery and respect the health and safety rules.

The notices help to remind the young people of the importance of being safe at all time.

By following the health and safety guidelines they are able to stay healthy.

Not directly although by enforcing these essential rules helps the young people develop in the trades and learn to do things safely – learning the value and importance prior to any college courses or apprentices.

By following the health and safety guidelines enables the young people to contribute in the range of activities on offer.

### Observations and thoughts on the interactions between staff and the young people:

- Lots of jokes
- “want a cuppa xx?”
- Taps on shoulders
- The staff working alongside them and doing it with them not them and us its more of a team – work ethic
- They are respectful and non judgemental

<table>
<thead>
<tr>
<th>N/A</th>
<th>The staff and young people appear to enjoy what they are doing</th>
<th>Not directly</th>
<th>Not directly although there is a positive effect on the emotional well-being of the young people</th>
<th>Not directly</th>
</tr>
</thead>
</table>
- They are calm
- Respectful
- ‘Parent – child’
- ‘adult – adult’

**Ratio:**
- 2 kids to one adult
- Supportive
- Teamwork

The ratio is significant in the success of ‘Trade Skills’ and in the development of the relationships with the young people.

Yes as they enjoy the attention and therefore achieve

Yes as they can be kept safe with everyone knowing what they are doing and where they are

Yes to the extent of develop self esteem and emotional well-being

Not directly

Not directly although the ratio enables the young people to remain motivated and focused

**Observations and thoughts on the work undertaken by the young people:**

- Young people on task
- Team work
- Staff working alongside them, joining in
- Pupils appear motivated
- Practical activities with a practical application to ‘real life’
- The young people appear proud of their successes, showing me their photos of completed work
- The young people take care in their work
- High expectations of staff, making them get it just right
- Meaning to what they are doing helping the young people stay focused and motivated

Practical hands on keeps these young people motivated and focused – they need to be doing something – and it must be applicable to something practical they can use and do.

Ambiance:

Hard working, high expectations, relaxed, supportive, fun, ‘grafting’

Has a significant effect on the enjoyment and engagement of the young people. It is conducive to supporting the development of relationships and teaching and learning the trades

It makes it an enjoyable place to be and the high expectations helps to motivate the young people

Not directly

Not directly

Not directly although it is similar to that of working ‘on site’

Only in that they attend

**Newspaper:**

A range of daily newspapers were always out on the table.

The young people would look through them and during the breaks have conversations about different parts mainly the sports

Good medium for conversations

They enjoy the conversations which the newspapers provide

Not directly although can spark conversations around health and safety

Not directly

Not directly although does provide an insight into ‘real world’ working

Not directly
Table nine explores the observations and diary entries made during the study which help to understand the extent to which ‘Trade Skills’ is able to provide activities and experiences relevant to the ECM outcomes. The findings indicate that through the range of activities and experiences on offer through ‘Trade Skills’ it is able to meet many of the ECM outcomes. It does this by placing the young people’s needs at the forefront of what they do. Further understanding of how they meet the needs is best understood by exploring the five of them identified in section 4.5.1. The table above suggests that ‘Trade Skills’ is able to contribute to the ECM outcomes by the way in which the staff support and encourage the young people, through the development of positive and respectful relationships, through creating a safe, secure and appropriate environment, by ensuring their basic needs are met which then allows for unhealthy habits to be addressed and by having a practical, flexible and applicable curriculum on offer.

**4.8 Summary of the findings gathered by the observations and from within the researchers diary**

The findings gathered by analysing the observations and notes from within the researchers diary indicate that ‘Trade Skills’ offers an alternative and appropriate curriculum as it enables the young people to meet the ECM outcomes more comprehensively than otherwise achieved by mainstream education settings. The findings help to understand the extent to which, ‘Trade Skills’ is able to provide an appropriate and alternative curriculum. Critically important, are the staff who work there, the language used, the environment and culture, the general set up, the significance of meeting the young people’s basic needs and the significance of creating a respectful environment which has a focus of celebrating success and praising positive outcomes.
5 SECTION 5: DISCUSSION OF THEMES

When triangulation of the entire data took place a large number of subthemes were identified which were subsequently grouped into six key or overarching themes. These six themes help to demonstrate the extent to which ‘Trade Skills’ can provide an appropriate and alternative curriculum for the young people who attend. These themes also help to understand the extent to which ‘Trade Skills’ is able to provide activities and experience relevant to the ECM outcomes. Each theme is explored in further detail to enable further analysis of the findings to take place. It is here that any additional data gathered during the semi-structured interviews will be drawn on. (Refer to appendix 8.15).

5.1 THEME ONE: The significance of staff and positive relationships

Findings throughout this study highlighted that the staff determine the effectiveness of ‘Trade Skills’ as an alternative curriculum. As one young person simply said ‘the staff are nice.’

It appears that the young people thrive on the reciprocity and attention of the close relationships and 1:1 support they experience at ‘Trade Skills’. Also as Bender and Bender 1996 and Cox et al, 2006) identified most students with social, emotional and behavioural difficulties thrive on speedy and informal exchanges with immediate feedback. This demonstrates why ‘Trade Skills’ is effective.

The owner of ‘Trade Skills’ places a lot of value on his staff and, for him, the personality and ability to build relationships is one of the keys to working effectively with these young people as demonstrated in the following extract discussing the importance of staff and relationships;

“The relationships with the staff are more informal than at school yet full of respect because they have to be, we have our boundaries so the way they view the relationships with staff is positive.”

“The relationships are different with the kids that are disruptive type kids in some way, vulnerable in some way with behavioural type problems, you have got to
have a different way to deal with them than in a mainstream school. The mainstream school caters for the masses rather than for the smaller numbers who have the real problems, so you have to engineer your relationship, change your relationship to fit that situation.”

“You can’t be as formal and yet at the same time you have to in some way be tougher than a teacher in a school; you have to impose your personality on them, use your personality, if you don’t have the personality you won’t survive here as a member of staff.”

“You have to have interpersonal skills to build relationships and that is 90% of this job – it is all of it, it really is. It’s everything. When I am employing staff and they tell me all about the building skills they have which is great, because it is important, but I say to them that is only 10% of the job, I am more bothered about your interpersonal skills, your relationship building, how you can read another human being. That for me is the biggest part of this job by a mile.”

“There is an argument for me going for people like that and then me teaching them the basic later, because basic bricklaying, basic plastering you can teach quite easily, you can’t teach personality, not at all.”

The deputy head teacher summarises the significance of the relationships in the following extract;

“It comes down to personalities really; you can be the best teacher in the world but if you don’t have a relationship with the kids it will never work. And we found quite early on that the men here have that rapport with the kids and the kids like the people they are working with probably more than the courses that they are actually doing. I think it is more about the relationships with the people.”

The above extract highlights how it’s the staff themselves who, by using their personalities, manage to build rapport and manage to connect with these young people. One of the staff members helped provide an understanding of how they manage to do this and what is evident from the following extract is the passion and desire to share experiences and support the young people. For the staff who work at ‘Trade Skills’ it appears that what they do is more than a job to them and this penetrates
throughout the observations and interactions between the staff and young people noted by the researcher.

“This is about the experience of life; I teach them brick laying and I’ve done brick laying as a job. Where as at school a teachers job is being a teacher, they might not be able to tell them what it’s like in certain jobs. Where as I am teaching them just brick laying and that’s all I’ve done since I left school. So I can tell all about it, what it is like, how much you get paid, what/how you have to act and what is acceptable in that particular job so basically tell them about the job. “

There also appears to be a culture of staff having high expectations for themselves and each other in their daily professional practice. They are passionate about their trades and wish to teach this to young people in the hope of providing them with good job prospects for the future. The staff are consistent with their approach, expectations and manner and use their personalities as their main ‘tool’ in teaching and supporting the young people.

The staff at ‘Trade Skills’ and the positive relationships between them and the young people is one significant way in which ‘Trade Skills’ appears to differ from other provisions. The study demonstrated that for this group of young people the relationships with the staff are key drivers of their attendance, enjoyment and subsequent achievements.

The following extract demonstrates how important the relationships are in engaging and motivating the young people.

“Closer relationship as well I think, we thrive on making very good relationships with the kids, the more you get to know them, the more work they do for you so it’s much better.”

Support for this theme and its significance comes from the work by Kinder et al (1996) who found that pupils suggested that teachers need to show justice, patience, understanding, respect, humour and informality. This together with the work undertaken by Norton (2003) who made reference to the significance of feeling listened to and the importance of the staff as
being important in the engagement of young people. The staff at ‘Trade Skills’ demonstrate these qualities and these relationships appear to contribute to this effectiveness in engaging the young people.

As far as the young people interviewed are concerned, the teacher and the building of relationships is key as one young person indicated in the following extract regarding staff and their perceptions;

**Interviewer:** “You responded with strongly disagree with the teachers being easy to get on with, what is the difference with them and trade skill staff?”
Child B: “Because teachers just do my head in”
**Interviewer:** “How?”
Child B: “They just do”
**Interviewer:** “So why don’t ‘trade skills’ do your head in?”
Child B: “Because they don’t always bore you and make you do things”
**Interviewer:** “So do they give you more space is that what you are telling me?”
Child B: “Yeah”
**Interviewer:** “Those at trade skills make time to explain things carefully?”
Child B: “Yeah definitely”
**Interviewer:** “Those at school make time to explain things carefully?”
Child B: “No”
**Interviewer:** “Those at trade skills make more time to get to know you than school teachers”
Child B: “disagree”
**Interviewer:** “You don’t think they make more of an effort with you”
Child B: “Yeah actually, Yeah”
**Interviewer:** “How do they make more of an effort?”
Child B: “Because they are better”
**Interviewer:** “How are they better?”
Child B: “Because the are”
**Interviewer:** “How? Come on what is it about them?”
Child B: “They don’t mither you all the time”
**Interviewer:** “What do they not mither you about?”
Child B: “You get longer break and everything”
**Interviewer:** “What else; anything else?”
Child B: “Oh I don’t know”

The young people feel as though there is a real sense of understanding that exists between them and the staff and a silent acknowledgement of
the needs of these young people which is reflected in the manner in which the staff behave.

A key feeling of the staff being ‘normal people’ who were ‘easy to get on with’ suggest the value in spending time getting to know young people and taking an interest in their lives. Within these subthemes is the significance in the way in which the staff communicate with the young people, using humour and respectful conversations which are pitched at their level of understanding and genuine in nature.

Morreall (1983) focusing on the work place, describes humour as a social lubricant and a tool fostering flexibility and adaptability. It releases tension, eases communication with others and facilitates the establishment of wider social networks (Campbell 1997 and Dziegielewski et al, 2003).

Fovet (2009) investigated the use of humour by teachers during classroom interventions with adolescent students with social, emotional and behavioural difficulties. He found that most of his participants ‘see humour as a platform from which to build a rapport and other complex interactions…it established some sort of reciprocity. While not sufficient on its own, it could therefore work as a building block in the shaping of warm and productive teacher-student relationships…humour is perceived as ‘the door’ which needs to be opened to allow systemic interventions of a wider scope and nature’ (page 284).

This study makes reference to the perception that the staff have of the young people and their differing needs as part of the success of ‘Trade Skill’ and how this ethos helps in developing the relationships. One of the first pertinent comments made by one of the staff members was ‘It’s not the young people who are challenging it is their behaviours which are perceived as being challenging.’ This comment made me think about the ethos the staff have and their perceptions of the young people who attend. As Cooper (1993) reminds us; it is not easy to define problem behaviour as it results from a; ‘complex interaction between contextual factors and aspects which the individual brings to the situation’ (Cooper, 1993, page 9).
The findings of this study demonstrate the significance of relationships at ‘Trade Skills’ and its contribution in enabling positive attachments and subsequent access to the curriculum. When analysing the data in more depth a number of significant sub themes were identified to help provide further insight into why and what it was about the staff in particular which works. These included the importance of staff being genuine in their approach, being fun, being respectful and non judgmental as well as the significance of a small ratio and the importance of space and time in developing a trusting and positive attachment.

Carl Rogers (1980) suggested that when teachers exhibit high functioning in the three core conditions of unconditional positive regard, of warmth, of empathy or congruence then the kind of growth aimed at when promoting individual resilience will be achieved.

5.1.1 Implications for policy and practice

When considering how this theme could be implemented within mainstream settings it becomes important to understand the key principles of why positive and effective relationships with young people are so important. This can be a challenge for schools who feel that getting to know the young people is a time consuming activity within such a time limited system. This study demonstrates that for young people with BESD, relationships with staff members play a vital role in their level of engagement.

Schools and key members of staff would benefit from being given opportunities to build relationships with certain young people via small group work, one to one activities and through such concepts as meet and greet, breakfast clubs or regular slots to ‘have a chat’. Policies should encourage staff to build sincere relationships with their pupils and see this as an integral part of their practice. This study demonstrates that alternative provisions can often offer a continuum of provision for the young people with the additional benefit of providing opportunities for them to develop relationships with other adults who are not teachers. This
opportunity can be used as part of the curriculum but additionally, as an opportunity for a key member of staff from their mainstream setting being closely involved in the whole process. This would help develop relationships between the young people, schools and the alternative provision they are apart of.

5.2 THEME TWO: Negativity towards schools and teachers

As one might expect, the young people had a lot to say about the mainstream settings that they disengaged with, their mainstream teachers and the role this played in their low level of trust and motivation. Some of the subthemes which help understand this include the lack of motivation, a feeling of anger towards school, its setup and experience, negativity and lack of respect towards the formality of mainstream, poor relationships and attachments, a lack of understanding and respect for the mainstream system and the lack of applicability.

This is an important theme when considering what impact this may have on the young people engaging in alternative curriculums and provisions. Norton (2003) reported how the most significant factor in disengagement within his study was difficulty in conforming to school – the ‘one size fits all model’. We know from this study that for the young people interviewed conformity to education and its systems is hard.

The following quotes demonstrate the negative perceptions and attitudes directed at school and the teachers;

Interviewer: "What is it you didn't like about school?"
Child B: "All of it"
Interviewer: "Any bits in particular"
Child B: "I just didn't like school, I didn't use to go, I went to one and got kicked out straight away, I wouldn't do my maths and everything"

Interviewer: "Is being at school is important to you?"
Child B: "No it isn’t, I hate school"
Interviewer: "What do you hate about school?"
Child B: "All of it, every single bit, except when you go on the laptops and that"
Interviewer: “Being at school is important to me”
Child D: “No it’s not”
Interviewer: “Can you tell me a bit more why?”
Child D: “Because I would rather be here than there, I just don’t like being there”

Interviewer: “Teachers at school take time to explain things carefully”
Child D: “No they don’t, they say stuff dead fast”

Interviewer: “You responded with strongly disagree with teachers being easy to get on with, what is the difference with them and trade skills staff?”
Child B: “Because teachers just do my head in”
Interviewer: “How?”
Child B: “They just do”

Interviewer: “Being at school is important to me”
Child C: “No”
Interviewer: “Why?”
Child C: “Because it is stupid, I don’t see the point of it”
Interviewer: “Can you tell me any more about that?”
Child C: “I just hate it, it does my head in”
Interviewer: “What about it does your head in?”
Child C: “The teachers”
Interviewer: “What is it about the teachers?”
Child C: “They just to my head in, just tell me to do stuff”

Interviewer: “Being at school was important to you”
Past pupil: “Nrh strongly disagree, I hated school”

Interviewer: “Did you get anything from school?”
Past pupil: “No, a trophy cabinet at home that’s about it nothing really, the only thing I enjoyed at school was the school football team after school, oh and the laugh in class with ripping the teachers, but that’s not positive really is it.”

The researcher tried to tease out what the thoughts were behind the anger and hate expressed, but concluded from the evidence that the young people were expressing in their own language their feelings of disappointment and disengagement.
The following extract taken from the interview with the member of the LA support the reports made by the young people and provides an insightful view of the situation for these young people;

“School is a negative experience for these young people. Yes I think school see these kinds of children as though they have problems, they have problems because they are intrinsically like that. Or because of their family background, they don’t see that the context of school has anything to do with the way these children behave. They behave badly because of the way they have been brought up or they have learnt bad behaviour. They don’t really see that if they did different things at school than the things they obviously can’t do or cope then the children might behave differently.”

“Schools are too big for them and I think they are too threatening a place for some of these kids, they are too noisy, too busy. There is too much going on they are expected to go and sit in groups and put their hands up and interact and they are either taught in mixed ability or they put all the kids with difficulties in a smaller group but still expect the same kind of curriculum to be delivered to them.”

All the young people interviewed in this study had a low academic self concept and negative attitude about school. This, along with the poor resiliency, low sense of mastery and relatedness and elevated emotional reactivity demonstrates how vulnerable these young people are and how the ‘one size fits all model’ just doesn’t work for these young people.

This places further support for provisions such as ‘Trade Skills’ to be used as a means of supporting the development and resiliency of these young people and engaging them into meaningful activities.

Stone et al (2000) found that the young people in their study had been more positive about their experiences in centres than school. The feeling was that this was based on their treatment and the curriculum of offer. This study would offer support to this especially when considering the other themes being discussed.
The young people had a lot to say about their teachers and experiences within mainstream education and these clearly impact upon their self esteem, confidence, trust and motivation. The paper written by Rustique-Forrester and Riley (2001) wrote about the importance dimension of disaffection being the experience of school itself. If this is negative than disaffection will happen which makes it even more important to understand how schools may go about supporting their pupils when they are attending alternative provisions and how they may go about re-engaging them back into mainstream education.

The reintegration of pupils from alternative provisions into mainstream education was widely perceived as problematic and often unsuccessful (Burton, Barlett, and Anderson de Cuevas, 2009). Staff at ‘Trade Skills’ and the deputy head teacher felt this was due to the lack of contact by the school during the time at ‘Trade Skills’. Moreover, there was a feeling that there was a reluctance of the school to re-accommodate a pupil and the difference between routines, regulations and the environment of ‘Trade Skills’ and school was too great. What is also important to consider is the apparent lack of support from other agencies when the young people then returned back to school. The schools simply did not have the human resources to provide sufficient support to meet the broad spectrum of needs. Burton et al (2009), in their study looking at the contradictions faced by a cross-section of education and children’s services professionals involved in practice and policy implementation in the secondary phase, reported that ‘School leaders at the unit had learnt the importance of liaising and communicating with subject and curriculum leaders to discuss approaches to accommodating and managing the young person in question, and also employed team teaching as a strategy to facilitate successful reintegration’ (page 150).

5.2.1 Implications for policy and practice

When considering how the points raised within theme two can be used to help inform policy and practice it was felt that this theme highlighted the need for more preventative and development work to be undertaken within settings. For the young people within this current study their experiences of school and the school system were very negative and for them a change
in perspective is a lot to ask for considering the amount of time spent in and out of different mainstream settings. We can therefore learn from their experiences and listen to their views. Earlier intervention in the form of offering alternative provisions as part of the continuum of provision offered, as apposed to a last resort, could enable young people with BESD to have a varied, dynamic and flexible timetable. If would also help develop different skills which would enable them to access mainstream school with a more informed approach.

Moreover, there is a need for mainstream schools to develop their understanding of BESD pupils and how best they can be supported and understood. Teachers would benefit from time to explore their perceptions of BESD and subsequently be offered support and supervision in dealing with the complex issues which arise. This could be done effectively by providing an outreach service from effective alternative provisions to work with schools and teachers in developing their practice. Policies would need to take into account the need for this development time and place emphasis on schools being a positive experience for all who attend.

**5.3 THEME THREE: The value of having practical and applicable activities**

The findings throughout this study make reference to the significance of having practical and applicable activities.

This is demonstrated in a range of the findings including the general ethos and attitude of those who work at ‘Trade Skills’ and by the observations made. ‘Trade Skills’ operates on the premise that it is “a place of work” and it offers all the support required to ensure that the young people can access and achieve within in. It also tries to adopt the expectations which may be seen within more mainstream provisions. They have high expectations for pupil behaviour during activities, around the site, at tea breaks and during lunch combined with a definite respect and understanding of the needs of the young people who attend. There is a
feeling that every young person is valued and every activity they undertake is valued and labelled with high expectations.

The research literature in relation to young people whose behaviour can be challenging consistently points to how an inappropriate curriculum can exacerbate behavioural difficulties (Fogell and Long, 1997, Cole et al, 1998, Montgomery 1998 and Porter, 2000). This theme was echoed repeatedly by all the young people in their interviews in relation to their negative attitudes towards school and the positive attitudes towards the activities at ‘Trade Skills’.

Geddes (2005) suggests that; ‘the task is a valuable tool in working with pupils who find relationships threatening’ (page 91). He continues to make reference to how tasks that engage the left brain function such as building structures, sorting and counting can be of benefit when working with such young people.

The member of the LA spoke about how schools could do more to meet the individual needs of their pupils and would benefit from more practical activities;

"Yes I do, I think they could do far more outside, practical work, schools will sometimes do that, but its always seen as that they just have to do what everyone else does, and they don’t see them as individuals.”

There is the view from the young people and the staff interviewed that the school curriculum on offer was often inaccessible to the young people as it did not meet their needs. When they were unable to respond to the curriculum, they may have felt that they were perceived as being to blame whereas, in reality, the inappropriate curriculum was a potential cause of the behavioural difficulties. Thus the perceptions of these young people confirm the research findings as summarised by Porter (2000): ‘relevant curriculum is both a preventative and interventative measure in relation to disruptive behaviour’ (page 118).

The findings suggest that ‘Trade Skills’ is able to successfully provide young people with the chance to explore career opportunities through
direct experiences of working; as the OFSTED (2001) investigation felt such vocational provisions were best aimed for. ‘Trade Skills’ does a lot more than that but this is definitely something which ‘Trades Skills’ is able to provide. What is unclear is the impact on working within ‘Trade Skills’ and its effect on motivating the young people in re-engaging with school subjects. The past pupils’ did make reference to the importance of school subjects in the following quote, and how perhaps it was more important than he/she initially gave notice to;

Past pupil: “I just didn’t care, I was young and having fun pi***g about at school and then you’ve got teachers telling you wait until you get into the real world and you say Yeah shut up there’s no real world then you get there and think arh s***t”

There are studies that suggest that the curriculum context is vitally important for re-engaging young people with learning. Kendall et al (2002) highlighted the significance of ambiance and environment and the conceptual basis and ethos of interventions. This study demonstrates the significance of the environment, ethos and type of work undertaken in engaging the young people.

Some of the comments made by the young people help to understand how important it is for the young people to feel as if what they are doing is applicable. The young people are motivated by work and earning money not by formal education. They value learning through doing, with it being practical and hands on as well as being applicable to real life;

Interviewer: "So what is it that is so special about trade skills? Why does it work for young people?“
Past pupil: “Cause you’re doing things that you enjoy and you’re learning as well, I now know how to do quite a few things”

Interviewer: "What was it you enjoyed?“
Past pupil: “Just the people here, the people are good to get on with and erh the things that you did here, you didn’t have to do much writing at all but when you had to do writing you could see why you had to do it“
Interviewer: “So it had a purpose“
Past pupil: “Yeah Yeah in school it didn’t feel like that and everything I did here I
enjoyed, I loved it here"

Interviewer: “It was definitely the right place for you”

Past pupil: “Yeah definitely, Yeah,“

Interviewer: “Trade skills helped to give me more of a direction with what you
wanted to do after school”

Past pupil: “Yeah cause at school you’re learning what you’re learning about but
you don’t know what you want to but when you come here you learn what the
world is about and like probably legally this is probably the best thing to be in that
gets you money like bricklaying and that, legally I mean you could sit on you arse
drug dealing and that and earn what you would get in a weeks pay in like ten
minutes, but you wouldn’t want to do that would you”

Interviewer: “What do you like about trade skills?”

Child A: “Just like just doing the practical work”

Child A: “I just I didn’t want to leave get kicked out of Trade skills“

Interviewer: “Why, what is it?”

Child A: “It’s good“

Interviewer: “It’s good, you said It’s good because you like doing the brick laying
what else is good?”

Child A: “The woodwork

Interviewer: “How is it different to doing the woodwork in your design and
technology lessons at school?”

Child A: “I didn’t do woodwork when I was at school, it’s just different when you
are at school you have to do loads of work it’s not just making stuff. I just like
making stuff“

Interviewer: “So you like the practical stuff“

Interviewer: “What skills have you learnt, are you learning at trade skills?”

Child A: “Bricklaying, plastering, like woodwork, like at school you just like make
s***t things, here you make models and that. At school in like design and
technology lessons you just make key rings and that which ain’t hard”

Interviewer: “So you like the challenges here”

Child A: “Yeah”

Child B: “Because it’s better, it’s something to do, it helps you get a job better if
you can do woodwork and brick“
Once again the interview with the member of the LA provided further insight into the significance of the types of activities on offer at 'Trade Skill’s and the impact these have on the young people who attend;

“They see a purpose to it, because you know when they are a bit older and have their own house and things they will need to able to plaster and make things.”

“They enjoy it and therefore they have a sense of achievement. If one of them would like to be building they might suddenly have an idea of what they want to do, and are quite good at it and think that I actually want to develop these skills further and use them later in life, and some of them go onto college.”

“Whereas if they haven’t been to trade skills they probably wouldn’t have gone on to college and would have become joined our NEET\(^2\) kids.”

“Because it is practical, because it is something that there they don’t have friends who are sitting next to them who are really good at it, and they realise that their spelling and reading is lousy and therefore what ever they do isn’t as good as what others can do. They all start off from a learning base of virtually zero, and develop and build skills at their own rate, and therefore they are never put down or looked down on by other people.”

“Also when they have reasonable skills they will be taken out in the community and do projects with them so they have built peoples wall, for the general public, so they are actually making a positive contribution.”

This theme offers support to McGivney (2001) who said;

‘People are far more likely to engage in learning when they are given the opportunity to decide what is of value and relevance to them than when they are offered predetermined programmes that others consider they want or need.’

5.3.1 Implications for policy and practice

Theme three demonstrates the need for a more diverse and practical curriculum to be offered within mainstream settings. The young people

\(^2\) NEET – is an acronym for the government classification for people currently ‘Not in Education, Employment or Training’.
within this study value the practical and applicable activities which enable them to explore and develop new skills. Mainstream settings could benefit from closer relationships with alternative provisions in developing a more dynamic relationship which works in close partnership in meeting the range of needs of this particular group of young people.

This study demonstrates how significant the voices of these young people are and how policy developments need to account for this group’s range of needs. Developing stronger links between mainstream settings and alternative provisions can only strengthen the type of provision available for this group of young people. It is important that schools build and develop their range of activities on offer which widen experiences available. Equally important is the need for mainstream settings to focus on the strengths of young people and the value of giving schools permission to meet the needs of young people in a more creative and dynamic way.

5.4 THEME FOUR: The importance of flexibility and variety

Stones et al (2000) findings suggested the dislike of being cooped up in a school room and its implication on concentration. This theme was developed with interest as the young people themselves were making reference to the value of having a mixed time table and how this variety helped them maintain motivated. The young people reported that there was value in having a varied and flexible week and timetable. The young people felt that ratio was important and that having a varied week helped to keep them engaged and motivated and less likely to truant and misbehave. They also felt supported by the staff and were positive about the flexible nature of ‘Trade Skills’. ‘Trade Skills’ was almost a buffer and a means to ensuring their engagement in their other provisions. The following quotes expressed by the young people provide us with that insight;
Interviewer: “Why would you make the effort to come to trade skills?”
Past pupil: “It was lot better than sitting at home, would rather have been here”

Interviewer: “Do you think you felt more positive about yourself once you started coming here?”
Past pupil: “Yeah, that I was just in a difference place than school”

Interviewer: “Did it help knowing that you didn’t have to go to school everyday and you could come here?”
Child A: “I went to school, but like sometimes when I didn’t go to school I could still come to trade skills at like 12 cause xx would just call my auntie up and said I could come up.”
Interviewer: “That’s nice to have that flexibility isn’t it”
Child A: “Yeah”

Interviewer: “I would prefer to be at trade skills all of the time”
Child C: “No that would do my head in”
Interviewer: “Why would it do your head in being here all the time?”
Child C: “Because I would just end up being kicked out of here”
Interviewer: “So does it help and do you like having different places to go each day”
Child C: “Yeah”
Interviewer: “That’s interesting, how come?”
Child C: “Cause I get a break and that”

Interviewer: “So what is it about trade skills then that’s different”
Child C: “I don’t know I guess you can just do what you want”
Interviewer: “In what way has it made a difference to you do you think it has or not?”
Child C: “Not really”
Interviewer: “It hasn’t”
Child C: “No”
Interviewer: “What about the days you are in school does it make it easier knowing you are at trade skills two of the days a week?”
Child C: “Yeah”
Interviewer: “May be that’s because your time at school is shorter”
Child C: “Yeah”
Interviewer: “Is that helpful to keep you in school?”
Child C: “Yeah”
Interviewer: “Are you happier to go to school knowing that you are here for some of the days each week?”
Child D: “Yeah”

Interviewer: “Why would you prefer to be here all the time?”
Child D: “I don’t know, it’s just good”
Interviewer: “What’s good about it?”
Child D: “It’s different from school as you don’t have to do work you don’t have to do hand work it’s just different from school, because they let you go outside and go to the shop and go home and all that lot, it’s just different”
Interviewer: “A bit more freedom”
Child D: “Yeah than school cause you’re just stuck in like fences and you can’t get out, but you can get out of here”
Interviewer: “So that is important to you”
Child D: “Um I don’t like being trapped, I know I can get out”

5.4.1 Implications for policy and practice

Theme four offers a straightforward concept for mainstream settings and for those who are involved with developing policies. This study demonstrated the importance and effectiveness of a flexible approach when working with young people with BESD. The young people within this study acknowledged the value of variety within a curriculum and within their day. Mainstream schools would benefit by learning from good practice and adopting a more flexible and creative approach when working with this particular group of young people.

5.5 THEME FIVE: The significance of respect

What appears to be crucial to the young people and is a measure of how inclusive a school community is, is the extent to which everyone is valued and treated equally, as indicated by Thomas et al, (1998). This is a recurring theme throughout this study. They often expressed views that revealed that the theory of equality did not always translate into practice.
Comments made by the young people regarding being treated like an adult and being persistent with activities made the researcher feel that respect for the work done, for the staff and ‘Trade Skills’ as a place was high on the agenda for these young people.

This theme draws on the findings that suggest that these young people value being respected and for them this is really important. ‘Trade Skills’ endeavours to instil a feeling of mutual respect and understanding by attempting to meet the needs of all the young people without judgement. Stone et al (2000) and Kendall et al (2002) suggested that the effectiveness of any intervention programme relies heavily on young people’s willingness and ability to re-engage with learning. Stone et al (2000) used the classification term ‘receptiveness to help’. This concept is essential when considering ways in which to re-engage the disengaged. Consideration of the needs and interests of reluctant learners is critical to the effectiveness of an alternative curriculum.

The findings in this study pointed to the value of treating the young people like an adult, in that their basic needs are understood and met. What the staff demonstrated is their ability to gain respect from the young people which engaged and motivated the young people. The young people were persistent with their activities and proud of their work and demonstrated this by wanting to show it to people.

‘Trade Skills’ appear to believe that achievement and competence in areas of previous failure for young people is a powerful motivator and a means of displaying acknowledgement and respect for the work undertaken. The photos displaced in folders and on walls demonstrate the significance and value in celebrating achievement how ever small. This demonstrates how ‘Trade Skills’ has developed a culture of success and achievement for these young people who may not have experienced much of this prior to their attendance of ‘Trade Skills’. The support of the staff and the proximity to which they work alongside the young people creates a respectful and safe environment in which the young people can learn and develop not only the ‘Trade Skills’ about also their own personal qualities. As you spend more and more time in and around ‘Trade Skills’ you begin to understand how
‘Trade Skills’ uses achievement as a means of motivation and in developing positive relationships. As reported by Sattin (1999) and supported by this study;

‘This culture of success and achievement has a major effect on the pupils’ attitudes towards themselves, their beliefs about what they can achieve and consequently their willingness to trust their teachers and work hard for them’. (Sattin, 1999, page 10)

5.5.1 Implications for policy and practice

Theme five is concerned with the concept of respect. Within this study, respect was felt to be an important factor for the young people involved. Mainstream schools would benefit from employing a non-judgmental approach in their working with young people with BESD and develop further understandings of the range of needs such a group have. This can be done by further training and the use of an outreach service by alternative provisions and professionals who work with this group of young people. Mainstream settings would need to create a policy and ethos of respectful working between everyone within that school, inclusive of staff and pupils. With this comes the concept of understanding the need for young people with BESD to have opportunities to feel respected and understood. This may mean having opportunities for young people to have numerous ‘fresh starts’ and ‘less bias’ attached to them with regards to their behaviours.

This theme works alongside theme one in that it highlights the importance of developing positive relationships and rapport with young people. In developing an understanding of the young people’s individual personalities and their personal situations, schools would be able to identify and work to their strengths in a more effective and respectful manner. In addition to these points, settings would benefit from a comprehensive behaviour policy which has a shared vision of creating a respectful ethos which works alongside pupils, parents and communities in creating an environment where schools, young people and communities can work together in supporting each other.
5.6 THEME SIX: The impact on the young person

This theme will look at the impact ‘Trade Skills’ has had on the young people who attend. The NFER (2004) study on how vocational provisions are able to not only offer choice and flexibility but also; improved motivation, improved behaviour, increased confidence and self esteem and greater preparedness for post 16 studies.

The range of positive impacts ‘Trade Skills’ has provided are evident as you look through the findings and some are quite profound. What is hard to know, is whether the changes noted by the participants are directly linked to ‘Trade Skills’ itself or if they are due to a more complex contextualised issues. What is significant is the positivity in which the young people speak about ‘Trade Skills’ and behave within it. The staff, member of the LA and the deputy head teacher all made reference to “the kids voting with their feet” which is a significant piece of evidence when considering what impact ‘Trade Skills’ has had.

The young people said such things as;

Interviewer: "Why do you think your behaviour was better?"
Past pupil: "I guess I was just enjoying myself more"

Past pupil: “It got me my portfolio and stuff I guess, so I suppose it has made a positive difference, I’ve enjoyed it”

Interviewer: “What would you say to a young person who was going to join trade skills?
Past pupil: I’d just say I’d definitely go, it’s a laugh, I’d tell them to come here its pretty good”

Interviewer: “Do you think you would feel more confident in design and technology lessons now if you were in school?”
Child B: “Yeah”

Interviewer: "Since starting at trade skills I get into less trouble"
Child B: "Yeah, agreed"
Interviewer: "What are you doing less of”
Child B: “Fighting”
Interviewer: “less Fighting”
Child B: “I haven’t done it in ages, not at all in here”
Interviewer: “Good”
Child B: “I use to do it all the time at school”
Interviewer: “So why haven’t you done it here, yet you did at school”
Child B: “Because they don’t do your head in like they do at school

Child C: “It’s not made a difference to school, to be honest, although I do concentrate more”

Interviewer: “Being apart of trade skills has made a positive difference to my life”
Child D: “Yeah it has, strongly agree”
Interviewer: “How has it, what in you life has it made a difference?“
Child D: “It’s changed me, I’m good, I’m in school, I’m good here, I do my tidying and now I do my bedroom and all that and I didn’t use to tidy my bedroom”
Interviewer: “So what have they done, what’s the magic?”
Child D: “They’ve just changed me, I don’t know how but they have just changed me, they’ve changed my personality, they’ve changed my life and I thank them for that”

Interviewer: “How has it helped with respecting people more?”
Child D: “I don’t know, before I was nasty but since being here, it’s just changed me totally”

As with the study conducted by Hallam et al (2007) ‘Trade Skills’ appears to have successfully met the needs of many of the young people who attend, improving their motivation, attendance and confidence. It has additionally helped in improving behaviour and provided the young people with a range of practical, vocational skills which they view as beneficial and applicable.

What is evident from spending time within ‘Trade Skills’ is that it provides a supportive and safe environment where the young people are valued.

Social support is a multifaceted construct and has been defined in a variety of ways. Cobb (1976) conceptualised the construct of social support as
information leading the individual to be believed that they are loved and cared for, valued or esteemed, and belonging to a social network.

Alternate forms of support from individuals outside the family, such as teacher and peer support are also important, acting as compensatory mechanisms when family support is unavailable or perceived as inaccessible (Berndt and Perry 1986 and Coleman 1988).

Social support has been recognised in the literature as a protective factor. The protective function of social support is important in helping people cope with chronic or acute stress, challenging situations and enhancing one’s social and emotional well-being (Thoits 1986; Masten et al. 1990; Farmer and Farmer 1996; Pavri and Monda-Amaya 2001).

Among investigations of high-risk adolescents, Garnefski and Diekstra (1996) found that high school students self-identified as having difficulties, reported negative perceptions of support received from school to be related to increased behavioural problems; negative perceptions of peer support to be related to increased emotional problems and negative perceptions of family support to be associated with both emotional and behavioural difficulties.

Further insights into what ‘Trade Skills’ is able to offer young peoples comes from the accounts of those interviewed;

“Stability, their behaviour settles down their mood settles down, the stability brings a happier person a happier more stable person. That comes from the relationships with the staff. The better, the warmer the relationship the more respect for the staff there is returned to that person, and they are treated more like an adult rather than like a child and they start to grow up, we have had quite a few of them to be very successful.” (owner of ‘Trade Skills’)

“Well Tom, who we mentioned earlier, is the biggest change I think, he was very negative, wouldn’t do anything, didn’t want to do anything, messed around at college and somehow something clicked one day, not sure what. Jason is another one, he wouldn’t get out of bed to save his life, but in the last year he has been attending at lease once a week. His attendance last year was appalling it was around 18% and is now around 50% this year so much better and a big
difference. Also Tim, his relationship with one of the guys, he loves coming because of him, working with him, doesn’t matter what he is doing with him just likes being with him and having him as a role model.” (Deputy Head teacher)

Interviewer probe question: “So what did trade skills do for him?”

“It gives him lots of attention and practical skills and he has decided, as a result of being in trade skills, that he wants to do building work.....it’s just been a life line for some of the kids really, rather than them hanging around on the streets, they have learnt things and they’ve had somewhere warm and nurturing where they are welcomed to go, and they have learnt that it is quite nice to be nice to each other.” (Member of the LA)

### 5.6.1 Implications for policy and practice

Theme six recognises the potential impact of an environment on a young person. This study helped to understand that for this particular group of young people the environment itself, with all it encompasses, can make a difference for the young people, whether it be small or significant. If mainstream settings could adopt the ethos and good practices created within alternative provisions such as ‘Trade Skills’ they may go some distance in meeting the needs of their young people with BESD.

‘Trade Skills’ is effective as it endeavours to work alongside the young people who attend. It notes their very individual needs and spends time in addressing them in a respectful and unbiased manner. It also recognises the value of the small changes made by the young people and celebrates them accordingly. Mainstream settings would benefit from changing perspectives of this group of young people and begin to identify them as individuals with a complex range of needs and with this work at building a respectful and understanding relationship which can support and meet their needs in a positive and appropriate way.

### 5.7 Summary of themes

It is evident throughout this study that a number of key themes have been identified as being significant to understanding the extent to which ‘Trade Skills’ is an appropriate and alternative curriculum and how it uses a range of activities and experiences in meeting the ECM outcomes. As the study
progressed, the researcher felt it was more important to look at what ‘Trade Skills’ was able to offer and how it managed this, focusing on the positive aspects and, although acknowledging some of the weaknesses, placing more emphasis on its successes, enabling the good practice observed to be emphasised and shared with the reader.

6 SECTION 6: CONCLUDING DISCUSSION
This study identified a number of themes which helped to understand how ‘Trade Skills’ is able to provide an appropriate and alternative curriculum for young people who may be seen as ‘vulnerable’. Six overarching themes were explored in detail in section five, helping to create an understanding of the extent to which ‘Trade Skills’ is able to offer an alternative curriculum and the impact of such strategies. The themes also help to develop an understanding of what is important for these young people and the value in listening to them, as it provides us with an insight and understanding of their journey and story. It helps us understand how we can best support them in any re-integration back into mainstream settings or support them in making positive choices in showing them alternative ways of being successful.

As indicated by links to previous research within each of the subsections in section five, each theme supports some findings from different research papers and theories from different disciplines. What this current study has successfully managed to do is identify six key elements which can help in the education of young people with BESD. It has managed to do this not by speculating but by listening and understanding to the views, experiences and perceptions of the young people themselves. This is crucial in understanding this particular group of young people who have been involved first hand in an education system, which until ‘Trade Skills’ has failed, to some degree, at meeting their needs.

Studies such as Hallam et al (2007) and Tarling et al (2001) were able to show evidence of alternative provisions being able to improve aspects of these young peoples development but offered little insight into how it actually goes about doing this and how findings can be used in developing policy and practice within mainstream settings.

The six key themes identified and discussed in section five are distinctive to this current study in that they are derived from listening to and working alongside the young people themselves. (Please refer to section five for further details of each theme) The themes are;

- The significance of the staff themselves and the value of investing time in developing positive relationships. (Refer to section 5.1)
• The significance of a negative attitude towards school and its teachers which helps understand why and how these young people were disengaged from mainstream settings. (Refer to section 5.2)

• The value of having a practical and applicable curriculum which the young people can relate to and engage in. (Refer to section 5.3)

• The importance of a curriculum which is flexible and offers variety helping to keep the young people motivated. (Refer to section 5.4)

• The significance of respect and how gaining the respect of these young people is vital to the success of an alternative curriculum. As well as the significance showing the young people a genuineness and respect in a non-judgmental manner which these young people respond positively to. (Refer to section 5.5)

• The direct impact that an alternative curriculum such as ‘Trade Skills’ can have on the young people themselves. The value of proving ‘vulnerable’ young people with such a set up can significantly improve the outcomes for young people and improve their lives in a positive way. (Refer to section 6.6)

The study indicated that the small sample (which was representative of all those who attend) of those who participated were indeed vulnerable and they had poor resiliency, a low self concept and a low academic self confidence. (Refer to section 4.1) This insight into the needs of this group of young people helped create an understanding of how ‘Trade Skills’ meets the needs of the young people who attend and it is through the six overarching themes a full understanding and insight is gained.

The six themes also help to understand the extent to which ‘Trade Skills’ is able to meet the ECM outcomes. This study suggests that ‘Trade Skills’ is able to meet the ECM outcomes in very specific ways as it places great emphasis on engaging and supporting young people. The identified six themes also help to understand the means by which they are able to do this.

The conclusion of this study is shared with that of Sattin (1999) in his article entitled; ‘Effective EBD schooling – A view from the inside’, in that it is that high expectations, strong working ethos, clear rules and
consequences, strong positive recognition of good work and behaviour which enables the young people to foster and make good progress in relationships, self esteem and other areas of personal development.

Alternative provisions such as ‘Trade Skills’ simply provide a small-group environment, dedicated and passionate staff members, and practical applicable activities which enable young people seen as exhibiting ‘challenging’ behaviours or as being ‘vulnerable’ with the opportunity to enjoy and achieve, stay safe, be healthy and achieve economic well-being and ultimately make a positive contribution which mainstream education was unable to achieve for this group of young people.

6.1 Limitations of this current study

In reviewing the findings from this study the reader should be cautious in light of various limitations of the study. Specifically, the sample was drawn from only one out of a possible two sites where ‘Trade Skills’ is run. Whilst participation was open to all of the young people, the final selection did not follow strict randomization procedures; instead those who took place in all aspects of the study were largely selected on the basis of their expressed interest in participating and working with me. It was felt by those that work at ‘Trade Skills’ that the sample who participated were representative of all those who attend. The researcher felt that they gained a in-depth understanding of ‘Trade Skills’ and those who attend by the ethnographic style in which the study was conducted and therefore felt the sample did indeed offer a strong representation of all those who attend.

The researcher believed that the style in which the study was conducted as well as the substantial level of involvement they had had within ‘Trade Skills’ enabled validation of the representation of those who participated. The level of understanding and knowledge the researcher had gained via the ethnographic means by which they collated and analysed the data helped in this validation.

The study adopted a style of Bryman (2001) and that previously used by Whyte (1955), where they found the concept of ‘hanging around’ an area
until you are noticed and asked to join a group as being a successful way of gaining data. ‘Hanging around’ the school gate or the classroom door and making direct contact worked successfully for Jones and Allebone (1999) in their study of hard to reach groups. This concept was adopted in this study as it became evident early on that rapport and trust was required in gaining willing participants. It also helped to validate and ‘check’ out findings as the study progressed.

It is important to make reference to the high attrition rate with regards to participation. The young people themselves offered many challenges in trying to engage them in the research. Ten successfully returned their consent letters out of a possible sixteen, those that did not return their letters were mainly unable to due to the nature of their needs and their personal circumstances. The ten who did return their letters did all participate to some degree in the study, usually via my observations and reflections within the researcher’s diary.

The general nature of the young people meant they were very unreliable in returning consent letters and equally as indecisive in whether they wanted to do certain parts of the study or not. Their emotional, communication and behavioural difficulties meant that only five were able to and wanted to complete the instruments. The administration of these took a lot longer than expected as they had to be done over a number of weeks and the young people required many breaks and lots of encouragement. During this time one of the five left ‘Trade Skills’ due to personal circumstances and was therefore unable to complete the semi-structured interview.

This left five young people including one of the past pupils completing the semi-structured interviews. Once again the administration of the semi-structured interview required a high degree of prompting and many breaks due to poor attention spans of the participants. The questions also had to be adapted to suit the level of understanding of those being interviewed and often leading questions were used to help clarify nonverbal responses. The researcher felt confident that the young people were always happy to disagree with leading questions and felt they all gave very honest responses. The ethnographic style in which this study was undertaken
meant the young people were able to create trust and rapport with the researcher and therefore validate their responses. Below is an example of the high degree of prompting which was required during the interviews;

<table>
<thead>
<tr>
<th>Interviewer: “You responded with strongly disagree with the teachers being easy to get on with, what is the difference with them and trade skill staff?”</th>
<th>Child B: “Because teachers just do my head in”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child B: “They just do”</td>
<td>Interviewer: “How?”</td>
</tr>
<tr>
<td>Interviewer: “So why don’t ‘Trade Skills’ do your head in?”</td>
<td>Child B: “Because they don’t always bore you and make you do things”</td>
</tr>
<tr>
<td>Child B: “Yeah”</td>
<td>Interviewer: “So do they give you more space is that what you are telling me?”</td>
</tr>
<tr>
<td>Child B: “No”</td>
<td>Child B: “disagree”</td>
</tr>
<tr>
<td>Interviewer: “Those at ‘Trade Skills’ make more time to get to know you than school teachers”</td>
<td>Interviewer: “You don’t think they make more of an effort with you”</td>
</tr>
<tr>
<td>Child B: “disagree”</td>
<td>Child B: “Yeah actually, yeah”</td>
</tr>
<tr>
<td>Interviewer: “How do they make more of an effort?”</td>
<td>Child B: “Because they are better”</td>
</tr>
<tr>
<td>Child B: “Because the are”</td>
<td>Interviewer: “How are they better?”</td>
</tr>
<tr>
<td>Interviewer: “How? Come on what is it about them?”</td>
<td>Child B: “They don’t mither you all the time”</td>
</tr>
<tr>
<td>Child B: “You get longer break and everything”</td>
<td>Interviewer: “What else don’t they mither you about?”</td>
</tr>
<tr>
<td>Child B: “Oh I don’t know”</td>
<td></td>
</tr>
</tbody>
</table>

Although in the end only four young people undertook all aspects of the study, the researcher felt that they were a representative sample of the group and bar improving validity with more interviews the researcher felt she had gained more from the ethnographic means of gathering data and by the more informal parts of the study. The ethnographic means were a
definite benefit with helping to build rapport with the young people. Along with this the researcher was able to draw upon their skills as a trainee educational psychologist and prior knowledge and understanding of the young people themselves and the situations they were in.

6.2 Future research possibilities

In light of the above issues further research could be conducted to increase the validity of the findings by making it larger and more representative of the young people who attend. Along with this incorporating parents, teachers and any other professionals associated with the young people would provide further detail of what impact ‘Trade Skills’ has on the young people.

The insight gained by working in this way with this group of young people and their associated adults would be beneficial to the work undertaken by any professional working with these young people. The researcher found it very beneficial to spend time with these young people to get to know them which helping create a clear picture of their needs and how best they can be supported. The researcher was able to use the knowledge and understanding gained in her dual role as a trainee educational psychologist in drawing an alternative picture and story around that young person and use that in cases in which she was involved.

As practitioner psychologists are often involved with the most vulnerable, studies such as these are invaluable in helping them to learn more about how best they can support them and those working with the young people.

This study could be developed further by undertaking a longitudinal study which followed the young people prior to attending, during their time in ‘Trade Skills’ and then after they leave education to explore the direct impact of ‘Trade Skills’. The use of pre and post measures, such as the instruments used in this current study, would help unpick the areas in which 'Trade Skills' impacted positively and the areas in which could be developed further. This was just not feasible in the context and with the time in which this current study needed to take place. Again this type of
in-depth longitudinal study would help professionals working with these young people understand ways in which they could help and support effectively.

Further studies also need to take place looking at how other alternative curricula impact directly on the young people who attend making sure that the voice of those attending is pertinent to the study. This study is a direct advocate of just how insightful young people can be and indicates the value of investing time and energy in building rapport and getting to know them.

Despite the limitations noted in the previous sections, the evidence reported here offers several important practical implications for teachers and professionals in all settings (both special and mainstream). Although ‘Trade Skills’ may not form a solution and complete alternative to dealing with and educating ‘problematic’ young people, it could be suggested that it represents a powerful, albeit underused tool in the education of young people deemed to be disengaged from more formal means of education.

Sharing good practice and fostering its areas of strengths ‘Trade Skills’ could be more effective if the communication and support from schools was developed further. In turn this could help to facilitate the reintegration of the vulnerable group of disaffected pupils back into some form of mainstream education. With this in mind it would be interesting and useful to look at how ‘Trade Skills’ and other such provisions could be used as a preventative tool. Making it a more creative and flexible part of a young person’s educational experience could help to improve the overall educational experience of many young people deemed as ‘challenging’ and ‘vulnerable’. Using ‘Trade Skills’ in this way would create an interesting and insightful study which would help understand the direct impact of such a curriculum.

Further studies evaluating the direct impact of alternative provisions and curricula such as ‘Trade Skills’ are required to help understand how best professionals and provisions can best support all young people, especially those who are classed as ‘hard to reach’ or vulnerable. The pooling of
these studies, placing the voice of the young people at the heart of them, would be invaluable to those who work with all young people.

6.3 Contribution of study for educational psychology practice and research

‘If we are serious about ensuring young people exercise their right to express themselves in relation to matters that have a significant impact on their lives we must ensure this applies to all young people; including those who are disruptive. It is not enough to give a young person a voice; we must also be prepared to listen and act upon what they say. However, we must also take time to ensure we understand what it means to experience social, emotional and behavioural difficulties’ (Hamill and Boyd, 2002, Page 112).

This study demonstrated an effective means of working with young people viewed as ‘hard to reach’ and ‘vulnerable’. The ethnographic style in which this study was conducted is well placed within the work undertaken by educational psychologists and is a helpful means of gaining rapport and trust with a group of young people who find trusting professionals challenging. The skills and qualities of educational psychologists place them as ideal candidates for this types of research and this study provides a way in which the profession can help to ‘develop and promote effective social inclusion in helping pupils experiencing ‘disaffection’ with exclusion from school, behavioural disruption, truancy and curriculum disengagement’ (Atkinson and woods, 2003, page 49).

This study also demonstrates how instead of being possible objects of research, children and young people can be and should be recognised as social actors and active participants in their worlds (National Evaluation of the Children’s Fund, 2004).

Nieto (1994) argues that; ‘One way of beginning the process of changing school polices is to listen to students’ views about them’ (page 396).
Young people designated as having social, emotional and behavioural difficulties, or ‘challenging’ are often characterised as getting in the way of the learning of their peers. However, the incidence of learning difficulties among these young people with social, emotional and Behavioural difficulties suggest that they too need to have voice to express their experiences of learning failure. The way in which this current study was undertaken taking the view of critical ethnology allowed the researcher to develop a relationship and understanding with ‘Trade Skills’ and enable the young people to feel their views were valued. Rudduck, Chaplain and Wallaces’ (1996) view that we should take seriously young people’s accounts and evaluations of their learning, teaching and schooling is borne out by the insights the young people displayed in this study.

The researcher tried to ensure that young people whose behaviour could be challenging and who were often excluded had an opportunity to exercise their right to share their feelings and views. One of the aims of this study was to raise confidence and self-esteem and ensure the young people felt their opinions were valued. The researcher felt that this study allowed for the young people’s views to emerge and gave them a voice. This study helped to demonstrate that these young people, as with all young people, are keen to have their voices heard. They want to have their say and it is important to remember that what they have to say may not correspond to a teacher’s viewpoint and experiences. Nonetheless one must acknowledge these perceptions and accept them as valid because they are an expression of what the young person believes.

Professionals must accept that all young people have the right to have their voice heard no matter what the label attached to them. It is their duty to make this happen and to make it an enjoyable and beneficial experience. This can be particularly difficult if the messages the young people convey cause them to reflect upon and critically analyse their own practice.

In relation to this presented study, the young people had much to say both verbally and non-verbally and hopefully this can be listened to, valuing and responding to their views. Professionals must not be surprised at just how
knowledgeable and articulate young people can be about issues that directly relate to them.

6.4 Summary and Personal reflections

The findings of this study indicate that ‘Trade Skills’ is able to offer the young people who attend with an alternative and appropriate curriculum.

The findings also suggest that ‘Trade Skills’ is successful in promoting positive outcomes for young people as indicated through the ECM agenda.

The use of the ECM outcomes was an effective way of understanding ‘Trade Skills’ especially when wanting to view the child in the context of their developmental needs, family and environment.

Meeting the ECM outcomes is something which ‘Trade Skills’ is able to do well and it can provide them with a comprehensive curriculum. After all, this is what this group of young people need, value and respond to. ‘Trade Skills’ provides hope and optimism which otherwise these young people may not have experienced.

‘Trade Skills’ is able to promote a positive, safe and enjoyable environment for this particular group of young people who have otherwise disengaged from more formal means of education. ‘Trade Skills’ appears to promote positive behaviour, opportunity and a sense of pride. The unique set up allows for individual needs to be supported, challenged and developed.

With regards to academic gains, the evidence is less clear cut and there is variation in the degree of academic success (seen as both a lack of direct participation in school, and in achievement of qualifications such as GCSEs). ‘Trade Skills’ does allow for a qualification to be gained during the young people’s involvement and makes an effort to develop basic literacy and numeracy skills but fundamentally it offers the young people with a grounding and insight into a range of basic ‘Trade Skills’ and allows them opportunities to work on their individual difficulties the young people may be experiencing.
‘Trade Skills’ has areas in which it can develop and evolve but ultimately it demonstrates how it is possible to positively engage disaffected young people and make a positive difference. It is evidence of good practice and should be celebrated as an effective alternative curriculum. It does however leave me with three searching questions;

- What would be the impact of having more provisions like ‘Trade Skills’ available for young people?
- Could ‘Trade Skills’ and provisions like it be used as a preventative tool rather than a last resort?
- What difference would be made by having more communication and support from schools?

Working in an ethnographic way, becoming a part of ‘Trade Skills’ was an extremely enlightening experience. The benefit of working in this way is evident by the richness of data and understanding gained. Working in this way makes the hard to reach, reachable and the vulnerable, understood.

If ‘Trade Skills’ makes a difference to just one young person then that is one less young person who enters adulthood with a lack of hope. For me the true impact of ‘Trade Skills’ is summed up by one of the young persons interviewed; when describing ‘Trade Skills’ he/she said:

"They’ve just changed me, I don’t know how but they have just changed me, they’ve changed my personality, they’ve changed my life and I thank them for that."

7 REFERENCES


Education Act. (1997). The statutory system of education, Office of Public Sector Information. Available from:


NFER. (2004). *Research into the impact of pre-16 vocational Education*. NFER.


8 APPENDICIES
8.1 Consent letter for key stakeholders of ‘Trade Skills’

CONSENT FORM

Please read and sign where appropriate.

**Full title of Project:** An Exploration of an Alternative Curriculum: ‘Trade Skills’

**Name, position and contact address of Researcher:**
Julie White, Trainee Educational Psychologist.

Educational Support and Inclusion
School of Education
Ellen Wilkinson Building
The University of Manchester
Oxford Road
Manchester
M13 9PL

Dear xxxxx,

Following our phone conversation, I am writing to gain your consent to participate in the research study I am conducting.

Please read the following information and if you still wish to take place please sign where directed.

You are being invited to take part in a research study in conjunction with Manchester University and xxxx Council. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take the necessary time to read the following information carefully.

**Background**
I am currently employed by xxx Council as a Trainee Educational and Child Psychologist. I am also undertaking the Doctorate training at Manchester University which will result in my qualification as an Educational and Child Psychologist.
As part of my final year I am required to undertake a piece of research and write it up to form a Thesis. Its purpose is to add to the literature around supporting young people.

**What is the aim of the study?**
I have always had a keen interest in what is offered to young people in the way of an alternative curriculum and the benefits this may have for the young person, school and family.

The Every Child Matters Agenda (DfES, 2003) gave schools and those working alongside children and young people five outcomes to be addressed. For children to;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being. (DfES, 2003)

‘Trade Skills’ is one example of an alternative curriculum within xxxx. I will undertake an exploration of ‘Trade Skills’ throughout the Autumn and Spring Terms with the Thesis being produced by the end of the Summer term.

The study will focus upon how such a curriculum can successfully meet the Every Child Matters outcomes and help to inform the local authority of ways in which the needs of all children can be met successfully and inclusively.

Please note that all personal information and details will be anonymised and following the study all sensitive information will be destroyed in line with the Data protection Act. The research is also within the British Psychological Code of Conduct and meets the Criteria of Research Ethics code of conduct as stipulated by the University of Manchester.

If you agree to participate in this study you will be involved in:

- A semi-structured audio recorded interview of about 30 minutes.

and/or;

- As part of my overall study where observations will be made during your time at ‘Trade Skills’ and notes will be made in my researchers diary.

If you are happy with the above please read and sign below.

…………………………………………………………………………………………………………………………………...
• I confirm that I have read and understood the information provided and have had the opportunity to ask questions/where to go if I have any questions.

• I am happy to participate in this study

• I understand my anonymity will be secured where possible.

• I understand that I may withdraw my consent at any time by advising the Researcher or xxx.

• With full knowledge of all foregoing, I agree to participate in this study.

Please sign your respective part.

_________________________________  ____________  _______________________
Name and Link to ‘Trade Skills’       Date                   Signature

_________________________________  ____________  _______________________
Name of researcher                 Date                   Signature

If you have any concerns about the way in which the study is being conducted, you should contact the Chair of the University Research Ethics Committee via Kevin Woods on the Manchester address provided above.

Thank you for taking the time and I look forward to working with you

Yours sincerely,
Julie White
8.2 Consent Letter for young people

CONSENT FORM

Please read and sign where appropriate.

Full title of Project: An Exploration of an Alternative Curriculum: ‘Trade Skills’

Name, position and contact address of Researcher:
Julie White, Trainee Educational Psychologist.

Children’s Services
County Offices
XXXXX
XXXXX
XXXXX
Tel: XXXXXXX

Educational Support and Inclusion
School of Education
Ellen Wilkinson Building
The University of Manchester
Oxford Road
Manchester
M13 9PL

Name of Child: Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions/ know where to go if I have any questions.

2. As their parent/guardian I understand that my child’s participation is voluntary and that they are free to withdraw at any time, without giving reason.

3. I am happy for my child to participate in this study

4. I am happy to take part in this study (child to initial box)
5. If chosen, I agree to the interview being audio recorded □ □

6. I am happy for the researcher to have access to any documents associated with my child.

I was informed that I may withdraw my consent at any time by advising the Researcher or xxx.

With full knowledge of all foregoing, I agree to participate in this study.

Please sign your respective part on the following page.

_________________________  ____________  _______________________
Name of Participant  Date  Signature

_________________________  ____________  _______________________
Name of parent/guardian  Date  Signature

_________________________  ____________  _______________________
‘Trade Skills’  Date  Signature

_________________________  ____________  _______________________
Name of researcher  Date  Signature

Children’s Services
Offices
Street
XXXX
XXXX
XXXX
Tel: XXXX

September 2009
Dear parent/guardian of …………………………

**Letter of Consent for a research study:**

‘An Exploration of an Alternative Curriculum: Trade Skills’

Your son/daughter is being invited to take part in a research study in conjunction with Manchester University and XXXX Council. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take the necessary time to read the following information carefully.

**Background**

I am currently employed by XXXX as a Trainee Educational and Child Psychologist. I am also undertaking the Doctorate training at Manchester University which will lead to me being a qualified Educational and Child Psychologist.

As part of my final year I am required to undertake a piece of research and write it up to form a Thesis. Its purpose is to add to the literature around supporting young people.

**What is the aim of the study?**

I have always had a keen interest in what is offered to young people in the way of an alternative curriculum and the benefits this may have for the young person, school and family.

The Every Child Matters Agenda (DfES, 2003) gave schools and those working alongside children and young people five outcomes to be addressed. For children to;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being. (DfES, 2003)

‘Trade Skills’ is one example of an alternative curriculum within XXXXX. I will undertake an exploration of ‘Trade Skills’ throughout the Autumn and Spring Terms with the Thesis being produced by the Summer term.

The study will focus upon how such a curriculum can successfully meet the Every Child Matters outcomes and help to inform the local authority of ways in which the needs of all children can be met successfully and inclusively.
**Why has your son/daughter been invited to participate?**

Your child has been asked to take part in this research because they have had the privilege of being part of ‘Trade Skills’ and I strongly believe their opinions are of enormous value in the completion of my research project.

In order to carry out this study a number of different tools will be required. Most importantly I will need to have access to the young people who attend and have attended ‘Trade Skills’ in the past. This will help me understand first hand the impact this has had and how it supports them working to the Every Child Matters outcomes detailed above.

The methods in which the data will be collected are as followed;

- Interviews of 6 to 8 of the young people who currently attend ‘Trade Skills’
- Interviews with 2 young people who have attended ‘Trade Skills’ in the past
- Undertaking of observations within ‘Trade Skills’ looking at the environments and interactions which take place. These observations will be noted down within the researcher’s diary.
- Interviews with members of staff at ‘Trade Skills’.
- Administration of a small number of questionnaires to staff of ‘Trade Skills’, those who attend, parents and respective schools to understand the impact on motivation, self esteem and future aspirations.

Once all of the consent letters have been returned a random selection of those who attend will be chosen to undertake a 30 minute long semi structured interview. This will be audio taped. It is hoped that between 6 and 8 young people will be chosen for this.

All those who consent to the study will be provided with questionnaires and provided with the opportunity to have their voice heard.

**Does your child have to take part?**

It is up to you and your child 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 the consent form attached and return is as soon as possible to XXXX at the ‘Trade Skills’. If you decide to take part you are still free to withdraw at any time and without giving a reason.

Please note that all personal information and details will be anonymised and following the study all sensitive information will be destroyed in line with the Data protection Act. The research is also within the British Psychological Code of Conduct and meets the Criteria of Research Ethics code of conduct as stipulated by the University of Manchester. By choosing to either take part or not take part

229
in the study will have no impact on your child’s marks, assessments or future studies.

**What are the possible disadvantages and risks of taking part?**
There are no explicit disadvantages or risks in taking part in the study. If your child is chosen for the interview it will mean your child will be required to take place in an audio recorded interview which will take no longer than 30 minutes.

**What are the possible benefits of taking part?**
Some of the benefits in taking part in the study include the opportunity for your child to express their views around ‘Trade Skills’ and how it could be developed further. The study will also be able to further the understanding of how ‘Trade Skills’ works and provide the county council with honest and up to date information on how ‘Trade Skills’ meets the Every Child Matters agenda.

**Will what your child says in this study be kept confidential?**
All information collected about the individual will be kept strictly confidential (subject to legal limitations) and anonymity will be ensured in the collection, storage and publication of research material. Data generated by the study must be retained in accordance with the University's policy on Academic Integrity. Any data generated in the course of the research will be kept securely in paper or electronic form for a period of time after the completion of a research project.

**What will happen to the results of the research study?**
All information and results collected will be made anonymous and used in evaluating ‘Trade Skills’. This will be written up in the form of a thesis. The results will be shared and agreed by XXXX from ‘Trade Skills’ and the final thesis will be reviewed prior to any submissions. A copy of the final thesis will be made available to ‘Trade Skills’ and on request by yourselves.

**Who has reviewed the study?**
The research has been approved by the University Research Ethics Committee, Manchester University. Throughout the research both the University and the Authority will provide regular supervision.

**What should I do if I want to take part?**
As the parent or guardian of your child you will need to ‘opt in’ for the study by signing the attached consent form. Your child will also be required to sign the consent form with the understanding of what is involved in the study. Your child
will then be asked if they are happy to take part throughout the study and reminded of their right to withdraw at any point

**Contact for Further Information**

Please feel free to contact either myself or XXXX if you wish to discuss this further.

Julie White  
Children’s Services Educational Support and Inclusion  
County Offices School of Education  
XXXXXXX Ellen Wilkinson Building  
The University of Manchester  
Oxford Road  
Manchester  
Tel: M13 9PL

If you have any concerns about the way in which the study is being conducted, you should contact the Chair of the University Research Ethics Committee via Kevin Woods on the Manchester address provided above.

Thank you for taking the time to read the information sheet and I look forward to working alongside your son/daughter
8.3 Critical Realism

Critical realism holds a belief in the independent existence of a real world. (Roberts and Joseph, 2002) Roberts and Joseph, (2002) go on to explain the particular way that critical realism understands this is through the distinction between transitive knowledge and the intransitive mind-independent objects that this knowledge is of. They state that;

‘Our transitive knowledge is embodied in theories, practices, discourses and texts. Critical realism argues that this transitive knowledge is socially and historically located and engendered’ (Roberts and Joseph, 2002, Page 2).

Critical realism maintains that there is also an intransitive world ‘outside the text’. The intransitive is that which science seeks to study and, as Bhaskar says;

‘The intransitive objects of knowledge are in general invariant to our knowledge of them; they are the real things and structures, mechanisms, and processes, events and possibilities of the world’ (Bhaskar, 1997, 22).

Roberts and Joseph (2002) conclude that ‘critical realism therefore develops a transcendental argument along the line that, given that knowledge is possible and meaningful, what does this tell us about the real world? It answers, as Bhaskar’s quotes have indicated, that the real world is structured and stratified in a certain way and that this structure is relatively enduring and open to investigation’ (Roberts and Joseph, 2002, page 2).

Critical realist ontology therefore comprises:

- Structures (those intransitive properties that give an object a particular identity)
- Generative mechanisms (those powers possessed through the structure of an object which may or may not be exercised in open, or contingent, conditions with other objects)
• Practices (those actions and social relationships in the transitive realm of a particular object which are, themselves, partly determined by, but not reduced to, the structures and mechanisms of the object in question) (Roberts and Joseph, 2002 page 2).

Roberts and Joseph (2002) suggest that discourse may be an important part of this reality, but it is necessary to look at how it interacts with non-discursive social reproduction and transformation that it calls the transformational model of social activity (TMSA).

Roberts and Joseph (2002) articulate that;

'Critical realism offers an explanatory critique that moves from a criticism of certain ideas to a critique of the institutions and structures that produce them, thus pointing towards the need to understand, explain and perhaps transform such structures. In this way, critical realism might be said to move from discourses to underlying reality to critique. The critical realist project would seem, therefore, to offer a powerful alternative to postmodern and discourse-reductive approaches to the social world.' (Roberts and Joseph, 2002, page 3).

Critical realists 'go beyond the recognition that something produces some change to an understanding of what it is about the object that enables it to do this' (Sayer, 1992, page 106).

Sayer, (1992) suggest that the way in which a ‘causal power’ is actually activated then ‘depends on conditions whose presence and configuration are contingent’ (ibid: 107). Analysis ‘will then require that the researcher not only translate the subject’s everyday language about causes into a critical realist understanding of structures and mechanisms, but also that the researcher reflect on how, why and to what effect that everyday event operates.’ (Jones, 2002, page 44).

Adopting this approach in this current study enabled the researcher to use both qualitative and standardized quantitative measures to help explore ‘Trade Skills’ effectively and along with the triangulation of the data an in
depth understanding of how ‘Trade Skills’ is able to provide an appropriate and alternative curriculum for the young people who attend and the extent to which it meets the ECM outcomes was able to be identified. The approaches adopted had to be flexible and were felt to be the most effective when working with the young people who could be classed as ‘vulnerable’ and ‘hard to reach’ meaning that time was required in building rapport and trust to ensure the researcher could understand ‘Trade Skills’ from those how are apart of it.

It was seen as crucial that to truly unpick what ‘Trade Skills’ could offer as an alternative curriculum that a lot of time would need to be invested in just ‘spending time’ uncovering the aspects of ‘Trade Skills’ which would help explore the research questions.
8.4 Interview schedule for pupils of ‘Trade Skills’

(Please note that the same questions were asked of the past pupils but in past tense)

Semi structured interview with children who attend Trade Skills

Explain who I am what I am doing and reiterate the ethical issues.

Thank you for agreeing to spend some time with me. It is really important I gain your views around trade skills. I am going to give you some statements around trade skills and school to have a think about. I will be recording our time together and will be using the information within it to understand trade skills further. If at any point you don’t wish to continue just say and we can stop it. Also once we have finished I am happy to delete anything you are unhappy with.

To start with I am going to ask you some general questions about you and then move into further questions around Trade Skills.

Please complete the following by circling or ticking the statement which most suits you.

Gender

Boy   Girl

Age

12   13   14   15   16

Year Group

8   9   10   11

School

How often do you attend ‘Trade Skills’?

How long have you been attending ‘Trade Skills’?
The young people responded with one of the following with prompt questions following where required;

‘Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree’

Table to show the questions asked and their links to the research questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. During my observations I have seen you really working hard how do you feel about Trade skills?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>2. In what way has Trade skills made a difference to you?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>3. What do you like about coming to trade skills?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>4. What do you dislike about coming to trade skills?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>5. If you could change 3 things what would they be?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>6. What would you say to someone of your age who was thinking of attending trade skills?</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

Further probe questions including:
• Can you tell me more?
• In what way?
• Why?
• How come?

Table to show which statements demonstrating motivation, attitudes and perception of school and ‘Trade Skills’ – including likes and dislikes (stay safe, be healthy, make a positive contribution, make a positive contribution and enjoy and achieve)

<table>
<thead>
<tr>
<th>Statement</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was excited about joining ‘Trade Skills’</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>I did not want to join ‘Trade Skills’</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>
Table to show which statements demonstrating self-esteem, confidence and emotional well-being *(stay safe, be healthy, make a positive contribution, make a positive contribution and enjoy and achieve)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being at ‘Trade Skills’ is important to me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will be sad when I leave ‘Trade Skills’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have got a lot out of ‘Trade Skills’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would prefer to be at ‘Trade Skills’ all of the time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being part of ‘Trade Skills’ has made a positive difference in my life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being at School is important to me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have got a lot out of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am proud of the things I do at school</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>I am proud of the things I do at ‘Trade Skills’</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

Table to show which statements demonstrating social and communication skills *(stay safe, be healthy, make a positive contribution, make a positive contribution and enjoy and achieve)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I think of ‘Trade Skills’ it makes me happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I think of School it makes me happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being at ‘Trade Skills’ has helped me feel more positive about myself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being at ‘Trade Skills’ has helped me feel more positive about my time in school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Since joining ‘Trade Skills’ I feel more confident than I use to be</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Trade Skills’ has helped me to become more confident in taking part in school activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘Trade Skills’ makes me feel valued</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Since starting at ‘Trade Skills’ I take care of myself more (smoke less, do more exercise, take less drugs and eat healthier)</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

237
‘Trade Skills’ has taught me to respect other people more  

*  

‘Trade Skills’ has helped me to improve my communication skills  

*  

‘Trade Skills’ has helped me to work together with other people as a team  

*  

I spend time with different friends since joining ‘Trade Skills’  

*  

Table to show which statements demonstrating relationships between ‘Trade Skills’ staff compared to school staff (*be healthy, make a positive contribution and stay safe*)

<table>
<thead>
<tr>
<th>Statement</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those who work at ‘Trade Skills’ are easy to get on with</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Teachers at School are easy to get on with</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Those who work at ‘Trade Skills’ take time to explain things carefully</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Teachers at School take time to explain things carefully</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Those who work at ‘Trade Skills’ take more time to get to know you than school teachers</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Those who work at ‘Trade Skills’ treat you like an adult</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

Table to show which statements demonstrating perceived impact on behaviour and relationships with authority (*be healthy, make a positive contribution and stay safe*)

<table>
<thead>
<tr>
<th>Statement</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since starting at ‘Trade Skills’ my behaviour has improved in school</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Since starting at ‘Trade Skills’ my behaviour has improved</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Since starting at ‘Trade Skills’ I get into less trouble</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
Table to show which statements demonstrates attendance levels (*make a positive contribution, achieve economic well being, stay safe and enjoy and achieve*)

<table>
<thead>
<tr>
<th>Statement</th>
<th>RQ1: To what extent does 'Trade Skills' provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is 'Trade Skills' able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since starting at 'Trade Skills' I have been excluded fewer times from school</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Since starting at 'Trade Skills' I have had fewer detentions</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Since starting at 'Trade Skills' I get into trouble with the police less often</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

Table to show which statements demonstrates perception of attainment and qualifications within school and at 'Trade Skills'. (*make a positive contribution, achieve economic well being and enjoy and achieve*)

<table>
<thead>
<tr>
<th>Statement</th>
<th>RQ1: To what extent does 'Trade Skills' provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is 'Trade Skills' able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since starting at 'Trade Skills' I make an effort to attend 'Trade Skills'</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>I make a real effort to attend school</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>I enjoy the Trade Skill activities</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>'Trade Skills' makes learning fun</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Since starting at 'Trade Skills' I attend school more than I use to</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Since starting at 'Trade Skills' I truant less often than before</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>
My grades have improved since starting at ‘Trade Skills’

‘Trade Skills’ has taught me skills that I would not have learned in school

I value the qualifications that I am getting from ‘Trade Skills’

I value the qualifications that I am getting from school

The qualifications gained and the things I do through ‘Trade Skills’ are important to me

The qualifications gained through school are important to me

Table to show which statements demonstrates, future aspirations *(make a positive contribution and achieve economic well being)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being at ‘Trade Skills’ will help me gain a job</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Being at school will help me gain a job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Since being at ‘Trade Skills’ I have more spent time thinking about what I want to do when I leave school</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Table indicating which of the statements are linked to which ECM outcome. This was discussed and verified by another psychologist and a lay person.

<table>
<thead>
<tr>
<th>Statement</th>
<th>ECM outcome: Be healthy</th>
<th>ECM outcome: Stay Safe (motivation and attitudes)</th>
<th>ECM outcome: Enjoy and Achieve (motivation and attitudes)</th>
<th>ECM outcome: Make a positive contribution (motivation and attitudes)</th>
<th>ECM outcome: Achieve Economic well being</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was excited about joining ‘Trade Skills’</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I did not want to join ‘Trade Skills’</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being at ‘Trade Skills’ is important to me</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will be sad when I leave ‘Trade Skills’</td>
<td>*</td>
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<td></td>
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<tr>
<td>I have got a lot out of</td>
<td>*</td>
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<tr>
<td>'Trade Skills'</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
| I would prefer to be at 'Trade Skills' all of the time | * | * | * | *
| Being part of 'Trade Skills' has made a positive difference in my life | * | * | * | *
| Being at School is important to me |  | * | * | *
| I have got a lot out of school |  | * | * | *
| When I think of 'Trade Skills' it makes me happy |  | * |  | *
| When I think of School it makes me happy |  |  | * | *
| I make a real effort to attend 'Trade Skills' | * | * | * | *
| I make a real effort to attend school | * | * | * | *
| I enjoy the Trade Skill activities |  |  | * | *
| 'Trade Skills' makes learning fun |  |  | * | *
| Being at 'Trade Skills' has helped me feel more positive about myself | * | * | * | *
| Being at 'Trade Skills' has helped me feel more positive about my time in school | * | * | * | *
| 'Trade Skills' has taught me to respect other people more |  | * |  | *
| 'Trade Skills' has helped me to improve my communication skills |  | * | * | *
| 'Trade Skills' has helped me to work together with other people as a team |  | * |  | *
| I spend time with different friends since joining 'Trade Skills' | * | * | * | *
| Since joining 'Trade Skills' I feel more confident than I use to be | * |  | * | *
| 'Trade Skills' has helped me to become more confident in taking part in school activities | * | * | * | *
<p>| 'Trade Skills' makes me | * | * | * | * |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>feel valued</td>
<td></td>
<td></td>
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<tr>
<td>Those who work at ‘Trade Skills’ are easy to get on with</td>
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<td>*</td>
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<tr>
<td>Since starting at ‘Trade Skills’ I take care of myself more (smoke less, do more exercise, take less drugs and eat healthier)</td>
<td>*</td>
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<td></td>
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<td>Since starting at ‘Trade Skills’ I get into trouble with the police less often</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Since starting at ‘Trade Skills’ I truant less often than before</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Since starting at ‘Trade Skills’ I make an effort to concentrate more in class</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>I concentrate better since starting ‘Trade Skills’</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Since starting ‘Trade Skills’ I make more effort in school</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>My school work has improved since I started at ‘Trade Skills’</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>My grades have improved since starting at ‘Trade Skills’</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>‘Trade Skills’ has taught me skills that I would not have learned in school</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>I value the qualifications that I am getting from ‘Trade Skills’</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>I value the qualifications that I am getting from school</td>
<td></td>
<td>*</td>
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<td></td>
</tr>
<tr>
<td>The qualifications gained and the things I do through ‘Trade Skills’ are important to me</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>The qualifications gained through school are important to me</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Being at ‘Trade Skills’ will help me gain a job</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Being at school will help me gain a job</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Since being at ‘Trade Skills’ I have more spent time thinking about what I want to do when I leave school</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>I am proud of the things I do at school</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>I am proud of the things I do at ‘Trade Skills’</td>
<td></td>
<td>*</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>
### 8.5 Questions posed to the owner of ‘Trade Skills’

This table shows the questions posed and their link to each research question.

<table>
<thead>
<tr>
<th>Question</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What were your thoughts behind creating trade skills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What were your aims? Have these changed over time, if so what have they changed to and why?</td>
<td></td>
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</tr>
<tr>
<td>3. To what extent are you able to provide an appropriate and alternative curriculum?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In your opinion what are the main differences between trade skills and the settings in which the young people come from?</td>
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<tr>
<td>5. How do you see trade skills in the next year? 5 years? 10 years?</td>
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<tr>
<td>6. Do you think it makes a positive difference to the young people? In what way?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How do you measure success?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. What does Trade Skills enable these young people to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How do you think you meet the following ECM outcomes? Stay safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well being.</td>
<td></td>
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</tr>
</tbody>
</table>

### 8.6 Questions posed to the staff at ‘Trade Skills’

This table shows the questions posed and their link to each research question.

<table>
<thead>
<tr>
<th>Question</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In what way do you think you provide an alternative curriculum for the young people who attend here?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you feel the young people value Trade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


3. What do you offer these young people that school can’t?

4. What do schools offer which you are unable to?

5. Have you noticed changes in the young people who attend trade skills? If so what are these?

6. How do you think you meet the following ECM outcomes? Stay safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well being.

8.7 Questions posed to the deputy head

This table shows the questions posed and their link to each research question.

<table>
<thead>
<tr>
<th>Questions</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please can you introduce yourself and tell me about the school in which the children attend, reasons for them attending here and the main challenges you face?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>2. What is the reason behind sending your pupils to trade skills?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>3. How often do they attend? What is a typical day session for them?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>4. What aims/hopes do you have for the young people who attend?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>5. How will you know trade skills has been successful/is successful?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>6. What are your thoughts around trade skills and what it offers young people?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>7. In what way do you think they provide an alternative curriculum for the young people who attend here?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>8. Do you feel the young people value Trade skills? How do you know? Why do you think they do?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>9. What do think trade skills offer these young people which your school or mainstream school can’t?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>10. Have you noticed changes in the young people who attend trade skills? If so what are these?</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>11. How do you think you meet the following ECM outcomes? Stay safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well being.</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>12. Do you have any other thoughts around Trade skills – positives, negatives, possible improvements/developments which may be useful?</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>
### 8.8 Questions posed to the LA representative

This table shows the questions posed and their link to each research question.

<table>
<thead>
<tr>
<th>Questions</th>
<th>RQ1: To what extent does ‘Trade Skills’ provide an appropriate and alternative curriculum?</th>
<th>RQ2: To what extent is ‘Trade Skills’ able to provide activities and experiences relevant to the ECM outcomes?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please can you introduce yourself and tell me relationship with Trade Skills</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>What is the reason behind sending pupils to trade skills?</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>What aims/hopes do you have for the young people who attend?</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>How will you know trade skills has been successful/is successful?</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>What are your thoughts around trade skills and what it offers young people?</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>In what way do you think they provide an alternative curriculum for the young people who attend here?</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Do you feel the young people value Trade skills? How do you know? Why do you think they do?</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>What do think trade skills offer these young people which your school or mainstream school can’t?</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Have you noticed changes in the young people who attend trade skills? If so what are these?</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>How do you think they meet the following ECM outcomes? Stay safe, be healthy, enjoy and achieve, make a positive contribution and achieve economic well being.</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Do you have any other thoughts around Trade skills – positives, negatives, possible improvements/developments which may be useful?</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>
8.9 Guidelines for the observations

Guidelines for the observations undertaken inclusive of;

LeCompte and Preissle (1993: 199-200) useful set of guidelines for directing observations of specific activities, events or scenes.

Lofland’s (1971) six main categories of information in participant observation:

<table>
<thead>
<tr>
<th>Points to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is in the group/scene/activity – who is taking part?</td>
</tr>
<tr>
<td>How many people are there, their identities and their characteristics?</td>
</tr>
<tr>
<td>How do participants come to be members of the group/event/activity?</td>
</tr>
<tr>
<td>What is taking place?</td>
</tr>
<tr>
<td>How routine, regular, patterned, irregular, and repetitive are the behaviours observed?</td>
</tr>
<tr>
<td>What resources are being used in the scene?</td>
</tr>
<tr>
<td>How are activities being described, justified, explained, organised, labelled?</td>
</tr>
<tr>
<td>How do different participants behave towards each other?</td>
</tr>
<tr>
<td>What are the statuses and roles of the participants?</td>
</tr>
<tr>
<td>Who is making decisions, and for whom?</td>
</tr>
<tr>
<td>What is being said, and by whom?</td>
</tr>
<tr>
<td>What is being discussed frequently/infrequently?</td>
</tr>
<tr>
<td>What appear to be the significant issues that are being discussed?</td>
</tr>
<tr>
<td>What non-verbal communication is being discussed?</td>
</tr>
<tr>
<td>Who is talking and who is listening?</td>
</tr>
<tr>
<td>Where does the event take place?</td>
</tr>
<tr>
<td>When does the event take place?</td>
</tr>
<tr>
<td>How long does the event take?</td>
</tr>
<tr>
<td>How is time used in the event?</td>
</tr>
<tr>
<td>How are the individual elements of the event connected?</td>
</tr>
<tr>
<td>How are change and stability managed?</td>
</tr>
<tr>
<td>What rules govern the social organisation of, and behaviour in, the event?</td>
</tr>
<tr>
<td>Why is this event occurring and occurring in the way that it is?</td>
</tr>
<tr>
<td>What meanings are participants attributing to what is happening?</td>
</tr>
<tr>
<td>What are the history, goals and values of the group in question?</td>
</tr>
</tbody>
</table>

- **acts**: specific actions
- **activities**: last a longer time, for instance, a week, a term, months (e.g. attendance at school, membership of a club)
- **meanings**: how participants explain the causes of, meanings of, and purposes of particular events and actions
- **participation**: what the participants do (e.g. membership of a family group, school groups, peer group, clubs and societies, extra-curricular groups)
- **relationships**: observed in the several settings and contexts in which the observation is undertaken
- **settings**: descriptions of the settings of the actions and behaviours observed.
8.10 The Resiliency Scales

RESiliency Scales
FOR CHILDREN & ADOLESCENTS
A Profile of Personal Strengths

Combination Booklet
Detach this page before administration.

Name: ___________________________ Sex: □ Male □ Female
Date: ____________ Age: ____________ Grade: ____________

Referral Question: ____________________________
Academic Status: ____________________________ Disability Status: ____________________________
Placement Status: ____________________________ Classification Status: ____________________________

Diagnostic Status: ____________________________

Resiliency Profile

Index Scores

<table>
<thead>
<tr>
<th>Score</th>
<th>MAS</th>
<th>REL</th>
<th>REA</th>
<th>RES</th>
<th>VUL</th>
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</table>

RES Raw Score = (MAS T + REL T)/2
For RES T scores, see Table C.1.

VUL = REA T - RES T
For VUL T scores, see Table D.1.
### Subscale Profile

<table>
<thead>
<tr>
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<th>Self-Efficacy</th>
<th>Adaptability</th>
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</table>

### Sense of Mastery Subscale Scoring

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For scaled scores, see Table A.2.

### Subscale Profile

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### Sense of Relatedness Subscale Scoring

<table>
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<tr>
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<th>Support</th>
<th>Comfort</th>
<th>Tolerance</th>
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<tr>
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For scaled scores, see Table A.3.

### Subscale Profile

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<th>Recovery</th>
<th>Impairment</th>
</tr>
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</tbody>
</table>

For scaled scores, see Table A.4.
Here is a list of things that happen to people and that people think, feel, or do. Read each sentence carefully, and circle the one answer (Never, Rarely, Sometimes, Often, or Almost Always) that tells you best.

**THERE ARE NO RIGHT OR WRONG ANSWERS.**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Life is fair.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>2. I can make good things happen.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>3. I can get the things I need.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>4. I can control what happens to me.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>5. I do things well.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>6. I am good at fixing things.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>7. I am good at figuring things out.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>8. I make good decisions.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>9. I can adjust when plans change.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>10. I can get past problems in my way.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>11. If I have a problem, I can solve it.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>12. If I try hard, it makes a difference.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>13. If at first I don’t succeed, I will keep on trying.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>14. I can think of more than one way to solve a problem.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>15. I can learn from my mistakes.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>16. I can ask for help when I need to.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>17. I can let others help me when I need to.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>18. Good things will happen to me.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>19. My life will be happy.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
<tr>
<td>20. No matter what happens, things will be all right.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Often</td>
</tr>
</tbody>
</table>

*For T scores, see Table A.1.*
Here is a list of things that happen to people and that people think, feel, or do. Read each sentence carefully, and circle the one answer (Never, Rarely, Sometimes, Often, or Almost Always) that tells about you best. THERE ARE NO RIGHT OR WRONG ANSWERS.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I can meet new people easily.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>2.</td>
<td>I can make friends easily.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>3.</td>
<td>People like me.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>4.</td>
<td>I feel calm with people.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>5.</td>
<td>I have a good friend.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>6.</td>
<td>I like people.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>7.</td>
<td>I spend time with my friends.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>8.</td>
<td>Other people treat me well.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>9.</td>
<td>I can trust others.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>10.</td>
<td>I can let others see my real feelings.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>11.</td>
<td>I can calmly tell others that I don’t agree with them.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>12.</td>
<td>I can make up with friends after a fight.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>13.</td>
<td>I can forgive my parent(s) if they upset me.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>14.</td>
<td>If people let me down, I can forgive them.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>15.</td>
<td>I can depend on people to treat me fairly.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>16.</td>
<td>I can depend on those closest to me to do the right thing.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>17.</td>
<td>I can calmly tell a friend if he or she does something that hurts me.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>18.</td>
<td>If something bad happens, I can ask my friends for help.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>19.</td>
<td>If something bad happens, I can ask my parent(s) for help.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>20.</td>
<td>There are people who will help me if something bad happens.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>21.</td>
<td>If I get upset or angry, there is someone I can talk to.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>22.</td>
<td>There are people who love and care about me.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>23.</td>
<td>People know who I really am.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
<tr>
<td>24.</td>
<td>People accept me for who I really am.</td>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
</tr>
</tbody>
</table>

For T scores, see Table A.1.
Here is a list of things that happen to people and that people think, feel, or do. Read each sentence carefully, and circle the one answer (Never, Rarely, Sometimes, Often, or Almost Always) that tells about you best.

**THERE ARE NO RIGHT OR WRONG ANSWERS.**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is easy for me to get upset.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. People say that I am easy to upset.</td>
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<tr>
<td>3. I strike back when someone upsets me.</td>
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<tr>
<td>4. I get very upset when things don’t go my way.</td>
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<tr>
<td>5. I get very upset when people don’t like me.</td>
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<tr>
<td>6. I can get so upset that I can’t stand how I feel.</td>
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<tr>
<td>7. I get so upset that I lose control.</td>
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<tr>
<td>8. When I get upset, I don’t think clearly.</td>
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<tr>
<td>9. When I get upset, I react without thinking.</td>
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<tr>
<td>10. When I get upset, I stay upset for about one hour.</td>
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<tr>
<td>11. When I get upset, I stay upset for several hours.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12. When I get upset, I stay upset for the whole day.</td>
<td></td>
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</tr>
<tr>
<td>13. When I get upset, I stay upset for several days.</td>
<td></td>
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<tr>
<td>14. When I am upset, I make mistakes.</td>
<td></td>
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<tr>
<td>15. When I am upset, I do the wrong thing.</td>
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<tr>
<td>16. When I am upset, I get into trouble.</td>
<td></td>
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<tr>
<td>17. When I am upset, I do things that I later feel bad about.</td>
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</tr>
<tr>
<td>18. When I am upset, I hurt myself.</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>19. When I am upset, I hurt someone.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. When I am upset, I get mixed-up.</td>
<td></td>
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</tbody>
</table>

For T scores, see Table A.1.
8.11 Myself as learner Scale (MALS)

Burden (1998)

**MYSELF AS LEARNER SCALE (MALS)**

**HOW I SEE MYSELF**

Instructions: On the next page you will be given 20 questions to answer. Their purpose is to find out how you see yourself when it comes to learning and school work. Some people see themselves as being very good at learning and doing hard work, but others don’t. We want to know what you think about yourself.

This is not a test. There are no right or wrong answers, so please try to answer the questions as truthfully as you can. Your answers will not be shown to anyone else.

First of all we need some information about you.

Name ..................................................................................................................

Boy or girl ...........................................................................................................

Date of birth ......................................................................................................

Today’s date ......................................................................................................

Your age ..............................................................................................................

Please read the statements carefully.

If you definitely agree, please put a circle around a

If you agree a bit, but not so strongly, please put a circle around b

If you think that the statement is true about half the time, please put a circle around c

If you don’t agree, please put a circle around d

If you strongly disagree, please put a circle around e
1. I'm good at doing tests.
2. I like having problems to solve.
3. When I'm given new work to do, I usually feel confident I can do it.
4. Thinking carefully about your work helps you to do it better.
5. I'm good at discussing things.
6. I need lots of help with my work.
7. I like having difficult work to do.
8. I get anxious when I have to do new work.
9. I think that problem-solving is fun.
10. When I get stuck with my work I can usually work out what to do next.
11. Learning is easy.
12. I'm not very good at solving problems.
13. I know the meaning of lots of words.
15. I know how to solve the problems that I meet.
16. I find a lot of schoolwork difficult.
17. I'm clever.
18. I know how to be a good learner.
20. Learning is difficult.
8.12 Burnett Self Scale (BSS)

Burnett (1994)

**BURNETT SELF SCALE (BSS)**

Name ___________________________ ID ___________________________

I am ________ years old. I am a ______________________ (boy or girl).

I am in Year _______________ The name of my school is ___________________________

I have (how many) ________ brothers. I have _______________ (how many) sisters.

I live with (cross one) □ mum and dad.
□ mum and step-dad.
□ step-mum and dad.
□ only mum.
□ only dad.
□ someone else (e.g. grandma).

Teachers name ________________________________________________________

Instructions: Here is a set of five statements which describe how children think and feel about themselves. Read each of the five statements carefully and then decide which statement best describes you.

Then put an X in the box next to that statement.

There are no right or wrong answers. Only you can tell what you really think and feel, so please mark the way you really think and feel and please answer every question. No one else will be told what your answers are.

For example:
□ I really like ice-cream.
X I like ice-cream.
□ I sometimes like ice-cream.
□ I do not like ice-cream.
□ I really do not like ice-cream.

This person likes ice-cream but does not love it. If the person really liked ice-cream she or he would have put a cross in the box next to the top statement. If the person really did not like ice-cream he or she would have put a cross in the box next to the bottom statement.
1. □ I really like the way I look.
□ I like the way I look.
□ I sometimes like the way I look.
□ I do not like the way I look.
□ I really do not like the way I look.

2. □ I really like sports and games.
□ I like sports and games.
□ I sometimes like sports and games.
□ I do not like sports and games.
□ I really do not like sports and games.

3. □ I really like spending time with other kids.
□ I like spending time with other kids.
□ I sometimes like spending time with other kids.
□ I do not like spending time with other kids.
□ I really do not like spending time with other kids.

4. □ I really like my mother.
□ I like my mother.
□ I sometimes like my mother.
□ I do not like my mother.
□ I really do not like my mother.

5. □ I really like my father.
□ I like my father.
□ I sometimes like my father.
□ I do not like my father.
□ I really do not like my father.

6. □ In general I really like myself.
□ In general I like myself.
□ In general I mostly like myself.
□ In general I do not like myself.
□ In general I really do not like myself.

7. □ I really like reading.
□ I like reading.
□ I sometimes like reading.
□ I do not like reading.
□ I really do not like reading.

8. □ I really like maths and sums.
□ I like maths and sums.
□ I sometimes like maths and sums.
□ I do not like maths and sums.
□ I really do not like maths and sums.

□ I like learning new things.
□ I sometimes like learning new things.
□ I do not like learning new things.
□ I really do not like learning new things.

10. □ I feel really good about myself.
□ I feel good about myself.
□ I sometimes feel good about myself.
□ I do not feel good about myself.
□ I really do not feel good about myself.

11. □ I am really good looking.
□ I am good looking.
□ I am OK looking.
□ I am not good looking.
□ I really am not good looking.

12. □ I am really good at sports and games.
□ I am good at sports and games.
□ I am OK at sports and games.
□ I am not good at sports and games.
□ I really am not good at sports and games.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>I am really good at making friends.</td>
<td>I am good at making friends.</td>
<td>I am OK at making friends.</td>
</tr>
<tr>
<td></td>
<td>I am not good at making friends.</td>
<td>I really am not good at making friends.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>I have a really good relationship with my mother.</td>
<td>I have a good relationship with my mother.</td>
<td>I have an OK relationship with my mother.</td>
</tr>
<tr>
<td></td>
<td>I do not have a good relationship with my mother.</td>
<td>I really do not have a good relationship with my mother.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>I have a really good relationship with my father.</td>
<td>I have a good relationship with my father.</td>
<td>I have an OK relationship with my father.</td>
</tr>
<tr>
<td></td>
<td>I do not have a good relationship with my father.</td>
<td>I really do not have a good relationship with my father.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I feel really pleased with myself.</td>
<td>I feel pleased with myself.</td>
<td>I sometimes feel pleased with myself.</td>
</tr>
<tr>
<td></td>
<td>I do not feel pleased with myself.</td>
<td>I really do not feel pleased with myself.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>I am really good at reading.</td>
<td>I am good at reading.</td>
<td>I am OK at reading.</td>
</tr>
<tr>
<td></td>
<td>I am not good at reading.</td>
<td>I really am not good at reading.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>I am really good at maths.</td>
<td>I am good at maths.</td>
<td>I am OK at maths.</td>
</tr>
<tr>
<td></td>
<td>I am not good at maths.</td>
<td>I really am not good at maths.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>I am really good at learning new things.</td>
<td>I am good at learning new things.</td>
<td>I am OK at learning new things.</td>
</tr>
<tr>
<td></td>
<td>I am not good at learning new things.</td>
<td>I really am not good at learning new things.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>I feel really happy with myself.</td>
<td>I feel happy with myself.</td>
<td>I sometimes feel happy with myself.</td>
</tr>
<tr>
<td></td>
<td>I do not feel happy with myself.</td>
<td>I really do not feel happy with myself.</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>I really like looking at myself in the mirror.</td>
<td>I like looking at myself in the mirror.</td>
<td>I sometimes like looking at myself in the mirror.</td>
</tr>
<tr>
<td></td>
<td>I do not like looking at myself in the mirror.</td>
<td>I really do not like looking at myself in the mirror.</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>I really like running and playing.</td>
<td>I like running and playing.</td>
<td>I sometimes like running and playing.</td>
</tr>
<tr>
<td></td>
<td>I do not like running and playing.</td>
<td>I really do not like running and playing.</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>I really like playing with other kids.</td>
<td>I like playing with other kids.</td>
<td>I sometimes like playing with other kids.</td>
</tr>
<tr>
<td></td>
<td>I do not like playing with other kids.</td>
<td>I really do not like playing with other kids.</td>
<td></td>
</tr>
</tbody>
</table>
24. I really like being with my mother.
   - I like being with my mother.
   - I sometimes like being with my mother.
   - I do not like being with my mother.
   - I really do not like being with my mother.

25. I really like being with my father.
   - I like being with my father.
   - I sometimes like being with my father.
   - I do not like being with my father.
   - I really do not like being with my father.

26. I feel really proud of myself.
   - I feel proud of myself.
   - I sometimes feel proud of myself.
   - I do not feel proud of myself.
   - I really do not feel proud of myself.

27. I really enjoy reading.
   - I enjoy reading.
   - I sometimes enjoy reading.
   - I do not enjoy reading.
   - I really do not enjoy reading.

28. I really enjoy maths.
   - I enjoy maths.
   - I sometimes enjoy maths.
   - I do not enjoy maths.
   - I really do not enjoy maths.

29. I really enjoy learning new things.
   - I enjoy learning new things.
   - I sometimes enjoy learning new things.
   - I do not enjoy learning new things.
   - I really do not enjoy learning new things.

30. I really like being the way I am.
    - I like being the way I am.
    - I sometimes like being the way I am.
    - I do not like being the way I am.
    - I really do not like being the way I am.

31. I really have a pleasant looking face.
    - I have a pleasant looking face.
    - I have an OK looking face.
    - I do not have a pleasant looking face.
    - I really do not have a pleasant looking face.

32. I am really good at running.
    - I am good at running.
    - I am OK at running.
    - I am not good at running.
    - I really am not good at running.

33. I really have lots of friends.
    - I have lots of friends.
    - I have a few friends.
    - I do not have many friends.
    - I do not have any friends.

34. I really get on well with my mother.
    - I get on well with my mother.
    - I get on OK with my mother.
    - I do not get on well with my mother.
    - I really do not get on well with my mother.

35. I really get on well with my father.
    - I get on well with my father.
    - I get on OK with my father.
    - I do not get on well with my father.
    - I really do not get on well with my father.
36. □ I feel really confident in myself.
□ I feel confident in myself.
□ I sometimes feel confident in myself.
□ I do not feel confident in myself.
□ I really do not feel confident in myself.

37. □ I get really good marks in reading.
□ I get good marks in reading.
□ I get OK marks in reading.
□ I do not get good marks in reading.
□ I really do not get good marks in reading.

38. □ I get really good marks in maths.
□ I get good marks in maths.
□ I get OK marks in maths.
□ I do not get good marks in maths.
□ I really do not get good marks in maths.

39. □ I find learning new things really easy.
□ I find learning new things easy.
□ I sometimes find learning new things easy.
□ I find learning new things hard.
□ I find learning new things really hard.

40. □ I feel really satisfied with myself.
□ I feel satisfied with myself.
□ I sometimes feel satisfied with myself.
□ I do not feel satisfied with myself.
□ I really do not feel satisfied with myself.
**BURNETT SELF SCALE (BSS)**

**SCORING SHEET**

Name ............................................................................................................ ID ...............................................................

Directions: Transfer the score for each response to this scoring sheet. Add the scores for each subscale to obtain total scores, then divide each by the number of items in each subscale to obtain average subscale scores.

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Background of the staff working at trade skills
- Been there 15/26 months
- Building trade 32 years
- Another school in xxxx – the guy who manages it got me in touch with this unit
- Worked with kids a lot in youth clubs - use to run a dads and kids club
- These kids just that little bit more exceptional need that little more help – ideal job – enjoy every minutes of it – these kids need a lot more care and attention - the reward after is a lot greater, more what it would be in a normal school – think the normal schools have there hands tied more than we don’t as much as the building trade has a that much more to offer than what geography, history and what ever has to offer and that’s why the kids take to it so well
- Brick layer by trade – building trade for 12 years use to have my own company wanted to get into teaching in mainstream colleges and saw this advertised and thought I would give this ago, been here about 6 months now and really enjoy it and planning on staying here.

Interviewer: Question 1: In what way do trade skills provide an alternative and appropriate curriculum?
Well having been in the trade for so long there is so much to offer you not only just got brick work, plastering and roofing you have so many aspects the kids can learn and fortunately you can take them out on site and as long as all safety aspects are put in play there is no reason why these kids can’t go and see exactly how a house, a building a roof is anything is all put together and fortunately at the end of last summer with the last year being so good 2/3 of the lads managed to get into college and still there and the future is looking good for them.

Its work focused teaching erm we are teaching them something they could actually do as a job - where as normal school subjects are used in jobs but they are not specifically what you do where as we specifically teach trades they could use

Interviewer: Question 2: Do you think the young people value trade skills?
Very much so – just because they cant succeed in a normal school doesn’t mean they cant succeed in trade skills and the reason trade skills is popular with the kids as regards to now it give kids a different aspect of learning altogether trade skills is a success for these kids because there learning abilities are very low but when it comes down to there hand eye coordination it is very very good in quite a lot of the cases and trade skills is down to hand eye coordination so I think you find another talent in these kids where they can’t read or write very well they’ve got there option of using their hands.

Interviewer: Prompt question: Can you think of any other ways of you knowing they value and enjoy trade skills?
Erm if they weren’t enjoying it they wouldn’t be here – where as they have walked out of school – most of the kids 90% of them use there feet to vote – they will walk out of school because, they cant read or write, they don’t enjoy there lessons so proof is in the pudding that like every day of the week our kids turn up, now if there weren’t enjoying it they wouldn’t because that is there only way of being able to vote is they will not turn up and that’s why they wont turn up at school and most of them have been suspended or not attended school because of how they feel about it so obviously there attendance just shows they are enjoying most of the aspects, some of them have there favourites and some don’t but overall they turn up.

Interviewer: Question 3: What can trade skills offer that school are unable to?
Experience of life, well I teach them brick laying and I’ve done brick laying as a job where as at school a teachers job is being a teacher they might not be able to tell them what its like in certain jobs where as I am teaching them just brick laying and that’s all I’ve done since I left school so I can tell all about it, what works like, how much you get paid what, how you have to act and what is acceptable in that particular job so basically tell them really basically about the job.

Well you have your basic maths and English in schools and obviously that is what you need to learn, but maths and English are used in the building trade as daft as it seems, because all these kids have learnt to use a tape measure because they need to measure up exactly what they are doing so maths is brought into it as well, and obviously English, the vocabulary that these kids use is quite chosen one which isn’t used in school but erm they learn the aspect of what it is like when we take them out, as you know we have an allotment and when we take them out there they are learning something completely different to what they would in school which I think most of these kids need they need more of an outlook of life and obviously like because we don’t teach them the English and maths parts in terms of what’s taught on the national curriculum they find it that little bit easier.

Interviewer: Question 4: So what do schools offer which you are unable to?
well qualifications, obviously we cant supply GCSE and NVQS and so on, but most of them are rebelling against schools and I think schools have a little bit of a hard job as they have to stick to what the government says with regards of there curriculum and I think really that is why these kids are here because they cant stick at it. the schools obviously offer them a heck of a lot of more qualifications in terms of every subject they teach, sciences, maths and everything else but is sometimes doesn’t work with these.

**Interviewer: Question 5: Have you noticed any changes in these young people? If so in what way?**

Every one of them (both said at the same time)

Prime example if you want to go back just a little bit to Tom and James and Paul – each one them came to use with a reputation of fighting and disruption and erm everything else and each one of them is now in college erm they buckled down, they saw a chance in life, we found a talent in them – young James was absolutely superb on a trawl, young Tom superb in wood work and that is what they are both thriving for it. Tom is now in college, one of the top in his group and enjoying it very much. So yes I would say 99% of our pupils have made a change in some way, some in dramatic ways with quite a lot of them.

I think ‘P hall’ is a prime example that these kids do not to anything which is on the curriculum what so ever they go out every day to different colleges and have been banned from quite a lot of the colleges and we have been really successful with them to the extent to which now they are looking at doing different types of qualifications. so Yeah massive changes.

**Interviewer: Prompt question: So why is this? What do you do?**

It’s just keeping them interested; once you get them interested they sought themselves out.

Yeah I think also like you can only with maths and different subjects, science and such things you can only go to a certain length where as in the trade skills there are so many different things plastering, kitchen fitting, pluming, roofing, tilling and everyone of them we virtually cover erm its so different and there’s that many different ways to teach them how to do it and different materials to use that erm because they don’t get bored and they enjoy it so much Yeah total difference to school

**Interviewer: Prompt question: What other changes have you seen in the kids?**

They are a lot calmer even the kids who suffer from ADHD er that like usually when they get here in the morning are quite high up on the ceiling as we call it so on and so forth because we have subjects which are quite calming and erh like woodwork and pieography and so on and so forth erm we find the child will calm down within sort of 10 minutes and be ready for the rest of the day where as I think when they go into a school because they have so many different kids around them and only one teacher the teachers obviously are fighting to stop them disrupting the lesson because erm our classrooms are a lot smaller and we don’t teach as many children obviously as a normal school does so they get more one on one and I think that really brings it down to, the more one on one you can do the better; the smaller the classroom far far better, less disruption, if one kid has a little bit of a problem they can just come out and talk to one of the other teachers have 5 minutes and then go back in. So I think that is why trade skills is as successful as, it is. Because as it has an average of 8 pupils a day. On a Tuesday and Thursday 4 teachers here you are going to be taking 2 kids per class which is very much one on one. Which is I think fantastic where as a normal school is what an average of 20/30 kids….so 20 kids are going to be left to work of the board and so on. Closer relationship as well I think, we thrive on making very good relationships with the kids, the more you get to know them, the more work they do for you so it’s much better. Not only that radio on, more relaxed atmosphere. obviously you would get that on a building site anyway, you know, although erh building sites are trying to ban radios due to health and safety issues. but Yeah I think we try to put them on the same atmosphere as it would be on a building site, like a little bit of noise, plenty of activity, plenty of talking and let them understand it that way.

**Interviewer – Question 6: In terms of the every child matters outcomes how do you think you support these?**

Be safe- we have a health and safety policies and how to protect the equipment in terms of boots and overall all the time, be watched on the machines, have safety glasses on, they know all the health and safety policies and they have to follow them

be healthy - Yeah I think we do really in what we entice them to eat and drink erh quite a lot of the kids who suffer from ADHD we find that if we discourage them from drinking a lot of pepsi, coke a cola and fizzy drinks and sugary drinks erm we find that they stay more focused and better throughout the day than if they have this bottle of coke and what have you we find that obviously sugar gets in their system and puts them on planet zod.

In terms of mental health - we always try and keep them calm and try and talk to them if they do have a problem get them speek about it, they are all told to come to us and like if they do have problems and even if at home like to come talk to us. Young peter is a prime example, of when his mum died and that, erh got a close relationship with him, got inside me a little bit and manage to understand
where he was coming from we helped him as much as possible. And I think it worked to a certain extent.

**Enjoy and achieve** - I think most of the kids, especially with the models and everything take a lot of pride in taking them home. Prime example is young James this morning erh xxx coming in from his school and all he could say is right he wanted to have a look at his model car, so there has been a lot of pride and there been a lot of talk outside obviously. and a lot of the schools have asked for copies of the photographs as well. They take a lot of pride with doing the crazy paving and the brick work they do, and they like pictures and most of the folders we are making up now they do take a lot of pride in there work, which is nice to see, which I think makes them a little bit happier when they can see the finished product. They can see they have done it themselves. Yeah Yeah I think they work, don’t get me wrong they work very very hard to get to the end of it, and you have to work with them be close to them, as they want it finished before it can be, they want to rush now and again, so you have to slow them down a bit so Yeah they take a lot of pride in it. The two cars upstairs look absolutely amazing.

**Make a positive contribution** - erh Yeah I do, if the kids who come weren’t positive about coming then they wouldn’t bother turning up what so ever. Also I think they are very very positive with regards to the different jobs they do. we had an unfortunate thing that the back door came off the other day, but young Tim was so positive about putting it on and getting it painted and enjoyed every minute of it, I think it is a proved thing as there are 8 or 9 kids here everyday and obviously they enjoy coming they must to.

**Achieve economic wellbeing** - erm obviously they are going to learn that they can learn quite a bit of money outside when the trade is finished. The apprenticeships and everything offer even better I suppose economic well being, erm if they take it up is obviously down to them. I think we point them into a little bit of a different direction to what a school does, I think schools will point them into more of an education direction where as we can point them into the direction of an apprentice in totally 8 to 10 different things which they can choose from which erm can erm them a lot of money. We can also point them in direction of people who are taken on people within the trade, Yeah some of the firms that know of us and the scheme have come down and looked at us, there are obviously with t climate as it is at the moment not taken on many, but when the climate picks back up there are apprenticeships available for every last one of them if they want it enough and are good at it.

**Interviewer: Thank you would you like to add any thing else?**

I think people need to visit trade skills to understand it, they need to understand the types of children who come here. And to understand the type of kids that are here you need to meet them. Trade skills will always be going because there will always be kinds who are left behind at school which is a shame but its just a way of life. But to understand us properly then a visit is a definite yes.

**Interviewer: Thank you I have really enjoyed being at trade skills and finding out more about the young people who come here, it has been lovely to see the different story behind these kids and see them enjoy and succeed so Thank you.**

You see with the teachers in school for example who may have 20 kids in , they cant actually find out about the 20 kids they cant get close to them, can’t get as close to them as we do. No body understands Tim as well as I do, because I know what is going on in his head. The same with the rest of them. Because we are so close and virtually 1 on 1 you get to know the student a lot lot better and what is happening at home which can effect the kid a heck of a lot more than people realise and that is why trade skills is that little bit different because we are into the kids as much as we are into the subject we teach.

**Transcript notes from interview with Deputy head teacher and a teacher of a link school who use 'Trade Skills'**

**Interviewer: Question 1: Please introduce yourself and your link to Trade skills and why you use trade skills?**

I am the assistant head teacher from the only secondary EBD school in a near by county. Consequently we have kids from all over the authority, it is partly, well use to be residential but now we class it part rest bite care, so the kids that are actually resident in the evenings are taken there really as rest bite rather than boarding erh which they use to do 5 days a week in the past. There are 67 kids on roll key stage 3 key stage 4. erh and some years ago, probably going back 6/7 years ago now, we decided that the biggest issues certainly with the key stage 4 pupils was that when they left school they found the transition from school to college or further education very difficult so we decided we would introduce them into a vocational background much sooner. So we started this with year 10’s, year 10 the majority of them have 2 days a week training providers and one or two of them have other placements but generally its 2 days a week for them. In year 11 they spend 5 days a week now at training providers, extended work placements or at colleges. We also realised, that, with the best will in the world we weren’t going to get them through any academic qualifications in school except entry level maths and English. so the idea was that they took maths and English, entry level, in year 10 and we would use year 11 as a vocational opportunities to gain vocational qualifications. One, one big obstacle is that the colleges aren’t really geared up equipped to deal with our sort of kids, as our kids have behavioural issues and we found that the disciplinary procedures at college were a little to rigorous for
them, they went there, they mess about, and within a few weeks they were asked to leave. So we started looking at independent training providers who probably had a little better understanding of the needs of the kids, but also, if you are being cynical about it, it boils down to money. Erh they are less inclined to get rid of our kids when to effects a pay packet directly. So that’s our background of where we are at. We use a range of providers based all over the place including Trade Skills and a couple of colleges but that tends to be on a more independent basis. We should mention perhaps that we, that we, invest a massive amount of staff time with the kids, so some of the kids get one to one at the college and where ever we go there are always 2 members of staff so that even if there were only 2/3 kids here, we would still have that many of staff, mainly because of the distance, a long time on the mini bus, you need two people, and also in case something kicks off you have to have two members of staff around.

**Interviewer: Question 2:** Can you think of any other reasons why you have selected the pupils you have to attend trade skills?

Party geography, some of the kids, where ever we can, we like to place the kids in there own communities of college because obviously if that is where they are going to go after they leave school it makes sense for them to have experience of college in there own towns. So it is partly geography but also it is the kids we’ve got, some of them just don’t have the ability to attend college individually, so we tend to finish up perhaps with what we would consider the worst of the behavioural problems here as opposed to them going at a college.

**Interviewer: Prompt question:** Why Trade skills then for these particular kids?

Because we can do this, it is a small environment, there isn’t really anywhere for them to abscond to, around here, which they do if they are in their home town. They are likely to disappear if they know the area and the people around the area. But it comes down to personalities really; you can be the best teacher in the world but if you don’t have a relationship with the kids it will never work. And we found quite early on that the blokes here have that rapport with the kids and the kids like the people they are working with probably more than the courses that they are actually doing. Think it is more about the relationships I think the people.

**Interviewer: Questions 3:** How often do your kids attend and what is a typical day for them?

Twice a week, a typical day is actually quite a difficult day for them, because of the amount of travelling, so some of the kids have a 45 minutes to school in a taxi, then get the min bus for another 45 minutes, so that’s 3 hours travelling a day. And these kids aren’t very good at sitting on a mini bus for that long so it is quite difficult. But if you balance it up the benefits of the relationships and also the time they are getting here means it isn’t a very long day for them. If they got to go to a college and start at 9 and finish at 4 they would never be able to sustain it for the whole day. So a typical day would be them getting here at around half 10, they have a little bit of a break when they get here erm and then an hour and 20 minutes till lunch then half hour lunch and same again in the afternoon so they are really only, if you cram the amount of work they are doing it is about 3 hours work a day which is actually all they can sustain.

**Interviewer: Question 4:** What aims and hopes do you have for your young people who attend trade skills?

I guess it is all about a socialisation process for them, they are lacking with social skills, so any challenges we put in there way benefit them, so all the experiences of meeting new people, trying new skills is the main benefit. But along side that I have to justify the amount of money we are spending and that has to be justified through accreditation. And I was saying earlier that we have an entire school budget of £140,000. Now out of that within key stage 4 I have spend £120,000 this year which has left the school with £20,000. But the reason why we do that is we know they are not going to gain qualifications through school so hopefully they will gain some kind if qualification, accreditation through the vocational stuff they do. this course they are doing here, called preparation for working life and it carries 28 points which is equivalent to a level 4 qualification.

**Interviewer: Question 5:** How do you know if Trade skills is successful or is being successful?

I guess the easiest answer to that is that our kids vote with their feet, if they don’t like something they don’t turn up and mostly our kids turn up. But generally the success will be measured on if they turn up and ultimately if the achieve at the end of it.

**Interviewer: Question 6:** What are your thoughts on trade skills and what it offers young people?

I think it offers an alternative for them, something different from the mainstream environment. And it caters for the more difficult kids erh, which, erh on the flip side of that, we sometimes find that mainstreams schools are very good at using places like this as a dumping ground for their kids and send them to these places as they don’t know what to do with them. I don’t think this happens a lot here, but saying that I haven’t seen many of the mainstream staff or people coming and supporting their kids here.
Interviewer: Probing question: Do you think that makes a difference, you being here and supporting them?

It certainly makes a difference for our kids, they have to feel secure most of our kids, it’s about relationships, and they have now built up these relationships and feel safe. I think mainstream kids, if I ran trade skills I would want to see someone from mainstream just popping their head in and seeing their kids a bit more often.

The self esteem aspect, we had one lad in particular who started off who was very very negative when we got here, wasn’t very interested and was doing a similar course at college and not really doing very well there either. But since being here his whole attitude has changed 100% and the knock on effect is that it has actually succeeded at college as well so it is a bout raising self esteem and feeling better about them selves.

Interviewer: Probing question: So why is this? How did this happen?

Think it is the one to one, think he gained confidence here, think he wasn’t very confident as he was in college with mainly mainstream kids which was hard. And one of the members of staff took him under his wing and he just started a relationship with him and he is one of the most disturbed and awkward kids we have had and he has never looked back since.

Interviewer: Probing question: So how does trade skills do this?

I think it’s the ratios, that if you look in the workshop at the moment there is what two kids to one. It’s the relationship and the attention they get.

Interviewer: Question 7: In what way does trade skills provide an alternative curriculum for the young people?

At the end of the day some kids just can’t hack sitting in a classrooms and ours can’t and one of the biggest drawbacks to this is the fact that when I sit down to do an annual review of the kids statements and their parents sit there and ask me what about their reading and writing and they are still not going to be able to read and write when they leave school. but you have to balance this up with where would they be if they were still in school, they still wouldn’t be able to read and write and be kicking of learning with nothing where as I guess at least they leave with something there, is a down side we are not spending time doing the basic skills with them.

Interviewer: Question 8: Do you think the young people value coming to trade skills? How do you know?

This week for example we had one who was buzzing as he was coming here this was yesterday, he wouldn’t stop talking about what he was going to do when he got here, it was the fact he was going out with one of the guys to sort of put this into working life. They were actually going on a building site to put in practice what they have learnt here.

Interviewer: Probe question: Do you think there is a lot of trust with the young people and that helps? Do you think this helps them feel valued?

Absolutely, it is about relationships and it is also about getting the respect from these kids, and these guys have got that respect and you have to earn this.

Interviewer: The staff here, they are quite special really especially as these guys aren’t particularly trained to work with these kids.

Absolutely, I think sometimes that makes a bid difference especially for kids from socially deprived backgrounds and they tend to relate better to people who they see as similar backgrounds to themselves, not saying that the staff here are from socially deprived areas. I think they see teachers as alien to them, no matter how much you try and build that relationship up your still a professional; and they very often have blocks with professionals. Don’t know if it is a class thing, or what, whether it is passed on from the parent. Many of the parents would have had bad experience of school them selves; they would have had a bad experience with social workers, with court authorities, youth offending and they just see people in professional capacities as different to them.

Interviewer: Probe question: So do your parents respond positively to their kids coming to trade skills?

No our parents aren’t positive, half not positive about anything. Which is a big issue for us, when we need to speak to parents because we have a problem the parents never take the schools side.

Interviewer: Probe question: Do they see trade skills, being run by different people as a good thing?
I don’t know, I don’t think so, because the majority of our parents don’t work, and consequently the kids don’t really have a work ethic, they don’t have a role model. So when we are telling them that you need to do this to get a job, get qualifications, the typical things you say to kids, it still means nothing as the parents will be telling the kids they don’t need a job you can go on the doll and that’s what you up against.

**Interviewer:** Probe question: Do you think a trade skills provide this work ethic?

In years 10 and 11 we constantly do that. We had one of the kids last week on the bus telling us that his dad had told him the best years of his life was when he was in prison, which is unhelpful! you just have to be as positive as possible.

**Interviewer:** Question 9: What does trade skills offer which your school and other mainstream schools can’t?

The resources, we don’t have the facilities for doing manual skills, plastering, brick laying etc. we cannot do combine CDT, design and technology at school. the kids don’t want to be school they want to be classed as adults and I think that’s would trade skills probably offers, the opportunity to be an adult a bit more. Also you have to be trained to teach that and we don’t have the staff who are trained in vocational course.

**Interviewer:** Question 10: Have you noticed any changes in the young people who attend here? What are these?

Well with Tom who we mentioned earlier is the biggest change I think, he was very negative, wouldn’t do anything, didn’t want to do anything, messed around at college and somehow something clicked one day, not sure what. Jason is another one, he wouldn’t get out of bed to save his life, but in the last year he has been attending at least once a week. His attendance last year was appalling it was around 18% and is now around 50% this year so much better and a big difference. Also Tim, his relationship with one of the guys, he loves coming because of him, working with him, doesn’t matter what he is doing with him just likes being with him and having him as a role model.

**Interviewer:** Question 11: Looking at the ECM outcomes – Do you think and how do you think trades skills contribute to them?

**Staying safe:** Erm not sure it does I think – it gives them the opportunity to disappear in somewhere they don’t have a clue where they are, we had a kid who did recently, he didn’t go to far as he didn’t know where he was. Think it is down to relationships again, staying safe, they probably feel safe if they are with people they trust and they do trust the people here. Think it does teach them to be safe in the various things they are doing, like wearing safely boots and overall and hopefully they will take this with them. I think already now, they are very aware, when they go into the kitchen, that the they are conscious that it not the best place and will wash up again, it is all about opening their eyes showing them the different side of life.

**Being healthy:** Think you have to make quite tenuous links, I guess the physical work they do I suppose, James was asked three things about what was his regular exercise and he does boxing, and his third answer was going to trade skills he thought that this was part of his regular exercise.

**Interviewer:** Prompt question: Do you think the conversations the staff have around the kids helps in a subtle way such as when they talk about smoking, diet.

They do make the link that was part of James routine of exercise; he thought he got part of his exercise from here.

**Enjoy and achieve:** erm yep they hopefully will achieve, they are achieving on a weekly basis er new skills and learning new skills and hopefully they will achieve the accreditation, er as we said earlier enjoyment is indicated by the fact they they come and they wouldn’t if they didn’t enjoy it

**Making a positive contribution:** Yeah I think the allotment, think it ties in more there, when you see what they have done down there , there’s a real sense of ownership, the fact that its not just their individual work but the groups work in making the allotment. Think they see that as an achievement. One of the things which struck me when I had look around, before the kids started coming, the guy who runs it said he had spent years in school seeing people make basically inferior products and he said all the things he makes here has to be spot on, if you look at the work, that everything is spot on, it has to be right, and I think the kids really appreciate it, they may not at the time but the finished products are of high quality especially the wood work things.

**Economic well-being:** I suppose in the end it boils down to what they do afterwards, and if it contributes to them continuing in education or finding employment then they have done that. It gives them options and they are able to try everything and see whether they like it or not and if they would like to do it when they finish school. We do actually pay them to come, £2.50. But only if they have down a full days work, some know that if they don’t do a full days work then they aren’t going to get the work, which is like real life really if they don’t work for it they won’t get it. Most of them could earn £12.50 a week.
Interviewer: Question 12: Any other thoughts about trade skills?

Heating! Think one of the biggest issue for our kids, is the unstructured times. We have the biggest problems during lunch time, and perhaps if there was a pool table or something that would help. The other place, has a pool table, but saying that the pool table caused problem for them. Think also money is an issue, we understand that there are overheads and they are running on a budget but it is very very exciting and is costing us about £37,000 a year to bring 5/6 kids here twice a week, which is a lot of money which when you compare it to a college which for a full time course 5days a week is about £5,000 per kids. It is very expensive, but perhaps when trade skills is developed further perhaps the cost will come down.

Interviewer: Probe question: So is there anything else you would like to add

Yeah another suggestion would be, we used something very similar to this last year, which had a lot more variation, and our kids concentration is very low, so perhaps developing what is available, our kids do like a challenge or something different, such as kitchen fitting or tiling. but generally speaking we are quite happy, and if we are in the same situation as this year, I would use them again. but the travelling is an issue we have to consider.

Transcript notes from interview with a member of the local authority

Interviewer: Question 1: Please tell me about how you came about trade skills and your relationship to it?

I first came across trade skills because of a presentation done by the owner at one of the schools and was very interested and I thought it sounded very interested so I rang him and discovered that his background was as a carpenter and as a builder and that he then trained to teach and ran a PRU and shared his vision and idea about what he wanted to develop and I got very excited about it and though it was just what we needed for the kind of children we’ve got who have statements for behavioural and emotional difficulties and who were totally disengaged with an academic curriculum and we have no provision for and thought it sounded just right and the very first pupil they took was a referral from me. And since then I have been very impressed with the way they relate to kids. The way they get them to learn and understand new things but especially they learn about them selves and they learn they are not useless and worthless and the only thing in life which is worth anything is academic prowess, which is all schools to these children seem to value.

Interviewer: Question 2: Why is it important? What makes it work?

Because it is practical, because it is something that there they don’t have friends who are sitting next to them who are really good at it, and they realise that their spelling and reading is lousy and therefore what ever they do isn’t as good as what others can do. They all start off from a learning base of virtually zero, and develop and build skills at their own rate, and therefore they are never put down or looked down on by other people. Also when they have reasonable skills they will be taken out in the community and do projects with them so they have built peoples wall, for the general public, so they are actually making a positive contribution. I think the outcomes of the ECM are really valued at trade skills not given lip service to which I think they are in many schools.

Interviewer: Question 3: Do you think they value trade skills?

95% of them do I think 100% do actually but I think some of them are in such a hard place and don’t know how to get of their hard place and want to strut and sometimes it doesn’t work but very few.

Interviewer: Probe question: How do you know it works?

Because they attend, because they talk about what they have achieved, they enjoy the relationship with the guys there teaching them skills. They see a purpose to it, because you know when they are a bit older and have their own house and things they will need to able to plaster and make things. They enjoy it and therefore they have a sense of actually I would like to do building and therefore suddenly they have an idea of what they want to do, and are quite good at it and think that I actually want to develop these skills further and use them later in life, and some of them go onto college. Where as if they haven’t been to trade skills they probably wouldn’t have gone on to college and would have become joined our NEAT kids.

Interviewer: Question 4: In what way does trade skills provide an alternative curriculum?

It provides an alternative curriculum in terms of building trade skills. His original idea was that he brought in this computer programme where by it and how he explains it was it was a bit like success maker, and the kids do an assessment and then they go on things on it and it constantly teaches them new little skills in terms of numeracy and literacy erm but angled at the building trade so that instead of being asked what 27 x 4 is they would be asked how many bricks they would needs to build a wall a certain length. So they have to use different calculations but there is a purpose to it and they can see the reason for it. It isn’t just doing maths because the maths teacher is telling them to do maths.
Interviewer: Question 5: What does trade skills offer which schools are unable to?

A nurturing environment, feeling valued as a person not only for their academic prowess, practical skills that are useful in life, a bru and bacon buttie in the morning, erm the ability to relate to adults who are neither threatening nor aggressive and who value them as people.

Interviewer: Prompt question: Is it fair to assume that schools are negative towards these pupils and for these pupils?

School is a negative experience for these young people. Yes I think school see these kinds of children as they have problems, they have problems because they are intrinsically like that, or because of their family background, they don’t see that the context of school has anything to do with the way these children behave they behave badly because of either the way they have been brought up or they have learnt bad behaviour, they don’t really see that if the did different things at school than the things they obviously cant do or cope then the children might behave differently.

Interviewer: Prompt question: What could schools do differently to help support these young people. Especially with those young people who are on a varied week, is there more schools could be doing to help meet the needs of these children?

Yes I do, I think they could do far more outside, practical work, schools will sometimes do that, but its always seen as that they just have to do what everyone else does, and they don’t see them as individuals. Schools are too big for them and I think they are to threatening a place for some of these kids, they are too noisy, too busy. There is too much going on they are expected to go and sit in groups and put their hands up and interact and they are either taught in mixed ability or they put all the kids with difficulties in a smaller group but still expect the same kind of curriculum to be delivered to them. They aren’t really exploring different ways of studying things which are associated with the national curriculum.

Interviewer: Question 6: Have you noticed any changes in any of the young people? If you have met any of them?

Well the only one really, a kid called Peter, who was there first one there and went everyday for a year and he did really well and then unfortunately everything fell apart for him in the children home he was in, and suddenly didn’t want to know about it anymore. So having developed and become much nicer and gentler, and less aggressive and not swearing as much and minding his p’s and q’s a bit more things went belly up for him and he started drinking and everything whilst in the LA care, so things haven’t improved since it hasn’t been sustained and isn’t working for him at the moment. But that’s not because of trade skills, that is because of everything else going on in his life.

Interviewer: Probe question: So what did trade skills do for him?

Lots of attention, practical skills he has decided as a result of being in trade skills that he wants to do building work, although he does seem to think that all builders do is hang around drink tea and smoke fags all day! but erh its just been a life line for some of the kids really, rather than hanging around on the streets, they have learnt things and they’ve had somewhere warm and nurturing where they are welcomed to go, and erm they have learnt it is quite nice to be nice to each other.

Interviewer: Question 7: How does trade skills contribute to the ECM outcomes?

Well I think for example they are very good at keeping kids safe, other than risk assessments etc. they also give the children especially LAC but all of them really a place where they wont be bullied, because the staff make sure that doesn’t happen and nip it in the butt as soon as anything like that. So in that way they give them a safe environment to be in.

They are enjoying and achieving which perhaps for some of them it’s a long time since they achieved something really well. They are making a positive contribution to society because they are helping old people, doing different things, some of them have done gardening, some of them have made things to be sold, some of them have gone and built wall in the community etc.

Be healthy, well I’m not to sure of that one as they do eat quite a few burgers and are allowed to smoke when they are there. They do go to the gym as well actually.

Economic well-being – well it is giving them the skills for life, so that they will be able to make a positive contribution to society and actually maybe earn a living.

Interviewer: Question 8: What are your reasons behind sending certain kids to trades skills?

Usually the kids we refer to trade skills tend to be the academically non/low achievers, I suppose its kids who enjoy doing things practically, kids who are feeling very vulnerable because trade skills is quite good about how they group them, so they wont put the most vulnerable with the most thuggish to put it bluntly. They will have them on different days so their paths don’t cross. I mean usually I guess to be honest it’s also through desperation, and what else do I do with them, because they have been permanently excluded or moved schools twice already, they obviously don’t want to go to school
and aren’t interested in school and erm trade skills particularly in combination with a tutor and or another provision as a package seems to provide the children with a broad and balanced curriculum. I would like them to do a bit more in terms of numeracy and literacy, built into apart of every day, not for those who come out from school but for those kids for whom are not getting any education from school.

**Interviewer: Question 9: Any other ideas to improve trade skills or comments you would like to add around Trade skills?**

I would like to see them develop more of an expertise in relation to actual literacy and numeracy. Forget the bored and balanced curriculum, French and science and all the rest of it I mean they can in incidental, but actually doing something to see if they can’t tackle some of them who are completely illiterate. I would also like to see them develop a bit more stuff for girls, erm a bit more of the hairdressing, nail what ever and also for both girls and boys some cookery helping teach life skills.

**Transcript notes from interview with the owner of ‘Trade Skills’**

**Interviewer: Question 1: What were your reasons behind creating ‘Trade skills’?**

It came from my teaching experience, I taught in a very deprived inner Manchester mainstream school, where we had a very large hard core group of kids who responded to alternative type work the sort of things I taught such as joinery and design and technology and that sort of things and their behaviour improved in those subjects. then I did 5 years in a pupil referral units in Bolton where we actually provided joinery and brick laying as part of the curriculum and again the positive effect it had on the behaviour and managing them and giving them something which was more relevant for them. and that’s what I saw in my career which made me think of it. I then got approached by someone from a franchise who does something very similar in a different part of the country who asked if I was interested in opening a branch and I thought I would open my own rather than a franchise.

**Interviewer: Question 2: What were your aims and have these changed at all?**

Well the aim was never to make money because I knew from day one in this that there just isn’t the margin to be able to make lots of money. the aim really was to find a satisfying career for myself I also felt that this was like, if you go and speak to any teacher anyway they get frustrated as their hands are tied and they have to teach the national curriculum and all sorts of things which they know the kids have no interest in. I just wanted to find something which I knew would work and I do some actual real teaching which I know sounds silly to actually teach but we actually get done what I know works and i have the freedom as we are private. That’s what it is doing something which works, has an effect, your actually achieving something and it is a satisfying career it really is.

**Interviewer: Question 3: To what extend do you provide and alternative curriculum?**

As long as we can justify it from an education perspective we can do within reason anything we want. Which is why I go predominately for people for the construction trade because everything we do is easy to justify against the curriculum and most of the things we do there are existing college courses out there but not for kids for 14 to 16 year olds. So it just giving them a taste of it before they go to college to do it.

**Interviewer: Prompt question: So it is giving them a head start?**

Absolutely giving them a head start rather than being at the back to the queue where they would normally be the kids we have.

**Interviewer: Question 4: What are the key differences between ‘trade skills’ and the settings which the young people come from?**

There are certain phrases that I always use when a kid comes to trade skills and I train new staff to use the same phrases, we are not a school, and we use the term we are a place of work. The difference between where they come from, is the kids see it like school, it structured with school type rules and this is different the relationships with staff is different the rules are different everything is different its more workplace, adult orientated. but really we do have rules for them it is very schooly, but we just don’t dress it up like that so it doesn’t see like a formal education setting, although they have to do more work here I think then they do at school, by a long way. It’s the way they view it.

**Interviewer: Prompt question: Do you think the kids see it differently?**

Totally do completely different its completely different, the relationships with the staff are more informal yet full of respect because they have to be, he have our boundaries erh so the way they view the relationships with staff. We even stick to pretty much the school timetable, break times and lessons 1,2,3. They don’t see it like that, we see we call it like morning break or tea break at work we don’t so you go back to work not back to your lesson think the phrases you use is really important.
It's not widely different to when I worked in Pupil Referral Units, it's a big difference between being in mainstream education and special settings and a successful PRU. Because the relationships are different the kids who, all of the kids you get are disruptive type kids in some way, vulnerable in some way, behavioural type problems, you have got to have a different way to deal with them than in a mainstream school, the mainstream school caters for the masses rather than for the smaller numbers who have the real problems, so the way you have to engineer your relationship, change your relationship to fit that situation.

You can't be as formal and yet at the same time you have to in some way be tougher than a teacher in a school, you have to impose your personality on them, use your personality, if you don't have the personality you wont survive here as a member of staff. You have to build have interpersonal skills to build relationships and that is 90% of this job – it is all of it, it really is. It's everything. When I am employing staff and come they tell me all about the building skills they have which is great, because it is important, but I say to them that is only 10% of the job, there is, I am more bothered about your interpersonal skills, your relationship building, how you can read another human being that for me is the biggest part of this job for a mile. There is an argument for me going for people like that and me teaching them the basic trades which you can do, because basic bricklaying, basic plastering you can teach quite easily, you can't teach personality, not at all.

Interviewer: Question 5: Where do you see ‘trade skills’ in the future?

- next year for the two branches to consolidate and move forward
- schools are happy we re-opened the other branch
- this one is full so we are looking at moving forward and looking at new premises
- possibly a 3rd branch
- a number of areas where there is a need for the 3rd branch
- develop our own curriculum – a trade skills type of diploma which would carry some weight aimed at kids who don’t, wont get any qualifications and we have many of those.

Interviewer: Question 6: Do you think ‘trade skills’ makes a positive difference for the young people? and in what way?

If I go by what the customers have said, (referring to 4 schools in particular) they have all said that when they send kids to us they have seen improvements in behaviour and they can use coming to trade skills use it as a carrot in terms of telling them they can do another day etc, they have all spoken about the positive effects - they enjoy it.

Well today we have 6 chaps who have come from a special school in a group and certainly 4 of the 6 have been thrown out of other placements all year and they are running out of places to go, and yet they have all come here today and they enjoy coming and they openly say it. And its not that we do much differently curriculum wise to the other places, and I know other places offer a deeper curriculum but it's the relationships, small numbers we have smaller numbers here, and we can form a closer relationships as we have less of them and it works with this type of kid.

Interviewer: Question 7: How do you measure success?

Not easily – me if I can sleep at night. Success for the kids, well the phone is ringing a lot, and with it being a tough year with the split and the budgets being cut and tight and yet the phone is still ringing so we must be doing something right they want to be using us, something is working so I call that a success. In terms of kids coming here, the kids attendance improves here as apposed to at school, they like coming here, I call that a success. My staff want to stay here, a couple are over 50 and have said they want this as their last job and want to see trades skills flourish and I see that as a success if your employees feel that.

Interviewer: Question 8: What does ‘trade skills’ give the young people?

Academically they get a head start in all sorts of trades and skills that's academically, I'm not saying we join them into a bricklayer or a joiner but they get a head start which makes a difference because most kids going onto college courses of that nature from a school are behind where they are, they should be theoretically be one of best in the class when they get there or just help them get onto a course in the first place. Other things they get from it, the kid themselves, I like to think what we do the most here is build self esteem and confidence, the pupil themselves and what they get out of it. Most of them come with low self esteem and poor relationships, they have few or no positive male role models in their lives and they get that here, and we have so many of them who don’t have a positive male role model. So that’s why we end up building such a fabulous relationship with the kid because it’s something really quite new to them and they find they really like it, they don’t know why they like it, the stability you know what I mean they don’t know why they like me or dan, its because we find something they’ve never had.

Interviewer: Question 9: In terms of the ECM outcomes, how can ‘trade skills’ help support them?

You will have to remind me... I have it in the other room, but only look at it once a week.
Staying safe – I guess it depends on what you mean, do you mean when they are here or not here? I think it’s safety and growing up, take responsibility you know what I said to him Tom out there, I said take charge of the gear on your board, it’s taking responsibility, don’t stand there looking at it waiting for your instructor to come over, take charge of the situation, all you have to do is walk over, get a bucket, put some water on it, mix it up yourself, take charge and that to me is a lesson about life not a lesson about the motor on the board, it’s taking charge, taking responsibility thinking for yourself, that’s safety to myself, instead of standing there being helpless and pathetic.

Being healthy – that’s a difficult one as so many of ours are smokers, we constantly bang on to them, Bob is diabetic I train a lot, we bang on to them constantly about their diets and their sugary drinks I grab their bottles out there hands, you’ve seen me doing it, going through the grams of sugar in the drinks it’s something we constantly do, we don’t have unhealthy sugary things on site, we have tea and coffee on site, at lunchtime they have a selection of sandwiches on brown bread to choose from, it’s the best thing they can get hold of all day.

Interviewer: Prompt question: I think you do it in a very subtle way through your relationships and your chats

Absolutely, they ask me how I get so big and strong, and I tell them have they compared what I eat to what you eat and they say oh Yeah!

Enjoy and Achieve – erm well the enjoyment is they want to come; these guys here from the special school out there, they like coming, there attendance is good, all the kids do, I know you don’t believe it but their behaviour they display here is actually really good for them, because they like coming, they would be distraught if there teachers pulled them out of here, our attendance is good. Achieve, non academically in their personality they achieve self esteem, confidence and it’s happiness as well having relationships with adults that they don’t usually have. We also have the qualification the skills for working life which is 28 points which for most of our kids wont leave with anything else than the qualification they get here.

Positive contribution – we are looking at premises later and we were invited there by a customer – they have taking it upon them selves to invite us, that’s an example I think of being wanted and valued in the community I think.

Achieve economic welling – well here – we have got the most unemployable, the future unemployed, and we are definitely moving, I am not saying we are making them all employable, but we are definitely moving some of them closer a heck of a lot closer to employability. Then they ever would have been if they hadn’t of come here, and some of them leave here and go straight into a job or college place.

Interviewer: Question 10: Have you noticed any particular changes in the young people and what are these?

Stability, their behaviour settles down their mood settles down, the stability brings a happier person a happier more stable person. That comes from the relationships with the staff, the better the warmer the relationship the more respect for the staff the respect is then returned to that person, and treated more like an adult rather than like a child and they start to grow up, we have had quite a few of them very successful.

Interviewer: Question 11: Any other comments you would like to add?

I think when I set up trade skills, we are almost 2 years in now to the day nearly and the first 2 years of anything is really tough. We are now just getting to a point now where we are starting to learn who we are, getting a settled team of staff, and we are starting to feel like it is actually really successful, we have been successful from the start but we are very self critical we are starting to feel like we have had some pretty successful kids, the staff all love working here and I am pretty pleased at where we are but I am also aware that you can’t stand still and you have to look forward and move on. So pleased but cautious also.

Thank you

Transcription notes from young people

| Interviewer: | Were you excited about joining ‘Trade Skills’? |
| Past pupil: | No not really, I didn't even want to come at first, I thought sod that, I would rather stay at school, but there was no way I was going to be aloud to stay at school and I thought I would just stay at home I didn’t really want to come, but when I got here I enjoyed it |
| Interviewer: | What was it you enjoyed? |
| Past pupil: | Just the people here, the people are good to get on with and erh the things that you did here, you didn’t have to do much writing at all but when you had to do writing you could see why you had to do it |
| Interviewer: | So it had a purpose |
Past pupil: Yeah yeah in school it didn’t feel like that and everything I did here I enjoyed, I loved it here

Interviewer: It was definitely the right place for you

Past pupil: Yeah definitely, yeah,

Interviewer: What was it about ‘Trade Skills’ that worked rather than school?

Past pupil: I don’t know really you just I suppose just got treated different and erh I don’t know it’s just a better place to be in than school with people I didn’t like and people telling me what to do that I didn’t like, it’s just different here nothing like that

Interviewer: So what is it that is so special about ‘Trade Skills’? Why does it work for young people?

Past pupil: Cause you’re doing things that you enjoy and you’re learning as well, I now know how to do quite a few things

Interviewer: You are at college now, what are you doing?

Past pupil: Joinery

Interviewer: That’s good, how’s that going?

Past pupil: It’s good yeah

Interviewer: Do you feel like you have a bit of a head start with is having done it here?

Past pupil: No not really cause it’s a bit difficult cause there is loads of maths involved and I wasn’t that good at maths, but it’s not that difficult really, I’ve passed most of my exams I’ve done, it’s just common sense most of it

Interviewer: Do you think if you hadn’t come here you may not have gone to college?

Past pupil: No not really no, I wanted to go to college anyway cause I knew I wouldn’t get a job straight from school cause it was the start of the recession and no one was getting a job so I just thought I would go to college I didn’t want my mum to think I was a bum

Interviewer: I bet your mum is pleased then

Past pupil: Yeah yeah

Past pupil: I was just a stoner back then wasn’t I just kept myself to myself well with my mates anyway, and then I just didn’t like getting on with other people, I didn’t mind meeting new people but I just didn’t feel good being around random people but I got use to it

Past pupil: After the first day I wanted to come back

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Past pupil: Just what I was doing and I enjoyed it, I loved it, the people who were teaching me as well they were good, I just thought it was good here better than school

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Interviewer: Was ‘Trade Skills’ important to you?

Past pupil: Yeah, I wanted to learn about it, I learnt loads of stuff from it

Interviewer: Were you sad when you left ‘Trade Skills’?

Past pupil: Yeah I was pretty wounded on the last day, I weren’t sad like but I just thought I wouldn’t be going back and wanted to do bricklaying and stuff but never mind

Interviewer: You have popped in a few times, why do you like to come back?

Past pupil: Just thought I’d pop in and see everyone,

Interviewer: That’s really nice would you pop in your old school to see everyone if you were walking past?

Past pupil: No way I would just walk out it just fuming fuming

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Past pupil: Well near enough everything I did I learnt I learnt quite a bit from everything I did, like bricklaying, joinery, rendering, those three the most but there was other stuff as well like digging up allotments

Interviewer: Did you like that?

Past pupil: Its alright I just went when I wanted to get out of here now and again, I would rather have been doing something like bricklaying though

Interviewer: What were you best at?

Past pupil: I don’t know probably joinery

Interviewer: Would you have preferred to have been at ‘Trade Skills’ all the time?

Past pupil: Yeah

Interviewer: What age would you have liked to start somewhere like ‘Trade Skills’?

Past pupil: 7 aged 7

Interviewer: Why that age?

Past pupil: Because it’s what you need to be learning in the stay and age you need to learn a trade so you can earn good money and get a job and get your life sorted not sitting at school doing citizenship and s***t like that you should be learning a trade I think so everyone know a trade and can sort a job out

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Interviewer: What were you best at?

Past pupil: I don’t know probably joinery

Interviewer: Would you have preferred to have been at ‘Trade Skills’ all the time?

Past pupil: Yeah
Past pupil: It got me my portfolio and stuff I guess so I suppose it has made a positive difference, I've enjoyed it.

Interviewer: I think all young people should have the opportunity to be apart of 'Trade Skills'?
Past pupil: Yeah, you don't have to be a little b***d just like me, everyone should be able to just come here.

Interviewer: Being at school was important to you
Past pupil: Nrh strongly disagree, I hated school

Interviewer: What was it about school you hated?
Past pupil: I didn't really like many people in my year so use to hang around with different years in my breaks, and erh thought it was just s***t. Wish I could go back and do it properly rather than going into lessons and thinking how can I get myself kicked out of this lesson. I would try, try a lot harder than I did.

Interviewer: Why didn't you the first time then?
Past pupil: I just didn't care, I was young and having fun pi***g about at school and then you've got teachers telling you wait until you get into the real world and you say yeah shut up there's no real world then you get there and think arh s***t.

Interviewer: Did you get anything from school?
Past pupil: No, a trophy cabinet at home that's about it nothing really, the only thing I enjoyed at school was the school football team after school all that was, nothing, oh and the laugh in class with ripping the teachers, but that's not positive really is it.

Interviewer: Why would you make the effort to come to 'Trade Skills'?
Past pupil: It was lot better than sitting at home, would rather have been here.

Interviewer: What have you learnt at 'Trade Skills' apart from the different trades?
Past pupil: I don't really now, I wouldn't be nervous if my mum told me to build a wall I wouldn't be nervous, I'd know what to do I guess.

Interviewer: Do you think you felt more positive about yourself once you started coming here?
Past pupil: Yeah that I was just in a difference place than school.

Interviewer: Just erh, I don't know just got use to working with other people I guess and building stuff with them.

Past pupil: They are just normal people aren't they, I just get on with them, they're just easy to get on with.

Interviewer: School teachers are easy to get on with
Past pupil: No they're twats, I just don't know why you'd want to be a teacher I know you have to have them, but don't know it's crazy, some of them were all right but some of them were over the top, picking knit picking for nothing.

Interviewer: Do you think the teachers at school took time to explain things carefully?
Past pupil: Yeah definitely yeah.

Interviewer: Do you think the teachers at school took time to explain things carefully?
Past pupil: No not really, it was just a whole class thing weren't it, just do it and get it done.

Interviewer: In what way did 'Trade Skills' treat you like an adult?
Past pupil: They just trust you with more stuff I suppose.

Interviewer: Why do you think your behaviour was better?
Past pupil: I guess I was just enjoying myself more.

Past pupil: I didn't want my wall looking s***t, I didn't want a wonky wall.

Interviewer: 'Trade Skills' helped to give me more of a direction with what you wanted to do after school.
Past pupil: Yeah cause at school you're learning what you're learning about but you don't know what you want but when you come here you learn what the world is about and like probably legally this is probably the best thing to be in that gets you money like bricklaying and that, legally I mean you could sit on you arse drug dealing and that and earn what you would get in a weeks pay in like ten minutes, but you wouldn't want to do that would you.

Interviewer: What would you say to a young person who was going to join "Trade Skills"?
Past pupil: I'd just say I'd definitely go, it's a laugh, I'd tell them to come here its pretty good

Interviewer: Anything else you would like to add
Past pupil: Just it's better than school I think, loads better than school, I'd rather come here than school, if I started again, I would rather come here than school. You get treated different; you get spoken to different as well

Interviewer: In what way?
Past pupil: They just don't speak to you like you're just someone else like they just take more time with you and help you more

Interviewer: You have been coming to trade skills for over a year how do you feel about coming to trade skills, do you like it?
Child A: It's alright, the brick laying in alright but xxx does my head in (whilst smiling)

Interviewer: Why were you excited about joining 'Trade Skills'?
Child A: It just got me out of school, because the teachers did my head in at school

Interviewer: How did you feel recently when you were kicked out of school which meant you couldn't come here?
Child A: I just I don't know I just thought I had been kicked out but some women said I wasn't getting kicked out and I was coming back here so

Interviewer: Did that feel quite good, yeah your shaking your head. What made you think thank goodness I can come back
Child A: I just I didn't want to leave get kicked out of 'Trade Skills'.

Interviewer: Why, what is it?
Child A: It's good

Interviewer: It's good, you said its good because you like doing the brick laying what else is good?
Child A: The woodwork

Interviewer: How is it different to doing the woodworking in your design and technology lessons at school
Child A: I didn't do woodwork when I was at school, its just different when you are at school you have to do loads of work it’s not just making stuff. I just like making stuff

Interviewer: So you like the practical stuff

Child A: I don't know people who don't want to go to school

Interviewer: What have you got from 'Trade Skills'?
Child A: Learnt how to do brick laying and erh

Interviewer: What's your favourite thing?
Child A: I don't know

Interviewer: You like them all, do you just like the practical stuff (he smiled)

Interviewer: Would like to be at 'Trade Skills' more?
Child A: Twice a week

Interviewer: Did you agree to this
Child A: No some women told me it had to be twice a week

Interviewer: And are you quite happy with this
Child A: Yes.

Interviewer: Who would it be ideal for?
Child A: I don't know people who don't want to go to school

Interviewer: Why is not being at school important to you?
Child A: It's just, I don't like school – I like the one I go to now

Interviewer: What's different about it?
Child A: I just don't have to do to much work, it's smaller classes. The classes, are only like, altogether there are only about 14 people. The people I've met, 2 or 3 in year 9 just me in year10 and about 5 in year 11.

Interviewer: So do you quite like the smaller classes? Is that why you like coming here?
Child A: Yeah – I just want to stay at the other school but I can't I have to go back to my other school as I am only in year 10.

Interviewer: When I think of school it makes me happy?
Child A: The one I go to now, yeah

Interviewer: How does it make it fun?
Child A: I don't know you just don't have to do any work or writing, I don't know

Interviewer: Did it help knowing that you didn't have to go to school everyday and you could come here?
Child A: I went to school, but like sometimes when I didn’t go to school I could still come to ‘Trade Skills’ at like 12 cause xx would just call my auntie up and said I could come up.

Interviewer: That’s nice to have that flexibility isn’t it
Child A: Yeah

Interviewer: What was it about the kids at school then that you didn’t like?
Child A: Don’t know they just did my head in

Interviewer: Do you think you would feel more confident about doing woodwork at school having done it here?
Child A: We don’t do woodwork at school

Interviewer: Did you not do any design or technology work?
Child A: At my old school…but that was way back, you only had to do like half a day like

Interviewer: Do they don’t ask more questions in a friendly way, more banter?
Child A: yeah

Context: Talking about change in behaviour and getting a balance in timetable
Child A: Don’t have no choice it makes no difference in school like
Interviewer: Why doesn’t it make a difference?
Child A: I don’t know

Interviewer: Since I go to ‘Trade Skills’ I have fewer detentions
Child A: Don’t know, never went to them anyway

Interviewer: What skills have you learnt, are you learning at ‘Trade Skills’?
Child A: Bricklaying, plastering, like woodwork, like at school you just like make s***t things, here you make models and that. At school in like design and technology lessons you just make key rings and that which ant hard.

Interviewer: So you like the challenges here
Child A: Yeah

Context around qualifications and the opportunity of getting an apprenticeship
Child A: That would probably be more important than getting my GCSE’s because it would be easier to get an apprenticeship and that if I’ve got certificates in like bricklayer and that
Interviewer: So it will help you after if you do well here than perhaps at school
Child A: Yeah
Interviewer: I value the qualifications I will get at ‘Trade Skills’
Child A: Yeah, agree

Interviewer: I value the qualifications I will get at school
Child A: I won’t be getting any GCSE’s anyway- undecided

Interviewer: Being at ‘Trade Skills’ will help me get a job
Child A: Agree

Interviewer: What job would you like?
Child A: Bricklaying or something, plastering

Interviewer: What do you not like about ‘Trade Skills’?
Child A: Don’t know

Interviewer: What do you like about ‘Trade Skills’?
Child A: Just like just doing the practical work
Interviewer: If you could change 3 things what would they be?
Child A: Don’t know

Interviewer: What could make it better?
Child A: Heating

Interviewer: What would you say to someone wanting to come here?
Child A: Don’t know

Interviewer: Would you recommend it
Child A: Yeah

Interviewer: How do you find it here?
Child B: Boring

Interviewer: Boring, but you turn up, what makes you turn up?
Child B: My mum, My mum, and what does your mum do to get you here then?
Child B: nothing, she said if I want to come, I wasn’t allowed to smoke before I came here, then she said I could smoke only if I came here certain days, so I do

Interviewer: So you come here so you can smoke
Child B: Yeah

Interviewer: Well at least you’re honest.
Interviewer: I have seen you working really hard especially with the bricklaying, and I know you get a little frustrated with it but you do give it a really good go. How do you feel about ‘Trade Skills’?
Child B: Boring, it’s alright but not all the time, sometimes, when I first came here it was alright but now it just gets boring
Interviewer: So what was alright about it when you first came?
Child B: The bricklaying, the woodwork, then it got boring after that when you had to do the models and that
Interviewer: So you didn’t like the models but you do like doing the bits and bobs
Child B: Yeah

Interviewer: Were you excited about joining ‘Trade Skills’?
Child B: Ohh I don’t know, I don’t know
Interviewer: What about when you found out you could smoke?
Child B: It was alright, so I would agree

Interviewer: What is it you didn’t like about school?
Child B: All of it
Interviewer: Any bits in particular
Child B: I just didn’t like school, I didn’t use to go, I went to one and got kicked out...straight away, I wouldn’t do my maths and everything

Interviewer: Being at ‘Trade Skills’ is important to me?
Child B: No it isn’t
Interviewer: No, are you sure about that because you are smiling as you are saying that so not sure if you mean that ... is it a little bit
Child B: Yeah (very shyly)

Interviewer: ‘Trade Skills’ has made a positive difference in my life
Child B: The third one
Interviewer: Why the third one? You’re still smiling, so I think it is more important and has made more of a difference than you are willing to admit, right or wrong right
Child B: I knew it!
Interviewer: I think all young people should have the opportunity to be apart of ‘Trade Skills’?
Child B: Yeah
Interviewer: Why?
Child B: Because it’s better, it’s something to do, it helps you get a job better if you can do woodwork and brick

Interviewer: Is being at school is important to you?
Child B: No it isn’t, I hate school
Interviewer: What do you hate about school?
Child B: All of it, every single bit, except when you go on the laptops and that

Interviewer: What is the staff like?
Child B: They are alright
Interviewer: How are they different from teachers at school?
Child B: They don’t boss you about like

Interviewer: Do you think you would feel more confident in design and technology lessons now if you were in school?
Child B: Yeah

Interviewer: You responded with strongly disagree with the teachers being easy to get on with, what is the difference with them and trade skill staff?
Child B: Because teachers just do my head in

Interviewer: Why?
Child B: They just do

Interviewer: So why don’t ‘Trade Skills’ do your head in?
Child B: Because they don’t always bore you and make you do things
Interviewer: So do they give you more space is that what you are telling me?
Child B: Yeah
Interviewer: Those at ‘Trade Skills’ make time to explain things carefully?
Child B: Yeah definitely
Interviewer: Those at school make time to explain things carefully?
Child B: No

Interviewer: Those at ‘Trade Skills’ make more time to get to know you than school teachers
Child B: disagree
Interviewer: You don’t think they make more of an effort with you
Child B: Yeah actually, yeah
Interviewer: How do they make more of an effort?
Interviewer: How are they better?
Child B: Because they are better
Interviewer: How? Come on what is it about them?
Child B: They don’t mither you all the time
Interviewer: What else they don’t mither you?
Child B: You get longer break and everything
Interviewer: What else anything else?
Child B: Oh I don’t know

Interviewer: Since starting at ‘Trade Skills’ I get into less trouble
Child B: Yeah, agreed
Interviewer: What are you doing less of
Child B: Fighting
Interviewer: less Fighting
Child B: I haven’t done it in ages, not at all in here
Interviewer: Good
Child B: I use to do it all the time at school
Interviewer: So why haven’t you done it here, yet you did at school
Child B: Because they don’t do your head in like they do at school

Interviewer: ‘Trade Skills’ have taught me skills I wouldn’t have got at school
Child B: Yeah
Interviewer: What skills in particular?
Child B: Bricklaying and all that, it’s learning
Interviewer: So you like the practical aspect?
Child B: Yeah

Interviewer: how will ‘Trade Skills’ help you to get a job?
Child B: Because you are learning how to do bricklaying so you can go get a job
Interviewer: Is that something you would like to do?
Child B: Yeah
Interviewer: Being at school will help me get a job?
Child B: No
Interviewer: Why not?
Child B: I use to just play on lap tops all the time and not learn anything

Interviewer: If you could change 3 things about ‘Trade Skills’ what would they be?
Child C: Go home earlier
Interviewer: What would you say to a young person who was thinking of attending ‘Trade Skills’?
Child C: It’s alright ...
Interviewer: You seem quite happy here and content
Child C: Yeah
Interviewer: And I’ve seen you working really hard how do you feel about ‘Trade Skills’?
Child C: It’s alright, it gets me out of school so
Interviewer: Why is that a good thing for you?
Child C: Because I hate school
Interviewer: What do you hate?
Child C: Everything, it just does my head in
Interviewer: So what is it about ‘Trade Skills’ then that’s different
Child C: I don’t know I guess you can just do what you want
Interviewer: In what way has it made a difference to you do you think it has or not?
Child C: Not really
Interviewer: It hasn’t
Child C: No
Interviewer: What about the days you are in school does it make it easier knowing you are at ‘Trade Skills’ two of the days a week?
Child C: Yeah
Interviewer: May be that’s because your time at school is shorter
Child C: Yeah
Interviewer: Is that helpful to keep you in school?
Child C: Yeah
Interviewer: What do you like about ‘Trade Skills’?
Child C: Erm don’t know just I don’t like it I just think it is alright
Interviewer: What about the people?
Child C: They are alright
Interviewer: Is there anything you don’t like about ‘Trade Skills’?
Child C: xxx (another pupil)

Interviewer: If you could change 3 things about ‘Trade Skills’ what would they be?
Child C: xx not being here, being warmer and longer breaks
Interviewer: Do you not like the doing part of ‘Trade Skills’?
Interviewer: What's your favourite activity?
Child C: Probably bricklaying

Interviewer: What would you say to another young person starting here?
Child C: Don't know, probably just say give it a go, it's alright - that's what I said to xxx

Interviewer: Does your dad do bricklaying?
Child C: He does everything

Interviewer: Do you think that was a factor in you coming?
Child C: Yeah probably

Interviewer: I did not want to join 'Trade Skills'
Child C: I didn't want to but when I came the first time I wanted to come again

Interviewer: What was it about the first visit that made you want to come back
Child C: I don't know I just don't like meeting new people

Interviewer: being at 'Trade Skills' is important to you
Child C: No

Interviewer: So if someone was to tell you that you had to go to school 5 days a week how would you feel?
Child C: Cause I'm only in school 4 days a week then

Interviewer: So what if that happened?
Child C: I'd be a bit annoyed

Interviewer: So really it is a little bit important to you then
Child C: Yeah I guess so

Interviewer: As you like coming here
Child C: Yeah

Interviewer: I have got a lot out of 'Trade Skills'
Child C: Erm a bit

Interviewer: In what way?
Child C: I just know how to do stuff

Interviewer: Like what?
Child C: Bricklaying, plastering, joinery and that's it

Interviewer: Does that make you feel a bit more confident in these skills, like you have a head start?
Child C: Yeah

Interviewer: I would prefer to be at 'Trade Skills' all of the time
Child C: No that would do my head in

Interviewer: Why would it do your head in being here all the time?
Child C: Because I would just end up being kicked out of here

Interviewer: So does it help and do you like having different places to go each day
Child C: Yeah

Interviewer: That's interesting, how come
Child C: Cause I get a break and that

Interviewer: I think all young people should have the opportunity of being apart of 'Trade Skills'?
Child C: Yeah (said with enthusiasm)

Interviewer: Why?
Child C: Right you are making a right mess now do you reckon you should stop?

Interviewer: She can clean it up, xx does it all the time, she does all the tidying
Child C: Ok where was I, you said you think all young people should have the opportunity to join 'Trade Skills' why do you think that?

Interviewer: Don't know it just gives them a chance doesn't it
Child C: What do you mean by that?

Interviewer: Don't know, just saying stuff, random
Child C: Yeah but it's good stuff I'm interested

Interviewer: Erm Don't know just
Child C: Ok so it gives them a chance that perhaps they wouldn't of had, perhaps with things in the future

Interviewer: Yeah, I've broke the chair
(Constantly fiddling kicking dirt of boots on floor and then breaking the chair)

Interviewer: Being at school is important to me
Child C: No

Interviewer: Why?
Child C: Because it is stupid, I don't see the point of it

Interviewer: Can you tell me any more about that?
Child C: I just hate it, it does my head in

Interviewer: What about it does your head in?
Child C: The teachers
Interviewer: What is it about the teachers?
Child C: They just to my head in, just tell me to do stuff

Interviewer: I've got a lot out of school
Child C: No, well I have haven't I, but yeah agree
Interviewer: Would you admit that to school
Child C: No

Interviewer: So what have you got out of school then?
Child C: Just being here and stuff like that
Interviewer: So being at school has helped you getting into places like this
Child C: Yeah

Interviewer: Why do you think that is?
Child C: I don’t know, cause I’m naughty

Interviewer: I enjoy the ‘Trade Skills’ activities?
Interviewer: yeah, agree

Interviewer: What’s good about the activities?
Child C: It’s just teaching me how to them and stuff, so I know what to do in the future

Interviewer: Is that what you want to do in the future?
Child C: I don’t know, I want to do everything

Interviewer: What does everything mean?
Child C: I don’t know, just like what my dad does

Interviewer: Like being able to go and build a house and do all the trades
Child C: Yeah

Interviewer: ‘Trade Skills’ make learning fun
Child C: Yeah

Interviewer: In what way do they make it fun?
Child C: They just don’t tell you what to do, they explain it and stuff

Interviewer: I’ve seen them do it alongside you, do you like that?
Child C: Yeah

Interviewer: In what way do you feel more positive about yourself?
Child C: I don’t know, it just does, I hate explaining things

Interviewer: You’re doing really well, I just want to understand why, I know it’s hard, I can see it but need help to understand why it works
Child C: I don’t know, I just can’t say it really

Interviewer: Is it about you knowing you can do it, and you are quite good at it and feel confidence in what you’re doing
Child C: Yeah I guess so I don’t know

Interviewer: what are you like with your school work?
Child C: I’m rubbish

Interviewer: Your rubbish, so how do you feel about the work you do at ‘Trade Skills’?
Child C: I do better

Interviewer: Ok, being at ‘Trade Skills’ as helped me feel more positive about my time in school
Child C: No, I’m just the same in school as I always have been and always will be I reckon

Interviewer: what would make school better for you?
Child C: If I went into all my lessons

Interviewer: If you went into all your lesson,
Child C: Yeah

Interviewer: So why don’t you
Child C: I do, but I just mess about in them for some reason, I don’t know why, I’m always messing about with stuff

Interviewer: ‘Trade Skills’ has made me feel more confident about taking part in school activities
Child C: I hate school so much it is so boring

Interviewer: What’s the worst part of school?
Child C: Erm, the teachers trying to get me into the lessons

Interviewer: How would they get you into the lessons?
Child C: Get the head of the school

Interviewer: Why the head? Is he the only one who would get you in?
Child C: Yeah, Well the deputy head, as he’s dead nice

Interviewer: Oh so you want to please him,
Child C: Yeah, cause he like paid like a grand and a half to get me on a course and I got kicked off so I am trying to make up for it

Interviewer: Teachers take time to explain things carefully
Child C: No they just tell you to get on with it

Interviewer: Those who work at ‘Trade Skills’ take time to get to know you
Child C: Yeah I reckon
Interviewer: Is that helpful
Child C: Yeah
Interviewer: Why is that helpful?
Child C: Cause it’s like, I don’t know, because you get to know them a bit more
Interviewer: Ok, those at ‘Trade Skills’ treat you like an adult
Child C: Yeah
Interviewer: In what way do they treat you like an adult?
Child C: I don’t know they just do, they don’t shout as much

Child C: It’s not made a difference to school, to be honest, although I do concentrate more

Interviewer: What is it about ‘Trade Skills’?
Child C: It’s a laugh

Interviewer: What was it like when you were attending school?
Child D: I wasn’t attending school when I came straight to ‘Trade Skills’, I was the first girl to start here
Interviewer: How long have you been coming?
Child D: Since I was in year 9

Interviewer: How do you feel about ‘Trade Skills’?
Child D: I like it really, it’s a fun thing to do, you get like experience off it and when you finish doing your work and that lot and when you’ve left and that you can get into college and that
Interviewer: What would you like to do after then?
Child D: Child care or hairdressing

Interviewer: How is it being the only girl here?
Child D: It’s alright as I make more friends and that

Interviewer: I here you do all the cleaning
Child D: Yeah that’s my job now, xx gave me that and I get paid £2.50 a day for doing it so I get a fiver at the end of the week
Interviewer: That’s good then
Child D: Yeah

Interviewer: So do you think ‘Trade Skills’ has made a difference to you?
Child D: Yeah, it’s changed my life and it’s given me a goof qualification and all that lot
Interviewer: In what over ways has it made a difference, where would you be now if it wasn’t for ‘Trade Skills’?
Child D: At home
Interviewer: So not in school
Child D: Yeah

Interviewer: What do you enjoy doing at ‘Trade Skills’?
Child D: Doing my cleaning and all my work and everything I have to do, I like the woodwork
Interviewer: What don’t you like?
Child D: The bricklaying, I am good at it but I don’t like it

Interviewer: What 3 things would you change about ‘Trade Skills’?
Child D: I would change bricklaying and plastering and turn them into a child care area or hairdressing area
Interviewer: So more ‘girl’ focus
Child D: Yeah

Interviewer: So what would you say to another young person who was going to attend ‘Trade Skills’?
Child D: I think I would say its good and it’s good to learn and get a qualification and that. One lad xx who use to come here, xx (member of staff) and xx (member of staff) are what changed his life and he didn’t do nothing, he didn’t do nothing, he was just smoking weed and that lot and he’s stopped that and now he’s at college and works at Iceland and has a good qualification

Interviewer: I will be sad to leave ‘Trade Skills’
Child D: I will, yeah, I leave this year
Interviewer: Why does it make you feel sad?
Child D: Because I will miss all my friends here and everything
Interviewer: It’s worked really well for you hasn’t it, if this hadn’t of come along, you said earlier that you would have been at home why would you have been at home

Child D: I got kicked out of my school and I didn’t get my new school until I started here

Interviewer: What have you got out of ‘Trade Skills’?
Child D: Woodwork, bricklaying and plastering and plumbing and fixing stuff and cleaning and that lot

Interviewer: Why would you prefer to be here all the time?
Child D: I don’t know, it’s just good
Interviewer: What’s good about it?
Child D: It’s different from school as you don’t have to do work you don’t have to do hand work it’s just different from school, because they let you go outside and go to the shop and go home and all that lot, it’s just different
Interviewer: A bit more freedom
Child D: Yeah than school cause you’re just stuck in like fences and you can’t get out, but you can get out of here
Interviewer: So that is important to you
Child D: Um I don’t like being trapped, I know I can get out

Interviewer: Being apart of ‘Trade Skills’ has made a positive difference to my life
Child D: Yeah it has, strongly agree
Interviewer: How has it, what in you life has it made a difference?
Child D: It’s changed me, I’m good, I’m in school, I’m good here, I do my tidying and now I do my bedroom and all that and I didn’t use to tidy my bedroom
Interviewer: So what have they done, what’s the magic?
Child D: They’ve just changed me, I don’t know how but they have just changed me, they’ve changed my personality, they’ve changed my life and I thank them for that

Interviewer: Why should all young people have a chance to be apart of ‘Trade Skills’?
Child D: Because you get more people here, get more friends and they’ll get a qualification and all that

Interviewer: Being at school is important to me
Child D: No it’s not
Interviewer: Can you tell me a bit more why?
Child D: Because I would rather be here than there, I just don’t like being there

Interviewer: Are the relationships important to you? I’m hearing you say that school is ok if you have a teacher there you like, so are the relationships you have with staff important to you?
Child D: yeah
Interviewer: What about the staff at ‘Trade Skills’?
Child D: I like xx, he’s a nice man, he takes care of us, he sticks up for us

Interviewer: Being at ‘Trade Skills’ has helped me feel more positive about my self
Child D: Sometimes,
Interviewer: Why only sometimes?
Child D: Don’t know it’s just made me feel ok, that lot who are here, it makes me excited and makes me just happy

Interviewer: Are you happier to go to school knowing that you are here for some of the days each week?
Child D: Yeah

Interviewer: How has it helped with respecting people more?
Child D: I don’t know, before I was nasty but since being here, it’s just changed me totally

Interviewer: What is it about the staff?
Child D: They can’t be nasty to you, and it’s good, as they would get kicked out and get sacked

Interviewer: What do teachers get so wrong?
Child D: They’re nasty to you, they make you do stuff, here you don’t have to
Interviewer: Is that because it is up to you to do the stuff?
Child D: Yeah

Interviewer: Teachers at school take time to explain things carefully
Child D: No they don’t, they say stuff dead fast
Interviewer: What do ‘Trade Skills’ do differently?
Child D: They talk dead slow, and they go like do that, do that, measure the centre line and all that lot, they just say it dead slow and I get it then but the teachers at school they just bobble on

Interviewer: How do they treat you like an adult?
Child D: Don’t know they make you have a cup of tea and school doesn’t, and a biscuit and a fag outside, sorted

Interviewer: How are you taking more care of yourself?
Child D: I put more make up on
Interviewer: That’s because of all the lads here; you never know who might walk through the door!

(Joint laugh)
Child D: I put my make up on I put my moisturising cream on every single day and take more care of my skin and that
Interviewer: Why is that important now?
Child D: I don’t know, it’s just changed my life
Interviewer: Do you smoke less?
Child D: About the same, actually no I smoke less
Interviewer: Why?
Child D: Because I don’t smoke at school, I only smoke here and at home
Interviewer: That’s interesting, how come?
Child D: I don’t know
Interviewer: Is it because you know you can smoke here the next day or something
Child D: Yeah

Interviewer: In what do you make more of an effort in school?
Child D: I do my work now; I’m a good girl in school now

Interviewer: Which one is more likely to help you get a job, ‘Trade Skills’ or school?
Child D: ‘Trade Skills’

Interviewer: The staff are nice
8.14 Tabulated form of results

Table to show which statements demonstrating motivation, attitudes and perception of school and ‘Trade Skills’ – including likes and dislikes (*stay safe, be healthy, make a positive contribution and enjoy and achieve*)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was excited about joining ‘Trade Skills’</td>
<td>1</td>
<td>2</td>
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<tr>
<td>I did not want to join ‘Trade Skills’</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Being at ‘Trade Skills’ is important to me</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>I will be sad when I leave ‘Trade Skills’</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I have got a lot out of ‘Trade Skills’</td>
<td>2</td>
<td>3</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I would prefer to be at ‘Trade Skills’ all of the time</td>
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<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Being part of ‘Trade Skills’ has made a positive difference in my life</td>
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<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Being at School is important to me</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
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<tr>
<td>I have got a lot out of school</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am proud of the things I do at school</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I am proud of the things I do at ‘Trade Skills’</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Table to show which statements demonstrating self-esteem, confidence and emotional well-being (*stay safe, be healthy, make a positive contribution, make a positive contribution and enjoy and achieve*)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I think of ‘Trade Skills’ it makes me happy</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<td>0</td>
</tr>
<tr>
<td>When I think of School it makes me happy</td>
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<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Being at ‘Trade Skills’ has helped me feel more positive about myself</td>
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<td>2</td>
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<td>Being at ‘Trade Skills’ has helped me feel more positive about my time in school</td>
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<td>3</td>
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<td>1</td>
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</table>
Since joining ‘Trade Skills’ I feel more confident than I use to be

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Trade Skills’ has helped me to become more confident in taking part in school activities</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>‘Trade Skills’ makes me feel valued</td>
<td>1</td>
<td>1</td>
<td>3</td>
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<tr>
<td>Since starting at ‘Trade Skills’ I take care of myself more (smoke less, do more exercise, take less drugs and eat healthier)</td>
<td>0</td>
<td>4</td>
<td>1</td>
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</tr>
</tbody>
</table>

Table to show which statements demonstrating social and communication skills (*stay safe, be healthy, make a positive contribution, make a positive contribution and enjoy and achieve)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Trade Skills’ has taught me to respect other people more</td>
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<td>4</td>
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<tr>
<td>‘Trade Skills’ has helped me to improve my communication skills</td>
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<tr>
<td>‘Trade Skills’ has helped me to work together with other people as a team</td>
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<td>5</td>
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<tr>
<td>I spend time with different friends since joining ‘Trade Skills’</td>
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Table to show which statements demonstrating relationships between ‘Trade Skills’ staff compared to school staff(*be healthy, make a positive contribution and stay safe*)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those who work at ‘Trade Skills’ are easy to get on with</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Teachers at School are easy to get on with</td>
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<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Those who work at ‘Trade Skills’ take time to explain things carefully</td>
<td>1</td>
<td>3</td>
<td>1</td>
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<td>0</td>
</tr>
<tr>
<td>Teachers at school take time to explain things carefully</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Those who work at ‘Trade Skills’</td>
<td>1</td>
<td>4</td>
<td>0</td>
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</tr>
</tbody>
</table>
Skills’ take more time to get to know you than school teachers

<table>
<thead>
<tr>
<th>Those who work at ‘Trade Skills’ treat you like an adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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</tbody>
</table>

Table to show which statements demonstrating perceived impact on behaviour and relationships with authority (*be healthy, make a positive contribution and stay safe*)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
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<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>Since starting at ‘Trade Skills’ my behaviour has improved in school</td>
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<td>Since starting at ‘Trade Skills’ my behaviour has improved</td>
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<td>2</td>
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<tr>
<td>Since starting at ‘Trade Skills’ I get into less trouble than I use to</td>
<td>1</td>
<td>3</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Since starting at ‘Trade Skills’ I have been excluded fewer times from school</td>
<td>0</td>
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<tr>
<td>Since starting at ‘Trade Skills’ I have had fewer detentions</td>
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<td>3</td>
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<td>Since starting at ‘Trade Skills’ I get into trouble with the police less often</td>
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<td>3</td>
<td>1</td>
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</tbody>
</table>

Table to show which statements demonstrates attendance levels (*make a positive contribution, achieve economic well being, stay safe and enjoy and achieve*)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
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<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>I make a real effort to attend ‘Trade Skills’</td>
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<td>2</td>
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<td>I make a real effort to attend school</td>
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<td>I enjoy the Trade Skill activities</td>
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<td>‘Trade Skills’ makes learning fun</td>
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<td>1</td>
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<tr>
<td>Since starting at ‘Trade Skills’ I truant less often than before</td>
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<td>1</td>
<td>2</td>
<td>2</td>
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</table>
Table to show which statements demonstrates perception of attainment and qualifications within school and at ‘Trade Skills’. *make a positive contribution, achieve economic well being and enjoy and achieve*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>Since starting at ‘Trade Skills’ I make an effort to concentrate more in class</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>I concentrate better since starting ‘Trade Skills’</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Since starting ‘Trade Skills’ I make more effort in school</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>My school work has improved since I started at ‘Trade Skills’</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>My grades have improved since starting at ‘Trade Skills’</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>‘Trade Skills’ has taught me skills that I would not have learned in school</td>
<td>3</td>
<td>2</td>
<td>0</td>
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</tr>
<tr>
<td>I value the qualifications that I am getting from ‘Trade Skills’</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I value the qualifications that I am getting from school</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>The qualifications gained and the things I do through ‘Trade Skills’ are important to me</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The qualifications gained through school are important to me</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Table to show which statements demonstrates, future aspirations *make a positive contribution and achieve economic well being*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being at ‘Trade Skills’ will help me gain a job</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Being at school will help me gain a job</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Since being at ‘Trade Skills’ I have more spent time thinking about what I want to do when I leave school</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
8.15 Tables of overarching themes and subthemes
<table>
<thead>
<tr>
<th>Extract</th>
<th>Sub-Themes</th>
<th>Overarching theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviewer:</strong> &quot;Why do you think your behaviour was better?&quot;</td>
<td>Subtle impact</td>
<td>Impact on the Young Person</td>
</tr>
<tr>
<td>Past pupil: &quot;I guess I was just enjoying myself more&quot;</td>
<td>Enjoyment</td>
<td></td>
</tr>
<tr>
<td>Past pupil: &quot;I was just a stoner back then wasn't I just kept myself to myself well with my mates anyway, and then I just didn't like getting on with other people, I didn't mind meeting new people but I just didn't feel good being around random people but I got use to it&quot;</td>
<td>Positive attachment</td>
<td></td>
</tr>
<tr>
<td>Past pupil: &quot;I was just a stoner back then wasn't I just kept myself to myself well with my mates anyway, and then I just didn't like getting on with other people, I didn't mind meeting new people but I just didn't feel good being around random people but I got use to it&quot;</td>
<td>Enjoyed Activities</td>
<td></td>
</tr>
<tr>
<td>Past pupil: &quot;Yeah I was pretty wounded on the last day, I wasn't like but I just thought I wouldn't be going back and wanted to do bricklaying and stuff but never mind&quot;</td>
<td>Enjoyment</td>
<td></td>
</tr>
<tr>
<td>Past pupil: &quot;It got me my portfolio and stuff I guess so I suppose it has made a positive difference, I've enjoyed it&quot;</td>
<td>Worth while</td>
<td></td>
</tr>
<tr>
<td>Past pupil: &quot;After the first day I wanted to come back&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewer: &quot;What was it about the first day then?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Past pupil: &quot;Just what I was doing and I enjoyed it, I loved it, the people who were teaching me as well they were good, I just thought it was good here better than school&quot;</td>
<td>Equal opportunity</td>
<td>Motivated to learn</td>
</tr>
<tr>
<td>Past pupil: &quot;Yeah, you don't have to be a little b**** just like me, everyone should be able to just come here&quot;</td>
<td>Impact</td>
<td>Impact on confidence</td>
</tr>
<tr>
<td>Interviewer: &quot;Was 'Trade Skills' important to you?&quot;</td>
<td></td>
<td>Subtle changes</td>
</tr>
<tr>
<td>Past pupil: &quot;Yeah, I wanted to learn about it, I learnt loads of stuff from it&quot;</td>
<td>Equal opportunity</td>
<td>Fun</td>
</tr>
<tr>
<td>Past pupil: &quot;Do you think you would feel more confident in design and technology lessons now if you were in school?&quot;</td>
<td>Impact</td>
<td>Impact on behaviour</td>
</tr>
<tr>
<td>Child B: &quot;Yeah!&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Interviewer: &quot;Since starting at 'Trade Skills' I get into less trouble&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Child B: &quot;Yeah, agreed!&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Interviewer: &quot;What are you doing less of?&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Child B: &quot;Fighting&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Interviewer: &quot;less fighting&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Child B: &quot;I haven't done it in ages, not at all in here&quot;</td>
<td></td>
<td>Impact on behaviour</td>
</tr>
<tr>
<td>Interviewer: &quot;Good!&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Child B: &quot;I use to do it all the time at school&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Interviewer: &quot;So why haven't you done it here, yet you did at school?&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Child B: &quot;Because they don't do your head in like they do at school&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Interviewer: &quot;'Trade Skills' has made a positive difference in my life&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Child B: &quot;The third one!&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Interviewer: &quot;Why the third one? You're still smiling, so I think it is more important and has made more of a difference than you are willing to admit, right or wrong&quot;</td>
<td>Impact on confidence</td>
<td>Impact on self</td>
</tr>
<tr>
<td>Child B: &quot;right&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Interviewer: &quot;I knew it!&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Child C: &quot;It's not made a difference to school, to be honest, although I do concentrate more&quot;</td>
<td>Impact on self</td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Interviewer: &quot;I did not want to join 'Trade Skills'&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Child C: &quot;I didn't want to but when I came the first time I wanted to come again&quot;</td>
<td>Impact on confidence</td>
<td>Impact on self</td>
</tr>
<tr>
<td>Interviewer: &quot;What was it about the first visit that made you want to come back&quot;</td>
<td>Equal opportunity</td>
<td>Fun</td>
</tr>
<tr>
<td>Child C: &quot;I don't know I just don't like meeting knew people&quot;</td>
<td></td>
<td>Impact on life</td>
</tr>
<tr>
<td>Interviewer: &quot;Being at 'Trade Skills' is important to you&quot;</td>
<td></td>
<td>Impact on behaviour</td>
</tr>
<tr>
<td>Child C: &quot;No!&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Interviewer: &quot;So if someone was to tell you that you had to go to school 5 days a week how would you feel?&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Child C: &quot;Cause I'm only in school 4 days a week then&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Interviewer: &quot;So what if that happened?&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Child C: &quot;I'd be a bit annoyed&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Interviewer: &quot;So really it is a little bit important to you then&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Child C: &quot;Yeah I guess so&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Interviewer: &quot;As you like coming here&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Child C: &quot;Yeah!&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Interviewer: &quot;What is it about 'Trade Skills'?&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Child C: &quot;It's a laugh!&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Interviewer: &quot;In what do you make more of an effort in school?&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Child D: &quot;I do my work now, I'm a good girl in school now&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Interviewer: &quot;Being at 'Trade Skills' has helped me feel more positive about my self&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
<tr>
<td>Child D: &quot;Sometimes!&quot;</td>
<td></td>
<td>Fun</td>
</tr>
<tr>
<td>Interviewer: &quot;Why only sometimes?!&quot;</td>
<td></td>
<td>Impact on self</td>
</tr>
<tr>
<td>Child D: &quot;Don't know it's just made me feel ok, that lot who are here, it makes me excited and makes me just happy&quot;</td>
<td></td>
<td>Unaware of what and how</td>
</tr>
</tbody>
</table>
Interviewer: "How is it being the only girl here?"
Child D: "It's alright as I make more friends and that"

Interviewer: "Being apart of 'Trade Skills' has made a positive difference to my life"
Child D: "Yeah it has, strongly agree"

Interviewer: "How has it, what in you life has it made a difference?"
Child D: "It's changed me, I'm good, I'm in school, I'm good here, I do my tidying and now I do my bedroom and all that and I didn't use to tidy my bedroom"

Interviewer: "So what have they done, what's the magic?"
Child D: "They've just changed me, I don't know how but they have just changed me, they've changed my personality, they've changed my life and I thank them for that"

Interviewer: "How has it helped with respecting people more?"
Child D: "I don't know, before I was nasty but since being here, it's just changed me totally"

Interviewer: "Why should all young people have a chance to be apart of 'Trade Skills'?"
Child D: "Because you get more people here, get more friends and they'll get a qualification and all that"

Interviewer: "So do you think 'Trade Skills' has made a difference to you?"
Child D: "Yeah, it's changed my life and it's given me a good qualification and all that lot"

Interviewer: "In what over ways has it made a difference, where would you be now if it wasn't for 'Trade Skills'?"
Child D: "At home"

Interviewer: "So not in school?"
Child D: "Yeah"

Interviewer: "So what would you say to another young person who was going to attend 'Trade Skills'?"
Child D: "I think I would say its good and it's good to learn and get a qualification and that. One lad xx who used to come here, xx (member of staff) and xx (member of staff) are what changed his life and he didn't do nothing, he didn't do nothing, he was just smoking weed and that sort of thing and he's stopped that and now he's at college and works at Iceland and has a good qualification"

Interviewer: "I will be sad to leave 'Trade Skills'"
Child D: "I will, yeah, I leave this year"

Interviewer: "Why does it make you feel sad?"
Child D: "Because I will miss all my friends here and everything"

Interviewer: "It's worked really well for you hasn't it, if this hadn't of come along, you said earlier that you would have been at home why you would have been at home?"
Child D: "I get kicked out of my school and I didn't get my new school until I started here"
<table>
<thead>
<tr>
<th>Extract</th>
<th>Sub-Themes</th>
<th>Overarching theme</th>
</tr>
</thead>
</table>
| Past pupil: “They are just normal people aren’t they, I just get on with them, they’re just easy to get on with.”  
Interviewer: “School teachers are easy to get on with”  
Past pupil: “No they’re twats, I just don’t know why you’d want to be a teacher I know you have to have them, but don’t know it’s crazy, some of them were all right but some of them were over the top, picking knick picking for nothing”  
Interviewer: “Do you think the people at ‘Trade Skills’ took time to explain things carefully?”  
Past pupil: “Yeah definitely yeah”  
Interviewer: “Do you think the people at school took time to explain things carefully?”  
Past pupil: “No not really, it was just a whole class thing weren’t it, just do it and get it done”  
……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………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| **Interviewer:** "Those who work at 'Trade Skills' take time to get to know you" |
| **Child C:** "Yeah I reckon" |
| **Interviewer:** "Is that helpful" |
| **Child C:** "Yeah" |
| **Interviewer:** "Why is that helpful?" |
| **Child C:** "Cause it's like, I don't know, because you get to know them a bit more" |
| **Interviewer:** "Ok, those at 'Trade Skills' treat you like an adult" |
| **Child C:** "Yeah" |
| **Interviewer:** "In what way do they treat you like an adult?" |
| **Child C:** "I don't know they just do, they don't shout as much" |

| **Interviewer:** "Are the relationships important to you? I'm hearing you say that school is ok if you have a teacher there you like, so are the relationships you have with staff important to you?" |
| **Child D:** "Yeah" |
| **Interviewer:** "What about the staff at 'Trade Skills'?" |
| **Child D:** "I like xx, he's a nice man, he takes care of us, he sticks up for us" |

| **Interviewer:** "What is it about the staff?" |
| **Child D:** "They can't be nasty to you, and it's good, as they would get kicked out and get sacked" |

| **Interviewer:** "What do 'Trade Skills' do differently?" |
| **Child D:** "They talk dead slow, and they go like do that, do that, measure the centre line and all that lot, they just say it dead slow and I get it then but the teachers at school they just bobble on" |

<p>| <strong>Basic needs being met</strong> |</p>
<table>
<thead>
<tr>
<th>Extract</th>
<th>Sub-Themes</th>
<th>Overarching theme</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interviewer:</strong> &quot;Being at school was important to you?&quot;</td>
<td></td>
<td><strong>Negativity towards school</strong></td>
</tr>
<tr>
<td><strong>Past pupil:</strong> &quot;I didn't really like many people in my year so use to hang around with different years in my breaks, an thought it was just s***t. Wish I could go back and do it properly rather than going into lessons and thinking how can I get myself kicked out of this lesson. I would try, try a lot harder than I did&quot;</td>
<td></td>
<td><strong>towards school and school teachers</strong></td>
</tr>
<tr>
<td><strong>Interviewer:</strong> &quot;What was it about school you hated?&quot;</td>
<td></td>
<td><strong>Not motivated my education</strong></td>
</tr>
<tr>
<td><strong>Past pupil:</strong> &quot;I just didn't care, I was young and having fun pi<em><strong>g about at school and then you've got breaks, and erh thought it was just s</strong></em>t. Wish I could go back and do it properly rather than going into lessons and thinking how can I get myself kicked out of this lesson. I would try, try a lot harder than I did&quot;</td>
<td></td>
<td><strong>Angry</strong></td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Why didn't you the first time then?&quot;</td>
<td></td>
<td><strong>Negative attitude</strong></td>
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<tr>
<td><strong>Past pupil:</strong> &quot;I just didn't care, I was young and having fun pi<em><strong>g about at school and then you've got teachers telling you wait until you get into the real world and you say yeah shut up there's no real world then you get there and think arh s</strong></em>t&quot;</td>
<td></td>
<td><strong>towards more formal</strong></td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Who would it be ideal for?&quot;</td>
<td></td>
<td><strong>methods of education</strong></td>
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<tr>
<td><strong>Child A:</strong> &quot;I don't know people who don't want to go to school&quot;</td>
<td></td>
<td><strong>Lack of education aspirations</strong></td>
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<tr>
<td><strong>Interviewer:</strong> &quot;What was it about the kids at school then that you didn't like?&quot;</td>
<td></td>
<td><strong>Excluded</strong></td>
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<tr>
<td><strong>Child A:</strong> &quot;It's alright, the brick laying in alright but xox does my head in (whilst smiling)&quot;</td>
<td></td>
<td><strong>Need for small classes</strong></td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Why were you excited about joining 'Trade Skills'?&quot;</td>
<td></td>
<td><strong>Lack of respect for the education system</strong></td>
</tr>
<tr>
<td><strong>Child A:</strong> &quot;It just got me out of school, because the teachers did my head in at school&quot;</td>
<td></td>
<td><strong>Poor relationships and</strong></td>
</tr>
<tr>
<td><strong>Interviewer:</strong> &quot;How did you feel recently when you were kicked out of school which meant you couldn't come here?&quot;</td>
<td></td>
<td><strong>attachments</strong></td>
</tr>
<tr>
<td><strong>Child A:</strong> &quot;I just don't know I just thought I had been kicked out but some women said I wasn't getting kicked out and I was coming back here so&quot;</td>
<td></td>
<td><strong>Hate</strong></td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Why is not being at school important to you?&quot;</td>
<td></td>
<td><strong>Lack of understanding and respect</strong></td>
</tr>
<tr>
<td><strong>Child A:</strong> &quot;It's just, I don't like school – I like the one I go to now&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;What's different about it?&quot;</td>
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<tr>
<td><strong>Child A:</strong> &quot;I just don't have to do so much work, it's smaller classes. The classes, are only like, altogether there are only about 14 people. The people I've met, 2 or 3 in year 9 just me in year10 and about 5 in year 11.&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;So do you quite like the smaller classes? Is that why you like coming here?&quot;</td>
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<tr>
<td><strong>Child A:</strong> &quot;Yeah – I just want to stay at the other school but I can't have to go back to my other school as I am only in year 10.&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Since I go to 'Trade Skills' I have fewer detentions&quot;</td>
<td></td>
<td></td>
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<tr>
<td><strong>Child A:</strong> &quot;Don't know, never went to them anyway&quot;</td>
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<td><strong>Interviewer:</strong> &quot;What was it about the kids at school then that you didn't like?&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;What is it you didn't like about school?&quot;</td>
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<tr>
<td><strong>Child B:</strong> &quot;All of it&quot;</td>
<td></td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Any bits in particular&quot;</td>
<td></td>
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<tr>
<td><strong>Child B:</strong> &quot;I just didn't like school, I didn't use to go, I went to one and got kicked out... straight away, I wouldn't do my maths and everything&quot;</td>
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<td><strong>Interviewer:</strong> &quot;Is being at school important to you?&quot;</td>
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<tr>
<td><strong>Child B:</strong> &quot;No it isn't, I hate school&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;What do you hate about school?&quot;</td>
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<tr>
<td><strong>Child B:</strong> &quot;All of it, every single bit, except when you go on the laptops and that&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;You responded with strongly disagree with teachers being easy to get on with, what is the difference with them and 'Trade Skills' staff?&quot;</td>
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<tr>
<td><strong>Child B:</strong> &quot;Because teachers just do my head in&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;How?&quot;</td>
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<tr>
<td><strong>Child B:</strong> &quot;They just do&quot;</td>
<td></td>
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<td><strong>Interviewer:</strong> &quot;Being at school is important to me&quot;</td>
<td></td>
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<tr>
<td><strong>Child C:</strong> &quot;No&quot;</td>
<td></td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Why?&quot;</td>
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<tr>
<td><strong>Child C:</strong> &quot;Because it is stupid, I don't see the point of it&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Can you tell me any more about that?&quot;</td>
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<td><strong>Child C:</strong> &quot;I just hate it, it does my head in&quot;</td>
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<tr>
<td><strong>Child C:</strong> &quot;The teachers&quot;</td>
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<td><strong>Child C:</strong> &quot;They just to my head in, just tell me to do stuff&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;I've got a lot out of school&quot;</td>
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<tr>
<td><strong>Child C:</strong> &quot;No, well I have haven't I, but yeah agree&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Would you admit that to school&quot;</td>
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<tr>
<td><strong>Child C:</strong> &quot;No&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;So what have you got out of school then?&quot;</td>
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<tr>
<td><strong>Child C:</strong> &quot;Just being here and stuff like that&quot;</td>
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<tr>
<td><strong>Interviewer:</strong> &quot;So being at school has helped you getting into places like this&quot;</td>
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<tr>
<td><strong>Child C:</strong> &quot;Yeah&quot;</td>
<td></td>
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<tr>
<td><strong>Interviewer:</strong> &quot;Why do you think that is?&quot;</td>
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<tr>
<td><strong>Child C:</strong> &quot;I don't know, cause I'm naughty&quot;</td>
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</tbody>
</table>
Interviewer: “‘Trade Skills’ has made me feel more confident about taking part in school activities”

Child C: “I hate school so much it is so boring”

Interviewer: “What’s the worst part of school?”

Child C: “Erm, the teachers trying to get me into the lessons”

Interviewer: “How would they get you into the lessons?”

Child C: “Get the head of the school”

Interviewer: “Why the head? Is he the only one who would get you in?”

Child C: “Yeah, Well the deputy head, as he’s dead nice”

Interviewer: “Oh so you want to please him,”

Child C: “Yeah, cause he like paid like a grand and a half to get me on a course and I got kicked off so I am trying to make up for it”

Interviewer: “Teachers take time to explain things carefully”

Child C: “No they just tell you to get on with it”

Interviewer: “You seem quite happy here and content”

Child C: “Yeah”

Interviewer: “And I’ve seen you working really hard how do you feel about ‘Trade Skills’?”

Child C: “It’s alright, it gets me out of school as”

Interviewer: “Why is that a good thing for you?”

Child C: “Because I hate school”

Interviewer: “What do you hate?”

Child C: “Everything, it just does my head in”

Interviewer: “What was it like when you were attending school?”

Child D: “I wasn’t attending school when I came straight to ‘Trade Skills’, I was the first girl to start here”

Interviewer: “How long have you been coming?”

Child D: “Since I was in year 9”

Interviewer: “Being at school is important to me”

Child D: “No it’s not”

Interviewer: “Can you tell me a bit more why?”

Child D: “Because I would rather be here than there, I just don’t like being there”

Interviewer: “What do teachers get so wrong?”

Child D: “They’re nasty to you, they make you do stuff, here you don’t have to”

Interviewer: “Is that because it is up to you to do the stuff?”

Child D: “Yeah”

Interviewer: “Teachers at school take time to explain things carefully”

Child D: “No they don’t, they say stuff dead fast”
<table>
<thead>
<tr>
<th>Extract</th>
<th>Sub-Themes</th>
<th>Overarching theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past pupil: “I didn’t want my wall looking s***t, I didn’t want a wonky wall”</td>
<td>Value of being treated like an adult</td>
<td>The need for respect</td>
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<tr>
<td>Interviewer: “What was it about ‘Trade Skills’ that worked rather than school?”</td>
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<tr>
<td>Past pupil: “I don’t know really you just I suppose I just got treated different and erh I don’t know it’s just a better place to be in than school with people I didn’t like and people telling me what to do that I didn’t like, it’s just different here nothing like that”</td>
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<tr>
<td>Interviewer: “In what way did ‘Trade Skills’ treat you like an adult?”</td>
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<tr>
<td>Past pupil: “They just trust you with more stuff I suppose”</td>
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<td>Interviewer: “Were you excited about joining ‘Trade Skills’?”</td>
<td></td>
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<tr>
<td>Child B: “Ooh I don’t know, I don’t know”</td>
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<tr>
<td>Interviewer: “What about when you found out you could smoke?”</td>
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<tr>
<td>Child B: “It was alright, so I would agree”</td>
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<tr>
<td>Interviewer: “I hear you do all the cleaning”</td>
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<tr>
<td>Child D: “Yeah that’s my job now, xx gave me that and I get paid £2.50 a day for doing it so I get a fiver at the end of the week”</td>
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<tr>
<td>Interviewer: “That’s good then”</td>
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<tr>
<td>Child D: “Yeah”</td>
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<tr>
<td>Interviewer: “How do they treat you like an adult?”</td>
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<tr>
<td>Child D: “Don’t know they make you have a cup of tea and school doesn’t, and a biscuit and a fag outside, sorted”</td>
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<tr>
<td>Value of being treated like an adult</td>
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<tr>
<td>Importance of their basic needs being understood and met</td>
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<tr>
<td>Trust and respect for work related learning</td>
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<tr>
<td>Extract</td>
<td>Sub-Themes</td>
<td>Overarching theme</td>
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</tbody>
</table>
| **Interviewer:** "Why would you make the effort to come to 'Trade Skills'?"  
Past pupil: "It was lot better than sitting at home, would rather have been here" | Value a mixed time table | The importance of flexibility and variety |
| **Interviewer:** "Do you think you felt more positive about yourself once you started coming here?"  
Past pupil: "Yeah, that I was just in a difference place than school" | Value variation in day and week | |
| **Interviewer:** "Did it help knowing that you didn’t have to go to school everyday and you could come here?"  
Child A: "I went to school, but like sometimes when I didn’t go to school I could still come to 'Trade Skills' at like 12 cause xx would just call my auntie up and said I could come up."  
Interviewer: "That's nice to have that flexibility isn't it"  
Child A: "Yeah" | Ratio is important | |
| **Interviewer:** "When I think of school it makes me happy?"  
Child A: "The one I go to now, yeah" | | |
| **Interviewer:** "Would like to be at 'Trade Skills' more?"  
Child A: "Twice a week"  
Interviewer: "Did you agree to this"  
Child A: "No some women told me it had to be twice a week"  
Interviewer: 'And are you quite happy with this?"  
Child A: "Yes" | | |
| **Interviewer:** "I would prefer to be at 'Trade Skills' all of the time"  
Child C: "No that would do my head in"  
Interviewer: "Why would it do your head in being here all the time?"  
Child C: "Because I would just end up being kicked out of here"  
Interviewer: "So does it help and do you like having different places to go each day"  
Child C: "Yeah"  
Interviewer: "That’s interesting, how come?"  
Child C: "Cause I get a break and that" | | |
| **Interviewer:** "So what is it about 'Trade Skills' then that’s different"  
Child C: "I don’t know I guess you can just do what you want"  
Interviewer: "In what way has it made a difference to you do you think it has or not?"  
Child C: "Not really"  
Interviewer: "It hasn't"  
Child C: "No"  
Interviewer: "What about the days you are in school does it make it easier knowing you are at 'Trade Skills' two of the days a week?"  
Child C: "Yeah"  
Interviewer: "May be that's because your time at school is shorter"  
Child C: "Yeah"  
Interviewer: "Is that helpful to keep you in school?"  
Child C: "Yeah" | | |
| **Interviewer:** "Are you happier to go to school knowing that you are here for some of the days each week?"  
Child D: "Yeah" | | |
| **Interviewer:** "Why would you prefer to be here all the time?"  
Child D: "I don’t know, it’s just good"  
Interviewer: "What's good about it?"  
Child D: "It's different from school as you don’t have to do work you don't have to do hand work it's just different from school, because they let you go outside and go to the shop and go home and all that lot, it's just different"  
Interviewer: "A bit more freedom"  
Child D: "Yeah than school cause you’re just stuck in like fences and you can't get out, but you can get out of here"  
Interviewer: "So that is important to you"  
Child D: "Um I don’t like being trapped, I know I can get out" | | |
Past pupil: "Its alright I just went when I wanted to get out of here now and again, I would rather have been doing something like bricklaying though."

Interviewer: "Did you like that?"

Past pupil: "No not really, I didn't even want to come at first, I thought I would rather stay at school but there was no way I was going to be able to do what I thought I would just stay at home if I didn't really want to come, but when I get here I enjoyed it."

Interviewer: "You are at college now, what are you doing?"

Past pupil: "Making stuff. I just like making stuff"

Interviewer: "What skills have you learnt at ‘Trade Skills’ apart from the different trades?"

Past pupil: "I don't really know, I wouldn't be nervous if my mum told me to build a wall I wouldn't be nervous, I'd know what to do I guess."

Interviewer: "What do you like about ‘Trade Skills’?"

Past pupil: "I just didn't want to leave get kicked out of 'Trade Skills'".

Child A: "Yeah definitely, yeah, I didn't want to leave get kicked out of 'Trade Skills'."

Interviewer: "What's your favourite thing?"

Child A: "Learnt how to do brick laying and erh"

Interviewer: "What do you like about ‘Trade Skills’?"

Child A: "It's good, you still do all the brick laying and the gardening, that is good."

Context around qualifications and the opportunity of getting an apprenticeship

Child A: "Yeah I don't think I would have got a job straight from school cause it was the start of the recession and no one was getting a job so I just thought I would go to college I didn't want my mum to think I was a bum."

Child B: "Bricklaying, plastering, like woodwork, like at school you just make key rings and that which you wouldn't want to do that would you."

Interviewer: "What are the courses available like design and technology lessons at school?"

Child A: "At my old school…but that was way back, you only had to do like half a day like.."
Interviewer: "How will 'Trade Skills' help you to get a job?"

Child B: "Because you are learning how to do bricklaying so you can go get a job doing bricklaying"  
Interviewer: "Is that something you would like to do?"

Child B: "Yeah"  
Interviewer: "Wenting to school will help you get a job?"

Child B: "No"

Interviewer: "Why not?"

Child B: "I use to just play on top toys all the time and not learn anything"

Interviewer: "Does your dad do bricklaying?"

Child C: "He does everything"

Interviewer: "Do you think that was a factor in you coming?"

Child C: "Yeah probably"

Interviewer: "I have got a bit out of 'Trade Skills'"

Child C: "A bit"  
Interviewer: "In what way?"

Child C: "I just know how to do stuff"  
Interviewer: "Like what?"

Child C: "Bricklaying, plastering, joinery and that's it"  
Interviewer: "Does that make you feel a bit more confident in these skills, like you have a head start?"

Child C: "Yeah"

Interviewer: "I enjoy the 'Trade Skills' activities?"

Interviewer: "Yeah, agree"  
Interviewer: "What's good about the activities?"

Child C: "It's just teaching me how to them and stuff, so I know what to do in the future"  
Interviewer: "Is that what you want to do in the future?"

Child C: "I don't know, I want to do everything"

Interviewer: "What does everything mean?"

Child C: "I don't know, just like what my dad does"  
Interviewer: "Like being able to go and build a house and do all the trades?"

Child C: "Yeah"

Interviewer: "What do you enjoy doing at 'Trade Skills'?

Child D: "Doing my cleaning and all my work and everything I have to do, I like the woodwork"

Interviewer: "What don't you like?"

Child D: "The bricklaying, I am good at it but I don't like it"

Interviewer: "What have you got out of 'Trade Skills'?"

Child D: "Woodwork, bricklaying and plastering and painting and fixing stuff and cleaning and that bit"  
Interviewer: "How do you feel about 'Trade Skills'?"

Child D: "I like it, really, it's a fun thing to do, you get to experience all it and when you finish doing your work and that bit and when you're off and that you can get into college and that"  
Interviewer: "What would you like to do after that?"

Child D: "Child care or hairdressing"

Interviewer: "Which one is more likely to help you get a job, 'Trade Skills' or school?"

Child D: "'Trade Skills'"
### Miscellaneous Extracts

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“Would you have preferred to have been at ‘Trade Skills’ all the time?”</th>
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</thead>
<tbody>
<tr>
<td>Past pupil:</td>
<td>“Yeah”</td>
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<tr>
<td>Interviewer:</td>
<td>“What age would you have liked to start somewhere like ‘Trade Skills’?”</td>
</tr>
<tr>
<td>Past pupil:</td>
<td>“7 ages”</td>
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</tbody>
</table>

**Thoughts**

- Would being at ‘Trade Skills’ from an early age prevent exclusion from the more formal education system?

### Importance of work related learning

- Motivation is earning money

### The young people most value ‘Trade Skills’ as attend and would recommend it

- Why does it appear not to make a difference in school for the young people?

### The young people find it hard to articulate their feelings and don’t know how and why it makes a difference

- The improvements are quite superficial

### Enjoying the practical activities is important

- Working with this group of young people is a challenge due to their behaviour and social difficulties as well as their low levels of understanding and communication. The young people needed lots of prompts.

### Importance of having a role model and key attachment figure

<table>
<thead>
<tr>
<th>Interviewer:</th>
<th>“How do you find it here?”</th>
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</thead>
<tbody>
<tr>
<td>Child B:</td>
<td>“Boring”</td>
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<tr>
<td>Interviewer:</td>
<td>“Boring, but you turn up, what makes you turn up?”</td>
</tr>
<tr>
<td>Child B:</td>
<td>“My Mum”</td>
</tr>
</tbody>
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### Enjoying the practical activities is important

- Working with this group of young people is a challenge due to their behaviour and social difficulties as well as their low levels of understanding and communication. The young people needed lots of prompts.
Interviewer: “What would make school better for you?”
Child C: “If I went into all my lessons”
Interviewer: “If you went into all your lessons”
Child C: “Yeah”
Interviewer: “So why don’t you”
Child C: “I do, but I just mess about in them for some reason, I don’t know why, I’m always messing about with stuff”

Interviewer: “What 3 things would you change about ‘Trade Skills’?”
Child D: “I would change bricklaying and plastering and turn them into a child care area or hairdressing area”
Interviewer: “So more ‘girl’ focus”
Child D: “Yeah”

Interviewer: “How are you taking more care of yourself?”
Child D: “I put more make-up on”
Interviewer: “That’s because of all the lads here; you never know who might walk through the door!”
(Joint laugh)
Child D: “I put my make up on I put my moisturising cream on every single day and take more care of my skin and that”
Interviewer: “Why is that important now?”
Child D: “I don’t know, it’s just changed my life”
Interviewer: “Do you smoke less?”
Child D: “About the same, actually no I smoke less”
Interviewer: “Why?”
Child D: “Because I don’t smoke at school, I only smoke here and at home”
Interviewer: “That’s interesting, how come?”
Child D: “I don’t know”
Interviewer: “Is it because you know you can smoke here the next day or something”
Child D: “Yeah”