

**EMANCIPATORY RESEARCH WITH CHILDREN IN
PUPIL REFERRAL UNITS: A FOUCAULDIAN
PERSPECTIVE ON POLICY AND PRACTICE**

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**A thesis submitted in partial fulfilment of the requirements of the School of
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An abstract of

Emancipatory Research with Children in Pupil Referral Units: A Foucauldian Perspective on Policy and Practice

By

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This critical psychology research is set within current education reform and focuses on children attending Pupil Referral Units (PRUs) in one local authority. A systematic literature review indicated that, whilst there is research into interventions in PRUs, there is limited research into the abilities of children in PRUs or their constructions. To address this, three subsidiary research questions were developed, within the central research question of ‘What are the characteristics, beliefs and Foucauldian themes of children in Pupil Referral Units?’. Mixed methods emancipatory and exploratory research was conducted with 14 children (11-15 years old). Data collection involved cognitive assessment, assessment of their attitudes towards school and themselves, and conversational-style interviews. Data was analysed using descriptive statistics and a semantic deductive Foucauldian informed thematic analysis. Findings indicated children generally had positive attitudes towards their PRU teachers, with some negative attitudes towards their competency in learning. Participants were heterogeneous in terms of their cognitive ability, but with a trend of below average verbal abilities. Spatial abilities were a relative strength. Governmentality was concluded to influence institutional practices within education and children’s lives. This served to create and maintain a ‘norm’, thus enabling the ‘abnormal’ to exist. As a result the children self-disciplined, subjectified and problematised themselves against the ‘norm’. This was made possible through relationships. Therefore, the importance of relationships in education is central to the research findings and conclusions. The thesis concludes with reflections on the researcher’s learning journey and plans for sharing the findings to inform practice and policy within education and Educational Psychology.

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LIST OF ABBREVIATIONS

Abbreviation	Term in full
ADHD	Attention Deficit Hyperactivity Disorder
AP	Alternative Provision
ASD	Autism Spectrum Disorder
BAS3	British Ability Scales Third Edition (Elliot & Smith, 2011)
BASII	British Ability Scales Second Edition (Elliott, Smith, & McCulloch, 1997).
BESD	Behaviour, Emotional and Social Difficulties
BPS	British Psychological Society
CiC	Child in Care
DCSF	Department for Children Schools and Families
DECP	Division of Education and Child Psychology
DfE	Department for Education
DfES	Department for Education and Skills
EBD	Emotional and Behavioural Difficulties
EP(s)	Educational Psychologist(s)
ESBD	Emotional, social and behavioural difficulties
FDA	Foucauldian Discourse Analysis
FTE	Fixed-Term Exclusion
GCA	General Conceptual Ability
HCPC	Health Care Professional Council
IFF	Interactive Factors Framework (Monsen & Frederickson, 2008)
IQ	Intelligence Quotient
LA(s)	Local Authority (Authorities)
NEET	Not in Education, Employment or Training
No.	Number
Ofsted	Office for standards in education
PASS	The Pupil Attitude to Self and School (PASS) (W3 Insights, 2002)
PCP	Personal Construct Psychology
PRU(s)	Pupil Referral Unit(s)
QUAL	Qualitative data (principle method of data collection)
quant	Quantitative data (secondary method of data collection)
RQ	Research Question
SA	School Action
SA+	School Action Plus
SCLN	Speech, Communication and Language Needs
SEN	Special Educational Needs
SSEN	Statement of Special Educational Needs
UN	United Nations

CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION TO CHAPTER 1

This chapter provides an introduction to the research thesis, which is set within the United Kingdom (UK) and focuses on children with the label of ‘Behavioural, Emotional and Social Difficulties’ (BESD), exclusions and Pupil Referral Units (PRUs). More specifically, the researcher is interested in how the characteristics and constructions of children attending PRUs are made possible through historical, social and political influences and practices. An emphasis is placed upon the research being set within the ‘real world’ and therefore the research seeks to influence policy and practice and, ultimately, outcomes for children in PRUs.

The researcher’s experiences, beliefs and interests are first outlined as the setting for the research journey. This includes critical curiosity into the current government’s education policy and practice reform. The researcher’s position is encapsulated in the following quote,

‘... a readiness to find what surrounds us as strange and odd; a certain determination to throw off familiar ways of thought and to look at the same things in a different way; a passion for seizing what is happening now and what is disappearing; a lack of respect for traditional hierarchy of what is important and fundamental.’

(Foucault, 1980, p.328)

A critical psychology approach is embraced, which meets the researcher’s interests and builds upon previous experience. This includes an introduction to Foucault’s work. With an emphasis on relationships as the location of power, attachment theory (Bowlby, 1969) is outlined and the meeting of Foucault and Bowlby takes place. The introduction concludes with an overview of the research aims in preparation for the full systematic and critical literature review in Chapter 2, from which the research questions are further defined.

Research terms are defined throughout this chapter, rather than in an isolated subsection. It should be noted that the term ‘children’ is used throughout this research to

promote the voice of the participants. This follows the research participants' consistently using this term to describe themselves and others, which reminds the reader and researcher that they are children, still developing, with potential and futures.

1.2 THE RESEARCHER'S POSITION: PERSONAL AND PROFESSIONAL INTERESTS

For the last twelve years the researcher has been interested in the area of BESD. This has included working with children at risk of permanent exclusion from school and coordinating a multi-agency team under the government's Behaviour and Education Support Teams (BEST). The researcher has also worked as an education adviser for Children in Care (CiC). Through these experiences, the researcher noticed inconsistencies in the ways children were labelled and the interventions and support they received and began to question this through a belief in inclusion, equality and social justice.

The researcher also noticed that children were often informally 'diagnosed' (i.e. the discourse used between professionals) as having Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). In understanding the child's development within the context in which they developed and applying psychological understanding of child development, the researcher wondered if in fact the behaviours were a result of poor early years' relationships and attachments. Therefore, the researcher developed an interest in labels used by adults to position the 'problem' with the child rather than considering the context in which they had grown up and how the use of certain labels was possible.

The researcher further investigated the construct of labels during Master Degree research (2010) into mechanisms for multi-agency professionals sharing information and the impact of making attributions about the child pre- and post-information sharing. Information exchange enabled professionals to have shared understanding of the child. Since this time, the researcher has remained interested in the psychology of attributions and how these are made possible. This includes the influence of institutional policy and practice upon the professional and the impact certain attributions and discourses have upon the child's learning, behaviour and wellbeing.

Additionally, through learning on the doctoral course, the researcher has expanded the interest in the psychology of attributions, to the psychology of constructs (Kelly, 1955). In contrast, historically behaviourism has dominated psychology. This located action as purely individual and a result of formative experiences, with little regard to social history. Holzkamp (1987) argued that behaviour should be understood via a phenomenological perspective on culturally mediated and socially situated action. This expanded upon the social psychologist, Lewin's (1938), argument that a person was not simply the product of their past experience, but behaviour (*B*) is the function (*f*) of personality (*P*) and current environment (*E*), formulated as $B = f(P,E)$. Therefore, these theorists considered the role of the environment upon the individual. This sowed the seeds for a new psychology that looked beyond the individual's immediate environment to the social, political and historical world in which the individual exists.

Furthermore, the researcher embraced critical psychology and curiosity about power within the education system. The French philosopher, Michel Foucault (discussed in detail below), defined a critical approach as an exploration of the underpinning assumptions, artefacts and history on which certain thoughts are made possible,

‘A critique does not consist in saying that things aren't good the way they are. It consists in seeing on just what type of assumptions, of familiar notions, of established and unexamined ways of thinking the accepted practices are based... To do criticism is to make harder those acts which are now too easy’
(Foucault, 1994 [1981], p.456)

Critical psychology challenges mainstream psychology (Parker, 1999). It developed from ‘radical psychology’ in the 1960s and the 1970s freedom movement in Berlin. It is largely underpinned by Marxism and has been gaining momentum since the 1990s (Fox & Prilleltensky, 1997). This enables critical consideration of assumptions, practices and societal and institutional structures upon which certain psychological knowledge is based, ‘Critical psychology has emerged in academic arenas very fast in recent years, and it stretches to the limit the self-critical reflexive activity that should characterise any good mainstream psychological research.’ (Parker, 1999, p.1).

Parker (1999) developed a manifesto regarding areas critical psychology should cover, which will be applied to this research:

Table 1: Parker's (1999) manifesto for critical psychology

-
1. Systematic examination of how some varieties of psychological action and experience are privileged over others, how dominant accounts of "psychology" operate ideologically and in the service of power;
 2. Study of the ways in which all varieties of psychology are culturally historically constructed, and how alternative varieties of psychology may confirm or resist ideological assumptions in mainstream models;
 3. Study of forms of surveillance and self-regulation in everyday life and the ways in which psychological culture operates beyond the boundaries of academic and professional practice; and
 4. Exploration of the way every day "ordinary psychology" structures academic and professional work in psychology and how everyday activities might provide the basis for resistance to contemporary disciplinary practices
-

In embracing a critical psychology perspective in this research, the social, historical and political contexts of psychology are explored. This includes critiquing 'power' within psychology and the creation and positioning of a 'problem' at the individual (child) level rather than the system in which the child exists. Therefore, critical psychology considers the treatment of society rather than the treatment of the individual. Further, critical psychology has been explicitly applied to educational psychology. This includes critique of the assumptions and epistemology of the educational psychologist (EP) as viewing the 'problem' as located with the child, 'There is a focus on the normative learner, with a tendency to position students with `special educational needs` as exceptions to the norm.' (Bird, 1999, p. 21).

As psychologists working for the state (or 'agents of the state') EPs have a social, political and economic role in sorting and dividing children to maintain a broader social ideology and 'norm' (Rose, 1985). Dating back to the first EP in 1913, Cyril Burt (1946), this has included an epistemological position which considered the heritability of intelligence and classification of children, such as 'backward', 'lazy' or 'dull'.

Therefore, critical educational psychology could enable a more progressive, modern and innovative psychology through the deconstruction of ontological and epistemological policies and practices, which as outlined above, sits within the researcher's personal and professional experiences, interests and areas of intrigue.

1.3 BACKGROUND AND RATIONALE FOR THIS RESEARCH: HISTORICAL CONDITIONS, LEGISLATION AND IMPACT UPON CHILDREN

1.3.1 Background: the historical conditions of ‘BESD’

Following the researcher’s personal and professional interests, this research involves critical consideration of the label BESD, exclusions and the provision of PRUs for children excluded from school. It is particularly interested in the rights and views of children, in particular consideration of how constructs are made possible through social, historical and political factors.

There has been a long history of ranking children within education and psychology, which has influenced the type of provision and support they receive,

‘This whole enterprise of measuring, ranking and categorising children has consumed much human energy within the domains of psychology and education but as industrial and social activity it invokes the questions and discourses of ‘normality’ and ‘abnormality’ which have preoccupied institutions and the development of social scientists generally in Western societies during the last two hundred years.’

(Billington, 2001, p.27)

Categorisation initially developed from a social and political need to label the ‘abnormal’, thus enabling the ‘normal’ to exist. The ‘abnormal’ were those who could not contribute to the workforce so were placed into asylums in the 18th century (Billington, 2001). Arguably, this has remained a constant in politics in recent years. For example, the previous Labour government viewed children as the ‘new workforce’. Thus those who were considered unable to contribute (e.g. BESD children) were sent to an alternative provision to be ‘treated’, rather than addressing the social conditions and constructs which make the existence of BESD possible.

Whilst this individualising practice may resound of ‘dated’ approaches and terminology for categorising children, such as ‘ablest’, ‘dullest’ children (Lovell, 1958), categorising is still very much present in today’s society, and as a social, ideological and political construct, in our education system today. Whilst it may be helpful to give a ‘label’ to a need, it can also assume homogeneity of a group and fails to investigate or meet individual needs or address social conditions in which the individual exists. This results in individualisation of a socially derived and socially constructed ‘problem’.

The current coalition government's Department for Education (DfE) has proposed a move from the current term of BESD (DfES) (2001), to 'emotional, social and behavioural difficulties' (ESBD) (DfE, 2013). This suggests a shift in views from considering behaviour as the main priority, to a move towards recognition of behaviour as a response and symptom of other needs. However, this label still remains a broad umbrella term steeped in political history. To reflect the current and legally accepted label (Children Act 1989 and DfEs SEN Code 2001), the term 'BESD' will be used throughout this thesis.

BESD includes a broad range of needs and behaviours, attitudes and values. In general, the term 'BESD' ranges from those who engage in low-level disruption in schools, to those whose behaviour is viewed as extremely challenging, or those with serious psychological problems (Hamill & Boyd, 2002). Thomas (1966) suggests that there is a direct link between labels and actions, which Solomon and Rogers (2001) suggest for those classified as 'disaffected' gives rise to generic solutions based on curriculum access and self-esteem. Therefore, it is suggested that BESD is too broad a label with an assumed homogeneity, which reduces suitable intervention, support and provision to 'one-size fits all' approaches. Additionally, it is argued that this category of SEN is often deemed to be a low priority (Schostak, 2012). However BESD is defined, there is one consistent factor; children with 'BESD' often become disengaged from school and are at greater risk of underachieving both within education and in the own personal development (Hamill & Boyd, 2002).

Since the 1960s there has been a sociopolitical espousal of 'inclusive education'. This involves the school meeting the needs of a wide range of children with special educational needs, 'It requires schools to engage in a critical examination of what can be done to increase the learning and participation of the diversity of students within the school and its locality.' (Booth, Ainscow, Black-Hawkins, Vaughn & Shaw, 2000, p. 12). However, the reality is that inclusion for children with BESD remains inconsistent in today's education system (Thomas, Walker & Webb, 1998; Mittler, 2000). In addition to the social marginalisation of these children there appears to also be a political marginalisation, which is particularly prevalent in the DfE's SEN and Disabilities green paper (2011), as discussed in section (1.3.2).

1.3.2 Current legislation

This research is carried out during a time of significant educational reform. This includes a new Children and Families Bill 2013 and connected DfE SEN Code (2013), which were at the green paper and indicative stage of development during this thesis.

The DfE proposes changes to SEN and inclusion with an emphasis on physical disabilities and SEN and lack of clarity over proposals for children with BESD. Further, it proposes more choice and power to parents and de-centralisation of choice and power to provide local responses. With regard to ‘behavioural difficulties’ the green paper sees these children as a problem to those with SEN and disabilities, ‘The behaviour of other children can cause particular distress for disabled pupils and pupils with SEN.’ (DfE, 2011, p.69). However, the SEN green paper (DfE, 2011) does have a small section which questions the category of ‘BESD’ and towards considering other underlying needs which this label may mask, ‘how helpful is the current label of BESD in identifying the underlying needs of children with emotional and social difficulties?’ (DfE, 2011, p.70).

Therefore, whilst the government’s proposals do not address provision for these children and appears to set out an anti-inclusion agenda, with language such as ‘bias towards inclusion’ (DfE, 2011, p.50) for BESD children, it does pose an important question; what is the profile of children with BESD who have been excluded from school? Furthermore, the DfE proposes to consider ‘causal factors’ affecting excluded children. They approach this from a family and mental health perspective, and therefore fail to consider unidentified learning needs, motivation or social constructions of the child. Additionally, they fail to engage in debates on the social, political or historical conditions which make the existence of BESD possible.

To consider this further, and in parallel with the DfE proposals, this research will focus on exploring the needs (according to the social practice of assessment) and the discourse constructions of children attending PRUs.

1.3.3 Impact of labels and exclusions upon children

As noted above, the DfE SEN green paper (2011) suggests that BESD is a problem for other children. Therefore, it would seem that the social practice of exclusion from school exists to benefit the masses, rather than the individual with BESD, and thus operates to maintain the social norm, as is discussed further below.

1.3.3.1 Permanent Exclusions: National and local picture

The most recent statistical information regarding exclusion is for 2010-2011 (DfE, 2012). This showed that in England there were 5,080 permanent exclusion from primary and ‘state-funded’ secondary schools (i.e. not academies) and special schools. There were approximately three times more males permanently excluded from school, than females. Additionally, children with a Statement of SEN were nine-times more likely to be permanently excluded. Those from lower socio-economic families who received free school meals were four-times more likely to be permanently excluded. In addition to the gender bias in permanent exclusions, exclusion biases include SEN and deprivation (Mcabe & Smyth, 2000). The permanent exclusion data over the last six years indicates there has been a reported decrease in the number of permanent exclusions. The trends in biases regarding gender, SEN and free-school meals have remained consistent. Research also indicates that exclusions are also correlated with ethnicity (Advisory Centre for Education, 1994).

Exclusion data for the location in the UK in which the research is set, matched national data for the same year (2010-2011). There were 251 permanent exclusions in 2010-11, with 190 boys being excluded and 61 girls (i.e. 3:1 boys to girls). Sixteen percent ($N = 40$) of children who were permanently excluded qualified for free school meals and 9% ($N = 22$) had Statements of Special Educational Needs.

Therefore, vulnerable children are permanently excluded from school. Furthermore, the trajectory for permanently excluded pupils is poor, with higher chances of becoming NEET (Not in Education Training or Employment) and a correlation between school exclusion and long-term social exclusion (Social Exclusion Unit, SEU, 1998; Daniels, Cole, Sutton, Sellman & Bedward, 2003). Excluded children often feel disempowered and marginalised, ‘They often appear as defiant rebels but all too often this persona masks a vulnerable, unhappy individual who finds it difficult to communicate his/her feelings, let alone exercise their rights to participate in the decision-making process.’

(Hamill & Boyd, 2002, p.112). This warrants further exploration given the historically consistent poor outcomes for the children.

1.3.3.2 One type of education provision for excluded children: The Pupil Referral Unit (PRU)

Some children permanently excluded from school move to Pupil Referral Units (PRUs), which are DfE registered. PRUs were initially developed in the 1970s as an off-site provision for a newly defined group of ‘disruptive’ children (Garner, 1996). This occurred during political and public concern regarding education focused on standards and behaviour (Garner, 1996). ‘Sanctuaries’ and ‘centres’ were developed and although arguably, unsystematic, random and ‘verging on the eccentric’ (Lovey, Docking and Evans, 1993) in their identification of needs and purpose (Reid, 2007), they were quick to gather momentum (Lloyd-Smith, 1984). Garner (1996) suggests that referring students to PRUs focused on reducing disruption to other pupils, and raising the attainment of others, a similar view held by today’s government regarding ‘behavioural difficulties’ (DfE, 2011). This is further supported in more recent research by Solomon and Rogers (2001) who note, ‘... the most common reason offered for referral [to a PRU] was the need to protect the interests of other people at school...’ (p. 344). The outcomes for children who have attended PRUs are poor, for example only 1% of 15 year olds in PRUs gained five GCSEs, grades A-C or equivalent (DCSF, 2008).

However, Lloyd-Smith (1984) suggests that PRUs were also developed to support the needs of the excluded children through ‘radical social work’ with children viewed as ‘oppressed’ by society. Furthermore, Gilbert (2008) noted that effective PRUs provide high quality teaching, varied activities and address personal development as well as attendance and academic achievement.

Today, PRUs are managed by local authorities and inspected by Ofsted. They offer an apparent alternative to mainstream education for a range of vulnerable children. This may include those with health needs, young parents and excluded children (National Organisation for Pupil Referral Units, 2009). For the purpose of this research it is the PRUs for children with BESD that will be addressed. Furthermore, the DfE (2010) suggest that 80% of PRUs students have SEN and 15% have Statements of SEN. The DfE (2010) reported there were 13,240 children in PRUs. This is the first time PRUs

and Alternative Provisions (AP) have been included in the school census data (DfE, 2010), again highlighting the historical marginalisation of this group of children.

Central to this research are the rights, views and interests of the children attending PRUs. Research indicates poor outcomes for PRU attendees (e.g. poor education outcomes, multiple and permanent exclusions) negatively impacts upon the children's psychological and emotional wellbeing (see Morris-Gutman and Vorhaus, 2012). Thus research with PRU attendees is an important area for psychological research.

1.4 INTRODUCTION TO THE THEORETICAL FRAMEWORK USED IN THIS RESEARCH

1.4.1 Traditional psychological approaches applied to understand BESD

Traditional psychological theories of behaviourism have been the dominant paradigm for understanding BESD. Behaviourism considers the study of humans to occur via observable behaviours (Jarvis, 2000) and learning and development based on experiences, whether reinforced and learnt through association (classical conditioning, Pavlov, 1927) or learnt through consequences of behaviour (operant conditioning, Skinner, 1938). However, behaviourism does not consider individual differences, cognitive processes, emotion or contextual factors.

Cognitive psychology has also been applied in accounting for the relationship between learning and behaviour. Cognitive psychology, '... focuses on the ways in which we perceive, process, store and respond to information.' (Jarvis, 2000, p. 77), outlined in the popular computer analogy of the 1950s/60s. This involves four broad areas; perception, attention, memory and language. Historically, it has been considered that these elements can be measured and provides the 'intelligence' of a person, or IQ. However, current theories consider there to be a number of factors, which contribute towards a person's ability. For example, the Horn-Cattell theory (Cattell, 1971; Horn, 1985), considers there to be a number of factors involved in ability. This theory moves beyond one sole measurement of a general factor (g) of ability and to a multi-faceted General Conceptual Ability (GCA). This is epistemological approach generally used in educational psychology today.

In addition, Personal Construct Psychology (PCP) (Kelly, 1955), related to cognitive psychology, also offers psychological understanding of how individuals may interpret

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the world and how this may affect their beliefs, motivation and behaviour. This phenomenological approach offers a different model to the traditionalist behaviourist and psychoanalytic approaches. It suggests that people interpret the world according to their own ‘constructs’, which are developed through experience, interactions and beliefs. According to PCP, if two people are in the same situation, they may view and experience it in different ways depending on their constructs. Further, Kelly (1955) suggests that this enables people to predict events by operating as naive ‘scientists’. He also argued that constructs are not fixed, but can adapt and develop depending on new information,

‘Constructs are used for predictions of things to come, and the world keeps on rolling on and revealing these predictions to be either correct or misleading. This fact provides the basis for the revision of constructs and, eventually, of whole construct systems.’

(Kelly, 1955, p.14).

In reference to a child in a PRU, they may have a construct that education is challenging or ‘teachers tell me off’. This would affect how they experience education through their feelings, thoughts and behaviour. Kelly argues that through new experiences, the constructs could evolve, facilitating a change in feelings and behaviour.

Importantly the current research is underpinned by humanistic psychology, which is interested in the whole person, as opposed to specific behaviours or cognitive processes. This theoretical approach considers human development to be influenced by having a number of biological, emotional, social and psychological needs met. It assumes that people are motivated by the desire to fulfil their potential, people are active in making choices in the life and how people feel is affected by how they are treated (Jarvis, 2000). Humanistic psychology developed in response to two dominant psychological theories of behaviourism and psychodynamic theories at the time and has thus been referred to as the ‘third force’ in psychology (Maslow, 1968). This followed behaviourism and the psychodynamic approach being viewed as reductionist in explaining humans via behavioural responses or over-complicated theories, such as unconscious process in psychodynamic theories (Jarvis, 2000).

One key theorist in this area is Rogers (1961), who moved away from psychodynamic thinking and towards a positive psychology approach in viewing people as inherently ‘good’ and creative. Rogers understood humans as having a tendency to ‘actualise’ (to

achieve their own individual potential). Further, he saw actualisation as influenced by the environment in which they develop. Rogers was also interested in how the person saw themselves (their self-concept) and argued that unconditional positive regard from others is vital to reaching self-actualisation.

Another humanistic theory is offered by Maslow (1954). He suggested humans have a hierarchy of needs which motivates them. He further suggested that until basic needs (e.g. physiological and safety needs) are met, more sophisticated social and then psychological needs, such as self-esteem and ultimately self-actualisation, could not be realised. Therefore, in terms of psychological understanding of children attending PRUs, humanistic psychology suggests that children are inherently ‘good’ and their potential (including academic, emotional, social and behavioural development) and self-concept are influenced by their environment, such as their family, the PRU and public views towards them.

1.4.2 A novel and critical psychological approach: Foucauldian thought and definition of terms

In recent years there has been some progress from individualising psychology to understanding children with BESD within their context. This has included the expansion of a broader range of psychological theories applied to support understanding (e.g. systems psychology) and theoretical frameworks (e.g. Bronfenbrenner’s ecosystems model, 1979). However, there is an absence of critical consideration of the social, historical and particularly the political factors that make BESD possible and the impact upon the psychological wellbeing of the individual. Therefore, this research utilises a novel way of understanding BESD and the influence upon children, by introducing Foucault.

The application of Foucauldian thinking in psychology is limited. To investigate this further a systematic literature review was carried out on 10.04.13 using peer reviewed published articles and the following data bases: Academic Search Complete, Education Search Complete, PsychArticles and PsychINFO. The search term *psychology* and *Foucault, Michel* yielded 214 articles. See Appendix A for literature search details.

Review of the titles and abstracts revealed research topics including sexuality, religion, psychiatry, school, counselling, protest, prison and self. The research was carried out

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internationally, including many articles set in Spain, as well as Canada, Turkey, Portugal, America and the UK. However, this initial search did not yield any research set within the field of educational psychology.

A further systematic literature review was conducted using the parameters noted above and the search terms *educational psychology* and Foucault, Michel*. This yielded 8 articles. These included articles on academic anxiety (Gavrielle, 2008), citizenship (Hodgson, 2011), counselling (Usherm & Edwards, 2005), technology in school (Barbous, 2009), school and home relations (Kainz & Aikens, 2007), pedagogy (Masschelein, 2010; Şentürk & Turan, 2012) and HIV/AIDS education (Schee & Baez, 2009). This limited research included various countries (e.g. Turkey, America, Australia, UK and Canada) and appears to have been used in educational psychology by a few only relatively recently (i.e. the earliest data was 2005). The search results showed a lack of Foucault being applied to educational psychology or indeed the impact of governmentality (Foucault, 1979) on the subject (or child). Therefore, it is concluded that using Foucault in this thesis research is a novel approach for educational psychology.

To describe Foucault (1926-1984) has been noted by many as challenging (Rabinow, 1984). Foucault did not want to be positioned as a psychologist or theorist, and even asked the question of “What is an author?” For accessibility in this research Foucault will be termed a ‘philosopher’.

Foucault was born in France and grew up during a time of political unrest and war. For example, as a teenager, he stole fire wood for the French resistance whilst the country was under Nazi occupation (see Horrocks & Jevtic, 1997). On his second attempt, he joined the prestigious Ecole Normale Supérieure university, Paris, and became interested in French philosophy and politics. He also taught Psychology at the University of Lille. His own life experiences involving psychiatry and homosexuality (considered a form of mental illness at the time), along with the political climate in which he was living, set the scene for the development of his thought.

Foucault was particularly interested in the social, political and historical conditions which make discourses and practices possible, for example writing about institutions of prison (Foucault, 1977), asylums and civilizations and madness (Foucault, 1967). He

was interested in the influence of government upon policy and practice and how this was made possible via certain social and institutional practices. He was particularly interested in *how* practices were made possible, rather than *why* (Rainbow, 1984). Foucault is often associated with the anti-psychiatry movement, particularly regarding labelling (or what he termed ‘subject position’) of others. Therefore, his work is of particular interest to this research in considering the label of ‘BESD’, and how this is made possible, maintained and the impact upon the child.

Foucault is often associated with power and knowledge, however he notes, ‘... it is not power but the subject which is the general themes of my research.’ (Foucault, 2003b, p.127). Therefore, certain aspects of Foucault’s work have been selected for this research to consider governmentality, institutional practices and how such practices make it possible for a person (subject) to construct themselves in the way they do. Foucault’s terminology, when used in educational psychology research, requires some operationalising to make meaningful and applicable. These terms and relevance to this research will now be further defined.

1.4.2.1 Governmentality

Foucault’s (2003b) concept of ‘governmentality’ involves consideration of societal and governing policy and practices and how this influences institutional practices (e.g. the institution of education and psychology) from a distance. It is the political rationale which underpins and makes possible certain societal and institutional practices. Further, Foucault suggests that certain practices exist to create, regulate and maintain government ideologies. For the purpose of this research, this includes seeking to create a ‘norm’ through the existence of the ‘abnormal’. Furthermore, governmentality is made possible via the existence of regulatory practices and technologies of power, which will now be discussed.

1.4.2.2 Institutional practices

Governmentality enables and dictates that certain institutional practices should exist. For the purpose of this research, this includes the regulatory power of the existence of labels of SEN, such as ‘BESD’. In turn, the institutions (e.g. education and educational psychology) support this existence through their practices, and thus the government norm is created and maintained. This is further made possible via specific institutional practices, such as via regulatory and disciplinary practices (Foucault, 1977), such as

exclusion, which is made possible via the technology power available to schools. This is also made possible through dividing practices within the institution and subject positions given to people from others, such as dividing children according to their ability (reinforcing the ‘norm’ and the ‘abnormal’) or through the use and existence of specialist education, including the PRU. This is particularly prevalent in educational psychology practice in assessing children through an epistemological approach, which views the child as a measurable object (Rose, 1990).

Power can also be enacted via pastoral care. This is of particular interest to this research given the espousal of the PRU as a specialist education provision to provide specialist social care, as noted earlier (Lloyd-Smith, 1984). Foucault saw the pastor or shepherd (or in this research, the teacher) as self-sacrificing for the survival (or wellbeing) of their flock. This involves the existence of individualising power whereby the pastor must know and scrutinise individuals in the herd (i.e. via surveillance). Consequently the individual is bound to the pastor and rendered docile and compliant, ‘The pastor must really take charge of and observe daily life in order to form a never-ending knowledge of the behaviour and conduct of members of the flock he supervises.’ (Foucault, 2003a, p. 181). The individual therefore acts out of trust towards the pastor rather than fear (Golder, 2007).

1.4.2.3 Subjectification

Foucault suggested that via governmentality and institutional and social practices present in the individual’s world, the individual can subjectify themselves. This can be via self-disciplinary measures, which are referenced against the social norms. Further, subjectification refers to when the individual accepts and complies with the social norm via self-disciplinary measures. Therefore, Foucault did not see ‘power’ as a direct act to a person, but as an indirect self-governing process through the existence of governmentality and institutional practices. It is the impact of this on the child (the ‘subject’), which is of interest to this research. In particular, the research is interested in how it is possible for children to construct themselves in the way they do, taking into account the social, political and historical conditions in which they exist.

1.4.2.4 Critique of Foucault

Foucault's ideas have elicited much controversy and critique based on his account of power and knowledge, his apparent change in views and lack of evidence-base. Therefore, in embracing a Foucauldian perspective, it is vital to be aware of the critique and consider how this will be addressed. For example, Horrocks and Jevick (1997) note 'His work is spectacular, but has little historical accuracy and shows patchy research. He just goes on instinct.' (p. 167). Foucault argued that his ideas were just that; ideas, or 'tools' to be used to fit their purpose.

Further his work has been criticised for being contradictory. His work has an ontological position of denouncing the existence of an absolute truth, and yet he has developed his own thoughts and account of how truth is made possible, in particular providing some order and reason to apparent chaos in social worlds.

However, his ideas, whilst controversial, offer fresh critique of systems, knowledge and power. It should therefore be noted that this research has carefully selected specific Foucauldian ideas which fit the purpose of the research and it is not a 'purist' or exclusive application of Foucault's work.

1.4.3 Attachment theory: The meeting of Bowlby and Foucault in understanding relationships as an interactional site for power

Foucault criticised psychology and therefore it is perhaps contentious to locate the two together. However, this has been made possible by some. For example, research carried out in Serbia by Stojnov, Dzinovic and Pavlovic (2008) brought together Kelly's (1955) Personal Construct Psychology and Foucauldian thought. They argued that there were similarities based on understanding human development and action as through interactions with others,

‘... this relational basis of human action, shared by Foucault and Kelly [*or Bowlby in the case of this research*], provides a fruitful ground for understanding ... power ... social practice from the construction of different meanings that form not only the world and the people in it but the whole set of relations, enabling very different ways of existence.’ (Stojnov, et al, 2008, p.57-58).

Given the emphasis on relationships as an interactional site for power, it seems logical that the development of relationships, via attachment, should be considered in this research. In setting out on this research journey, it is unclear how significant

attachment will be. It should be noted that the researcher is not applying attachment theory here due to the children's needs (i.e. the researcher is not implying that all children in PRUs have attachment difficulties). Instead, attachment is considered here as a theoretical account of how relationships are developed, which is of interest to this research for the reasons noted.

Bowlby (1969; 1988) first introduced attachment theory, which is based on psychoanalytical theory and behavioural observations. His theory developed from work with 'delinquent' boys and his finding that the majority experienced significant parental separation or loss in their early years. He hypothesised that early attachment was central to development, including the development of behaviour, trust, understanding of the world (internal working model of the world and self) and confidence to explore the world. Bion (1962) suggested that effective relationships provide emotional containment (e.g. the capacity to 'hold' and therefore support another). Brazleton, Koslowski & Main (1974) developed this further by suggesting that effective relationships required two-way communication, termed 'reciprocity'. Douglas (2007) argues that the quality of attachment is influenced by the quality of both reciprocity and containment.

Bowlby's (1969) theory was further expanded upon by Ainsworth and Bell (1970) via the 'strange situation' experiment. They found children responded differently to being separated and then reunited with their mothers. Ainsworth and Bell (1970) concluded that there were different attachment styles.

Attachment theory has been a significant psychological theory and is particularly relevant to educational and child psychology which considers the whole development of a child (Fonagy, 2011). However, it has been criticised for placing the emphasis of parenting on 'mothers'. Critiques suggest that there is historical and political context to this. The theory was developed post-World War II at a time when men were returning from war and therefore required the jobs the women had been fulfilling. Therefore, this theory could be seen as a political artefact, in Foucauldian terms, of positioning the problem of attachment with mothers and thus encouraging them to return to the home and the children, thus freeing the jobs for the men.

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Attachment theory has been criticised for being deterministic (i.e. that attachment forms in the first few years of life and is a ‘blue-print’ for further relationships). However, technological advancements in research over the last decade challenges this (e.g. Siegal & Solomon, 2003; National Scientific Council on the Developing Child, 2007) seeing the brain as a developing social organ. Interactions with the environment can have an impact upon brain development, suggesting it is use-dependent. Furthermore, whilst it is still recognised that the early years of a child’s life are significant for brain development, brain imagery has shown the brain to have neural plasticity (e.g. Drubach, 2000) that supports further development throughout life. This is significant for this research in locating development, including brain development, self-identity and learning, as influenced by social interactions.

1.5 RESEARCH AIMS AND CONTRIBUTION TO CURRENT KNOWLEDGE

The current research embraces a critical psychology perspective to consider the characteristics and discourse constructions of PRU children and importantly how the characteristics are made possible. Therefore, the research considers the social, political, historical and theoretical factors relevant to exclusion, PRUs and the PRU children’s characteristics and constructions.

Further, this research aims to offer a novel approach and contribution to the research area and educational psychology by applying and integrating Foucauldian thought and attachment theory. Thus, this research embraces the opportunity to engage in doctoral research set within the ‘real world’ by seeking children’s views and striving to make a difference and perhaps emancipate children attending PRUs, ‘A psychology that simply contributes to the status quo has little to offer the culture’ (Gergen, 1997, p.34).

A full systematic and critical literature review of current research into children in PRUs has been conducted to identify current gaps in the research and thus further define the research purpose, aims and questions. This will now be reported in Chapter 2.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION TO CHAPTER 2

This chapter critically considers relevant research regarding PRUs, specifically articles on effectiveness of PRUs, views of children in PRUs, the needs of children in PRUs and methodological challenges in research with children in PRUs. As noted in Chapter 1, this thesis applies a Foucauldian perspective, which is the ‘golden thread’ tying together the critical review of the available research.

2.2 DETAILS OF SYSTEMATIC AND CRITICAL LITERATURE REVIEW

A systematic literature search was carried out on 27.09.11 to identify research themes, critically review the research and identify gaps in previous research. This included peer reviewed published articles from the following databases: Academic Search Complete, PsychArticles, PsychINFO and ERIC. The search term used was *Pupil Referral Units* and the parameters set to ‘include full text only’. Article titles and abstracts were viewed (N=59) to determine the appropriateness of the article. Only articles relevant to the research area were selected (N=13) and thus exclusion criterion were developed, such as excluding articles related to PRUs for children with medical needs. A further 2 relevant articles were published (Gross, 2011; Taylor, 2012) following the systematic literature review and have also been included (total articles N=15). A summary of the literature search strategy and selected articles can be found in Appendix B. A summary of the literature review strategy is outlined below (Table 2)

Table 2: Summary of the literature review strategy

Search date	27.09.11
Databases	Academic Search Complete, Education Research Complete, PsycARTICLE, PsycINFO, ERIC
Search term	Pupil Referral Units
Parameters	Full articles only Peer reviewed
Results	N = 59
Exclusion criteria	<ul style="list-style-type: none"> • Repeated articles • Specific interventions in PRUs • Psychosis • PRUs for medical needs • Economics of PRUs (interesting, but dated [2005]) • PRU students included in other research which did not show affect related to them being in a PRU • Use of computers in PRUs and special schools
Articles selected	<p>N = 13 (from systematic literature review) (NB: 2 further articles were identified via a hand search following the systematic literature review. Therefore, the total number of articles in the literature review is 15, N=15)</p> <p>Total papers – N = 15</p>

From the 15 articles selected, four themes were identified. To provide a framework for reviewing the literature in a coherent manner, the articles were ordered into the relevant themes for both the summary (Appendix B) and to critically review the article in this chapter (section 2.3). The themes are as follows:

1. PRUs: Statistics, government initiatives and effectiveness – parliamentary briefings of PRU effectiveness, Ofsted reports of PRUs and government commissioned reports into PRUs.
2. Views of children attending PRUs – views of children attending PRUs regarding the PRU provision.
3. Needs of children attending PRUs – educational needs of children attending PRUs, such as social, emotional and behavioural development and speech and language needs.
4. Methodological challenges of research with children attending PRUs – epistemological challenges of engaging participants who attended PRUs.

2.3 DETAILS OF PREVIOUS RESEARCH FINDINGS

2.3.1 PRUs: Statistics, government initiatives and effectiveness

In response to parliamentary questions, Twigg (2005) prepared a report for parliament containing statistics on PRUs sourced from local authority reports. The results indicated that there were 426 PRUs in the UK and 13,028 children attending PRUs. Whilst this data was informative, it is also limited, as it does not account for gender, need type or age. Further, it is unclear if the ‘PRUs’ involved BESD only, or if they catered for medical needs as well. Furthermore, this report does not contain any qualitative or quantitative data on the quality of the provisions, which was a missed opportunity. This indicates that whilst the government have shown interest in PRUs in recent years, the requirements and possibly value for PRUs and their students remains below that of mainstream schools.

Cole, Daniels and Visser (2003) mixed methods research provides information on a range of provisions for children with Emotional and Behavioural Difficulties (EBD). Local authorities (N=144) supplied their ‘behaviour support plan’ (BSP) data and Cole et al (2003) considered the type of provisions and data related to the children (quantitative) and the quality of the BSPs. Of the 144 responding local authorities, they found that there were 218 ‘EBD’ provisions with 16,365 attending EBD provisions. They also found that there were 9,200 children attending PRUs (ratio; 7 male: 1 female), which is nearly 4,000 less students than in the earlier parliamentary report (Twigg, 2005). This discrepancy may be due to a different number of local authorities involved, the time between the studies, or different definitions of ‘PRUs’. However, it again seems to highlight the lack of robust definitions and data reporting on PRUs. This possibly indicates a lack of social value for PRUs and PRU attendees.

Therefore, Cole et al’s (2003) research further illuminates the discrepancies in defining of ‘EBD’ and ‘PRUs’. It highlights the potential social marginalisation of those within this broad category. In terms of psychological understanding, it appears that there is a potential lack of value for PRUs and pupils’ attending such provisions. If the basic data reporting is inaccurate compared to mainstream reporting mechanisms, what messages does this give staff and the students, and how do these affect their psychological self-identity, self-esteem and capacity for positive change?

An Ofsted (2007) report, involving qualitative research using questionnaires, interviews

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and focus groups, found that 12.5% of PRUs were ‘inadequate’, whilst 50% were found to be ‘good’ to ‘outstanding’. These PRUs included children aged 12-16 and were for children with BESD, medical needs and young mothers.

They found PRUs tried to cater for the social and emotional needs of children, as well as the curricular needs. They identified factors which appeared to help PRUs to be effective, such as messages to the children of the PRU being a ‘fresh start’, high expectations for the students, anticipating support the children would require, the curriculum focused on building basic skills, accreditation of work, collaboration with community partners for resources and close links with the schools and local authority.

However, the report also identified weaknesses of the less effective PRUs. These included personal development being monitored but less attention given to academic progress, a gap between intentions and practice, limited information received from the school regarding academic levels and needs and a lack of local authority (LA) monitoring. The purpose of the PRUs was often unclear with children remaining at the PRU for an indefinite amount of time and with few plans for re-integration to mainstream.

In terms of psychological understanding, effective PRUs in this study appear to provide students with messages of belonging, acknowledge personal and learning needs to enable students to experience success and also provide valued and accredited work which supports raising self-esteem.

The limitations of this report should also be considered. Firstly, the research involved a sample of PRUs (N=28) and LAs (N=22) and thus there results are not generalisable to all PRUs. The PRUs in this research included those working with children with medical needs and young mothers, and therefore were supporting a range of needs (some which are not considered to be BESD), which may have skewed the results. Additionally, the methodology used is not clear which has implications for understating the data collection procedure and also limits future replication.

Ofsted (2011) considered the effectiveness of off-site alternative provisions for children aged 14-16 (key stage 4). It involved schools (N=23), PRUs (N=16) and alternative provision (N=61) attended by the school or PRU students. This has been included here

as it considers the schools' and PRUs' use of further alternative provisions to prevent exclusion or to re-engage students in education. It considers factors that make alternative provisions successful and examines current issues associated with the use of alternative provisions.

Ofsted inspectors visited the schools, PRUs and the alternative provisions they used and 'surveyed' them. The exact methods involved in data collection and analysis are not described or detailed.

It highlights that, consistent with the historical trend, more boys than girls attended alternative provisions. They found 69% of students had Special Educational Needs. Quality was variable between the alternative provisions and the progress monitoring was poor. There appeared to be a lack of transition planning, with only 67% of alternative provisions reporting face-to-face contact with the child before they joined them. Furthermore, there appeared to be a lack of information from by the child's school or PRU regarding their learning needs, national curriculum levels or any SEN with 23% of schools or PRUs providing oral information only. There was limited or inconsistent contact with the young person's school or PRU whilst they attended the alternative provision. The impact of the young person's time at the alterative provision was assessed via anecdotal evidence and lacked robust and reliable quantitative, qualitative or systematic evidence.

However, it should be noted that a number of positives were also identified, such as the students viewing the PRUs and alternative provisions positively (e.g. PRUs providing motivation and helping prepare students for further education or employment). It was also noted that where the purpose of the alternative provision was clear, the impact of the provision could then be monitored more consistently. The report concluded with recommendations, including more autonomy to PRUs and alternative provisions being required to be DfE registered. It was also suggested that a framework for inspection should be developed and appropriate information should be available to the alternative provision to support transition.

This research highlights the challenges faced by children in alternative provisions in terms of transition and planning, monitoring and the quality of the provision offered to them. However, these findings should be considered within the limitations of the study.

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For example, the PRUs in the study represent only 4% of all PRUs nationally and the number of participants included is unknown. Therefore, it is not possible to generalise this research but instead it can be viewed as highlighting patterns in a particular context within the provisions involved. Furthermore, the gender ratio and type of ‘SEN’ are unknown. Therefore, this study lacks important details regarding participants.

Finally, in regard to government’s review and initiatives, the Education Parliamentary and Monitor (May 2011) briefly mentions PRUs (p. 448). It notes that the Education Bill, clause 20, seeks to give PRUs more autonomy. This contradicts other research, which indicates that local authorities should be more involved in monitoring and quality assuring PRUs (e.g. Ofsted June 2011, which was published after this report). This appears to be a political move rather than an evidence based conclusion.

Garner (1996) carried out a comparative study of the views’ of PRU attendees in 1980 and 1995 regarding their experiences. This qualitative research involved semi-structured interviews with teachers (1980 N=3, 1995 N=2) and PRU attendees (1980 N=7, 1995 N=9). A thematic analysis method was used involving 4 pre-determined categories: 1) Resourcing, 2) Referrals and reintegration, 3) Curriculum, and 4) Pupil and teacher status. The results showed that pupils experienced a number of negative psychological affects connected to attending a PRU involving their self-identity and capacity to affect change (associated with resilience, Prince-Embury, 2007). For example, students felt a lack of value for themselves in the PRU, felt alienated and had an awareness of an educational hierarchy across time periods. They noted there was little emphasis on a return to mainstream provision and whilst holding aspirations, felt disempowered to affect change. Garner (1996) also concluded that PRUs in 1980 and 1995 offered similar types of curriculum and approaches to mainstream schools, but with reduced class sizes. Garner (1996) also argued that PRUs were not effective in meeting the needs of their attendees but benefited the children in the schools from which the PRU students had been removed. Arguably, this remains the same another 15-years on with children with BESD being viewed as a ‘threat to order’ (Billington, 2001).

Whilst this research offers an insight into the views of students and teachers in PRUs it has limitations, such as the small sample sizes in both cohorts (teacher=3 and 2, children=7 and 9, respectively). Additionally, the researcher was a member of staff

within the PRU, which may have affected participants' responses and the researchers' interpretation of the data. It should also be noted that the students in each of the cohorts were different and with 15 years between data collection points, the data may have been skewed by various extraneous variables (e.g. government policy, economy, local and national initiatives, referral criteria, etc.). Further, the semi-structured interviews followed the same themes but were not identical. Therefore, the reliability and validity of the data collected and subsequent conclusions are questionable. Additionally, the language used in the interviews was leading and emotive, such as, 'Why were you ²*sent* here?' (p. 189). However, despite these limitations, this research has shown patterns across a 15-year period with PRU attendees reporting low self-esteem and feelings of disempowerment.

Finally, Meo and Parker (2004) also considered the effectiveness of PRUs. They carried out ethnographic case studies with one PRU for children aged 11-14 using observation, semi-structured interviews, review of documentation and a fieldwork journal. They concluded that PRUs perpetuate social exclusion by their existence. For example, they concluded that the pedagogy used by PRUs amplified the needs of the children rather than addressing them. They also noted that reintegration to mainstream school remains rare and challenging. Therefore, if the purpose of the PRU is to support children in returning to school, such as in 'time-out' placements, then this research suggests that PRUs are not effective in this area. They also noted that a traditional behaviourist approach (e.g. classroom behaviour management) was used and appeared to be unsuccessful with the students. They argued that the PRU was therefore not offering anything different to mainstream school, but more of the same, just in smaller group sizes. Instead, they noted the importance of building positive trusting relationships between the adult and the young person and concluded that there are implications for teacher training within this specialist area.

Due to the ethnographic nature of the research, it provided engaging insights into the lives of teachers and students in PRUs. Importantly, it highlights the political marginalisation of children with BESD who do not 'fit' within mainstream education. This is consistent with Foucault's views on governmentality leading to individual's own subjectification. The psychological impact of social exclusion needs to be further considered in research. Prince-Embury (2007) suggests that in order to build resilience,

² Italics added to highlight the leading question

cope with life and overcome adversity, people need amongst other factors, to feel ‘connected’ and to have feelings of belongingness related to feeling valued and included. This could have implications for being included in mainstream society as opposed to being socially marginalised in provisions, which research suggests can sometimes lack in quality.

The research was critical of teachers’ approaches and effectiveness, focusing on teaching style rather than the needs of the children. Conclusions are drawn that something else should be done, but this research does not suggest what that ‘something’ is. Therefore, there appears to be a gap in research considering PRUs role in identifying learning needs and the feelings of children in PRUs in order to effectively plan to meet their individual needs.

A government review of alternative provision (APs) and PRUs (Taylor, 2012), was published after the systematic literature review was carried out. It is included due to its relevance to this thesis. Taylor (2012) visited 22 LAs in England and carried out qualitative research involving observations and discussions with AP and PRU Headteachers, other Headteachers and LA staff. His focus was on the provision available for excluded children aged 13-18 to present recommendations to the DfE. Taylor’s review follows the Ofsted (2011) report, discussed earlier. It highlights that PRUs are on the periphery of education and consist of children with high levels of SEN (79%) and deprivation. Further, the academic outcomes are poor, as are expectations in many cases. Of critical importance to this thesis, Taylor (2012) reports behaviour often masks other needs and highlights the importance of early assessment, ‘Often this [SEN] is a behavioural difficulty, but the behaviour frequently masks other issues. It is essential that there are accurate assessments of children’s needs to ensure the right provision is put in place’. (Taylor, 2012, p. 6).

Taylor makes 28 recommendations based on his findings, 8 of which are specific to PRUs. These include the responsibility for excluded pupils to be positioned with the schools, rather than the LA (the current Exclusion Trial); teacher training to be reviewed to allow initial training to take place in PRUs; LA PRUs to close and schools to buy in PRU services with PRUs becoming funded by a pool of schools or becoming academies which could be a hub for services, including the EP service, and finally, more emphasis on secondary schools and PRUs supporting primary schools in preventative approaches,

including secondary schools considering the use of nurture groups (Boxall, 2002) for vulnerable year 7 and 8 students.

This provides a view on the challenge for schools from some pupils with BESD and that some schools want, ‘... disruptive children ... out of school on any terms’ (Taylor, 2012, p. 13). It acknowledges the need for early intervention, reduction in permanent exclusions and improvement in outcomes for those in PRUs. It also highlights the need for assessment to inform planning. However, the recommendations focus on reform in terms of structure and funding, rather than a change in thinking and systems to meet the needs of the children. Additionally, the recommendation for initial teacher training to take place at PRUs is contradictory to research by Meo and Parker (2004) who suggest specialist training is required to effectively support children in PRUs. Importantly, Taylor’s review (2012) notes EPs could be accessed via PRUs. This suggests involvement at the point of exclusion rather than preventative work, which would potentially limit EPs work.

The discourse within Taylor (2012) review indicates a positivist approach with students being referred to as the ‘educational underclass’ from the Secretary of State for Education, Michael Gove, speech (Gove, 2011). Foucault would argue this is an example of subjectification through technologies of policy, discourse and power.

2.3.2 Views of PRU attendees

The systematic literature review highlighted a lack of research into the views of children in PRUs. However, one article was identified (Solomon and Rogers, 2001), which sought the views of children (N=92, 13-16 years old) in PRUs regarding their current circumstances, history and prospects. Additionally, staff members (N=16) including teachers and service managers were interviewed regarding their role views on the nature of the children’s disaffection and possible solutions. Solomon and Rogers (2001) used a mixed methods design with data collection involving a questionnaire, Patterns of Adaptive Learning Survey (PALS) (Midgely et al, 1997), interviews with the children and further interviews with the teachers. The questionnaires were analysed using descriptive statistics and the interview data was analysed via thematic analysis across both groups (i.e. children and practitioners).

The results indicated that rather than attributing their needs to difficulty in accessing the

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curriculum, children showed a reduced level of motivation and problem solving with ‘unrealistic’ ideas about their future. There were a number of individual differences rather than homogeneity of responses. Solomon and Rogers (2001) also found when children were asked about the reasons for being excluded from school, they did not report this to be related to academic needs and generally rated themselves as the same ability as peers. However, they reported that motivation and low levels of perceived responsibility were related to their reasons for exclusion from school.

Therefore, this research captures views from some children in PRUs and indicates that they perceive themselves to be the same academic ability as their peers, but less motivated and feeling less sense of responsibility. However, there are a number of limitations, which must be taken into account when considering the results and interpretations. Crucially, the researchers note that the sample involved 92 children, but this includes the total number of children across different phases of the research. For example, the interviews included six children and therefore it would be unwise to generalise the results to a wider population. Furthermore, the gender of the participants is not reported in the paper, which may have been interesting given the gender imbalance known in PRUs and would have allowed for further analysis.

The study relied on data gathered via one questionnaire, which focused only on motivation rather than a triangulation of assessments. This is particularly important given that the research sought to ‘better understand disaffection’ but only looked at a small proportion of children’s skills. This indicates a need for further research into the ‘profile’ of children in PRUs, particularly in relation to their individual differences, cognitive abilities, attitudes and beliefs and discourses in order to further add to the understanding of children in PRUs.

Research carried out by Hamill and Boyd (2002) considered PRU-type provision within schools ($N=11$) and addresses the issue highlighted in the research above regarding feelings of school rejection when moved to an off-site PRU. This evaluative research followed a one-year project with 45 children aged 14-16, 34 males and 11 females, using an in-school pupil support base rather than an off-site PRU. It used a mixed method design to gather the views of pupils, staff and parents regarding the in-school provision. This involved focus groups of 4-5 students and questionnaires. Observation data was also gathered as well as the researchers considering documentation related to

the provision and students.

The researchers noted that the children were ‘surprisingly’ articulate. The children identified key messages, such as difficulty in accessing the curriculum, exclusion being appropriate in some circumstances, but they also felt the exclusion process was sometimes unfair. The children all reported finding the in-school PRU to be helpful due to teachers being consistent. Importantly for the purpose of my research, 35 students highlighted the connection between learning needs and their challenging behaviour, which contradicts Solomon and Rogers (2001) research.

Hamill and Boyd (2002) research offers insight into areas children feel support them in avoiding exclusion and also their sense of ‘fairness’ which affected how they viewed the provision offered to them. However, there are also some methodological limitations to consider. The researchers adopted an ethnographic design, which whilst providing a rich picture, may also have tainted the data interpretation. Additionally, the participants were from 11 different schools and therefore the results may have been affected by school ethos, intervention availability, curriculum delivery, etc. rather than the in-school provision. Therefore, it is not possible to reliably conclude that the views expressed by participants from different provisions can be generalised to other children at risk of exclusion. Additionally, the abstract to the article notes that adults (stakeholders) were involved, but their involvement and numbers are not detailed. This may have been a missed opportunity to gather adult’s views or this may have influenced the research design and interpretation.

2.3.3 Needs of PRU attendees

The systematic literature review identified research by Mainwaring and Hallam (2010) on the identities of children (15-16 years old) in PRUs (N=16) and mainstream school (N=9). This used the psychological construct of ‘possible selves’ in a post-modernist exploration of self-concept. A qualitative method was used involving semi-structured interviews and a deductive analysis according to categories of positive or negative self-concept.

The findings indicated that pupils in the PRU found thinking into the future difficult and showed some difficulties with problem solving and intrinsic motivation. The findings therefore raise similar issues to those discussed in Solomon and Rogers’ (2001) research

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regarding problem-solving difficulties and motivation. Additionally, the research showed that ‘possible self’ was correlated with how the children viewed themselves within education, with many of the PRU students reporting feeling rejected from school. The researchers suggest that this can be explained through the psychological theories of motivation, such as self-determination theory (Deci & Ryan, 1985), which considers the role of both intrinsic and extrinsic motivation to be important depending on the task.

The research is limited in terms of the small sample size. Additionally, the analysis appears to be conducted by the researchers without additional member checks and therefore is arguably a subjective interpretation of the data, which potentially has affected the reliability of the data interpretation. It is also unclear how the two groups were matched and thus is not possible to assume the results can be directly compared and conclusion drawn about PRU and mainstream students.

The literature search also identified a reflective paper by Kalu (2002). This paper draws on her 15-years’ experience of working with children who could be termed ‘SEBD’ in mainstream school, in PRUs and in a Social Service Centre with education provision. This research used a qualitative case study design involving children (N=5) aged 8-16. The methodology involved reflections upon key points and field notes kept during the case work. This research drew upon therapeutic work carried out with ‘troubled and troubling children’ and can be linked with psychological theory such as psychoanalytical approaches (Freud, 1953), (e.g. regression), containment (Bion, 1962) and attachment theory (Bowlby, 1969; Ainsworth & Bell, 1970).

Kalu (2002) discusses her observations of children in pain and the responses of teachers. She notes that teachers work with children in pain at times and need to be supported to provide support for themselves and for the children. Kalu (2002) highlights the need to understand children developmentally, with implications for cognitive development (e.g. Piaget, 1936) and psychosocial development (e.g. Erikson, 1959). Kalu (2002) uses a physical and metaphorical ‘box’ to describe containment (a term coined by Bion, 1962).

The paper is helpful in highlighting the anxiety of teachers in managing the ‘challenges’ presented to them by some children. However, it is written from the perspective of a teacher who is also a trained therapist and it seems that the boundary between the teachers’ role and expectations around therapeutic work gets blurred at times. Teachers

need to be aware of emotional needs and the impact of trauma upon children's development, but are not expected to be a 'therapist' for such children. The paper also gives subjective views, such as '... he was clearly persecuted by internal demons.' (Kalu, 2002, p.366), without a clear link to theory or evidence.

A key paper by Gross (2011) regarding the needs of PRU attendees was published several months after the initial literature search. Following the Bercow report (2008) which noted that speech, communication and language needs (SCLN) support was variable and there was a need for a national communication champion to gather information and consider consistency issues, Jean Gross was given the 2-year position of Communication Champion for Children. This report brings together examples gathered from adults within primary care trusts, local authorities, members of government and voluntary sector workers (N=105) over the 2-years of best practice regarding SCLN to advise the government.

A mixed methods approach was used, involving interviews with participants and review of records related to SCLN. The findings indicate a link between behaviour and SCLN, with one local authority noting that 1 in 5 children referred for behaviour support had a specific language impairment. Additionally, it was noted that 2/3 of children at risk of school exclusion have speech and language needs. Unsurprisingly, there is a correlation between limited academic progress and SCLN. Additionally, in terms of provision, the Gross report (2011) notes that there has been an increase in support for secondary aged children with SCLN, as well as some authorities providing specific SCLN support for young offenders with positive results and improvement in communication.

However, the gaps in front-line services due to the economic climate and service cuts, is noted. Gross (2011) recommends that as schools are a vital part of children's lives and one of the main sources of referral to specialist speech and language services, they need to be more aware of the impact of SCLN as part of pupil progress and school improvement. Importantly, for the purpose of my research, Gross recommends that professionals should, '... screen children with behavioural difficulties in order to identify any underlying SLCN they may have' (Gross, 2011, p. 50).

Therefore, Gross' (2011) report clearly identifies a link between behavioural difficulties, school exclusion and potentially unmet SCLN. This research highlights the impact of

unmet needs upon academic progress and behaviour, which is central to this thesis. However, the link between SCLN and behaviour is only a small part of this report. It may have been helpful to further consider the SCLN of excluded children and those in PRUs in more detail. This is a missed opportunity given that the report notes the outcomes for those with SCLN are poor (e.g. in terms of education, employment and potential criminality). Other research limitations include the unclear sampling and recruitment strategy, which may have skewed the results.

2.3.4 Methodological challenges of research with PRU attendees

The systematic literature review identified two relevant papers on methodological challenges in research with children in PRUs, both by the same authors, Pirrie and Mcleod (2009, 2010).

Pirrie and Mcleod (2009) is a reflective qualitative article on methodological challenges in real life research encountered following DfES commissioned research into the destinations of children excluded from special schools and PRUs. The article also discusses the label and definition of ‘BESD’ which is fundamental to this research thesis.

Pirrie and Mcleod (2009) discuss the difficulty they had in identifying the destinations of the students (N=30). This includes a discussion regarding the use of traditional epistemological approaches to research a ‘hard to find’ and ‘untraditional’ group. They also highlight ‘EBD’ needs of those in PRUs vary, although they do not expand upon this. They conclude that the challenges encountered are a source of data, which provide information about methodological approaches and the complexities of researching this group.

This paper helpfully highlights how crucial the ontological position and therefore methodological approach is. For example, they appear to have used a positivist approach which accepts the label ‘BESD’ as existing, rather than a social constructionist or critical realist position, which would consider the social and historical construct of the label to add another layer of depth to the research position. Further, they use labels such as ‘hard to find’ and ‘untraditional’ to describe the children, which according to Foucauldian thinking subjectifies the children. Arguably, use of such labels limits future research with those given the label by problematising both the children and the

‘untraditional’ epistemological position required, rather than adopting a critical realist position and flexibility of epistemological approach.

Additionally, the sampling strategy is unclear and therefore the research is unreplicable. Importantly, the government commissioned this research, but the research questions remained unanswered. Therefore, instead, it appears to have been published to account for reasons why the research was not possible rather than considering other ways of gathering the information (such as asking the key workers to distribute the letters to the participants rather than attempting to gather their personal details).

Crucially, this research has raised ethical questions regarding the recruitment strategy used in the gathering of information from the local authority without the children’s or parent’s consent. Whilst the research was commissioned by the government, it is not ethical to gather information without consent. Certainly Foucault would argue that this is an example of power and knowledge being used within a hierarchical society.

Pirrie and Macleod (2010) research is an expansion upon their 2009 paper. It continues to consider the epistemological challenges of social real-world research using qualitative research methods (reflexivity and field notes). It considers some additional points, such as the challenges of commissioned research focused on outcomes defined by another party (e.g. the DfES in this instance). It also highlights the key role of ‘gatekeepers’ in the recruitment process, as well as the number of people involved in some children’s lives which can add to the complexity of the research.

Therefore, it expands upon Pirrie & Macleod (2009) by considering methodological ways forward in terms of the challenges from commissioned research and measuring ‘outcomes’. It highlights the importance of the research journey, reflexivity and meeting the research aims. However, the researchers still appear not to acknowledge the ethical issue of obtaining information on children without consent. Additionally, the narrative style adopted in this article makes it difficult to read, such as quoting Taussig (1992), ‘Surely the sense includes much that is not sense so much as sensuousness, an embodied and somewhat automatic ‘knowledge’ that functions like peripheral vision, not studied contemplation, a knowledge that is imageric and sensate the ideational’ (Taussig, 1992, p. 141, quoted in Pirrie & Macleod, 2010, p. 370).

2.4 CONCLUSIONS LINKING THE PREVIOUS RESEARCH AND THEORETICAL FRAMEWORK TO THE CURRENT RESEARCH AIMS

There appears to have been some research into the effectiveness of PRUs (e.g. Garner, 1996; Ofsted, 2007), some of which acknowledges the need for further assessment and insight into the needs of children excluded from school (e.g. Gross, 2011; Talyor, 2012) and the voice of the children in the PRUs (e.g. Solomon & Rogers, 2001; Mainwaring and Hallam, 2010; Hamill & Boyd, 2002), although there are some methodological and interpretative limitations of this.

There also appears to be a lack of psychological theory applied to or used to interpret the research to understand the complex strengths and needs of PRU attendees. There is a gap in the research around understanding the strengths and needs, or psychological ‘profile’. This includes cognitive abilities (Solomon & Rogers, 2001; Mainwaring and Hallam, 2010) and attitudes and self-efficacy towards themselves. Additionally, it appears that narratives have been explored in some research (e.g. Hamill & Boyd, 2002), but warrant further exploration to add to the research base given the human rights of children to be included in decisions that affect them (United Nations Convention, 1990). Importantly, there appears to be limited research into how it is possible that children can talk about their experiences in the way they do (e.g. Foucault) possible subjectification.

To address the research gaps this current research aims to provide a unique contribution to the field of educational and child psychology by considering the profiles and constructs of PRU attendees. The purpose of this research is to support PRU attendees and inform preventative approaches.

CHAPTER 3: METHODOLOGY & DATA COLLECTION

3.1 INTRODUCTION TO CHAPTER 3

The previous chapters introduced the background to this research (Chapter 1) and critically considered the current research base (Chapter 2). This chapter details the research aims and questions building upon the previous chapters. It then outlines the research design, data collection and data analysis methods used, as well as detailing the ethical considerations accounted for in this research before presenting the research findings (Chapter 4).

The methodology used in this research explores the attitudes of children in PRUs towards themselves and school via a Foucauldian perspective. Additionally, a cognitive assessment tool was used (BAS3, Elliot & Smith, 2011a) in two ways; 1) to consider the cognitive abilities of children in PRUs according to the traditionalist and positivist form of assessment as there is a gap in the current research base, and 2) to engage in a critical analysis and de-construct this form of social practice. Conversational-style interviews were conducted to provide individual data on participants' constructs and analysed using a deductive Foucauldian informed thematic analysis.

3.2 RESEARCH AIMS AND PURPOSE

3.2.1 Research Aims

This research aims to address the issues identified in the literature review (Chapter 2). This includes addressing gaps in the research regarding PRU children related to their 'profile' of socioeconomic data, their attitudes towards school and themselves and their cognitive abilities. Additionally, this research aims to consider the children's constructions through a Foucauldian perspective to consider how it is possible for the children to construct their experiences in the way they do and to ultimately consider those social, political and historical factors, which make their constructions possible.

3.2.2 Research Purpose

Creswell (2009) outlines 4 types of purpose; exploratory, explanatory, emancipatory and evaluative. The purpose of this research is exploratory and emancipatory. Exploratory research is interested in understanding a little known or researched phenomenon (i.e. the profile of PRU attendees and their discourse construction). This research also has an emancipatory purpose, which creates opportunities for groups (often minority groups) to be involved in change and seeks to empower them (i.e. seeking children's views about their attitudes and beliefs and how they talk about their school experiences). Further, the purpose of this exploratory and emancipatory research is to add to the evidence base available to EPs to support children and staff in PRUs and to inform preventative approaches.

3.2.3 Researcher's position: Conceptual, theoretical, ontological and epistemological position

It is vital for researchers to be aware of their ontological and epistemological position in order to engage in reflexivity to consider how their position affects the methodology and data interpretation. Reflexivity involves awareness of the researcher' own beliefs, views and history and their impact upon the research, '... the researcher filters the data through a personal lens in a specific socio-political and historical moment. One cannot escape the personal interpretations brought to qualitative data analysis'. (Creswell, 2009, p. 18). Therefore, it is important for the researcher to be aware of their assumptions about PRUs, inclusion, BESD and exclusions, the purpose of the research, fears regarding the research and intended audience for the research. To support this, a research journal was kept to consider the researcher's views and position in the research, as well as noting key issues and decisions made. At the heart of this study the researcher had a concern for inclusion, the rights of children, equal opportunities and social justice.

As this research is set within the educational and child psychology context, it is vital to be aware of psychological theory, conceptualisation and ontological and epistemological positions held. This research draws upon a number of psychological theories and approaches; cognitive psychology, personal construct psychology, attachment theory and a Foucauldian perspective.

This research adopts a critical realist ontological position. Ontology refers to the

‘worldview’ (Creswell, 2009) one holds, which is ‘... a basic set of beliefs that guide action.’ (Guba, 1990, p.17). Within ontology there are various different types of positions, from viewing the world as having measurable phenomenon containing ‘truths’ with cause and effects (positivism), to viewing the world as constructed from different perspectives rather than there being one truth (constructionism). Situated between these two polar-opposites is a critical realist perspective, which assumes there to be measurable realities influenced by perspectives, constructs and social history and therefore there are multiple realities. This position is appropriate for this research which views the research through a Foucauldian lens, considering constructs and knowledge to be possible due to mediating factors from society, history and politics.

This research therefore considers that BESD exists, but the meaning and, especially, the labels given to the difficulties are socially and individually constructed. Therefore, the interpretation given to ‘behavioural difficulties’ may be different between people due to their experiences, perceptions and social history. This position also assumes that decisions based on the label of BESD will be individual and provision or choice to exclude a pupil will be determined by the individual interpretation of the behaviour or event. Furthermore, the children’s constructions are to be understood from a position of critical realism and psychological theory, such as PCP and attachment theory and through a Foucauldian perspective.

From the ontological position selected it is important to consider the epistemological position used to find out about the world or phenomenon. Social anthropologists, Moore and Sanders (2005), suggest epistemology refers to the explanatory principles as the foundations on which particular bodies of knowledge are built. It involves a way of thinking, which includes some possibilities and eliminates others (Foucault, 1972). From a critical realist perspective, epistemology involves exploring the process causing the event, including being explicit about the researcher’s views and beliefs (Mertens, 2010). Again this sits comfortably with the current research, which is interested in the profile of the children and how it is possible for children to construct their experiences in the way they do. The methodological approach for exploring this is further discussed below.

3.3 RESEARCH QUESTIONS

The central descriptive, quantitative and qualitative integrated research question is ‘What are the characteristics, beliefs and Foucauldian themes of children in Pupil Referral Units?’ There are three subsidiary questions research questions (RQ):

1. Research question 1 (RQ1) - What are the beliefs and attitudes of PRU attendees towards school and themselves?
2. Research question 2 (RQ2) - What are the cognitive abilities of PRU attendees?
3. Research question 3 (RQ3) - What are the Foucauldian themes identified from PRU attendees’ constructions?

3.4 RESEARCH DESIGN

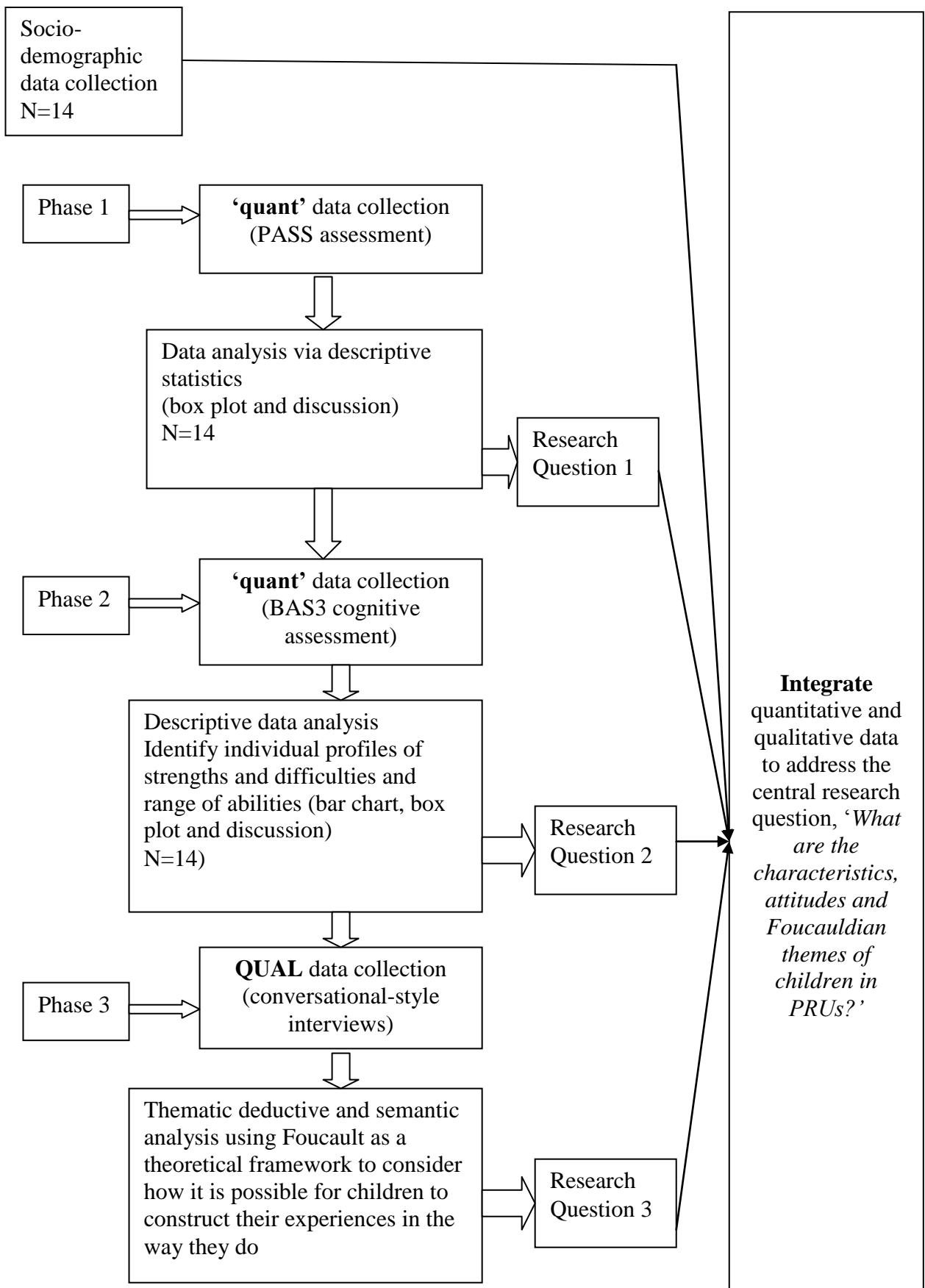
3.4.1 Mixed methods design

This research used a mixed methods design utilising both quantitative and qualitative data collection and data analysis. Quantitative data involves numerical data, statistics and descriptive analysis. This approach assumes objectivity and testing of hypotheses to explore the relationship between two variables and is associated with positivist ontology. Qualitative data is interested in exploring social constructs, language and beliefs and is usually aligned with constructionist ontology.

The mixed methods design was selected as it provides a broader data set and a richer understanding than either method can provide alone (Creswell & Plano Clark, 2007). It also adds individuality to quantitative data, which is vital to this research in considering individuals’ profiles rather than considering the sample as one homogenous group. It also encourages multiple world-views, which sits within the critical realism perspective adopted in this research and allows for complex real world issues to be explored.

Usually the mixed method design takes a phased approach to data collection in responding to the research questions and can involve a complementary approach (where there is one dominant approach), or convergence (where there is equal weighting and triangulation occurs). This research used a complementary approach with quantitative data (*‘quant’*), as the secondary method of data collection, and qualitative data as the principle method of data collection (*‘QUAL’*). The two approaches and data was integrated at the point of data interpretation. The research design, including data integration is visually represented below in Figure 1.

Figure 1: Visual representation of the mixed methods data collection integration strategy



3.4.2 Single case study design

This research used a single case study design of one local authority's (LA) PRU provisions. Importantly, the study focused on the voice of the children attending the LA PRUs.

3.4.2.1 The single case study research context: Local Authority background

To provide a context in which the research took place, relevant LA information will first be outlined before addressing the single case study design in more detail. LA data has been anonymised, approximate figures provided and potentially identifying data has been removed to promote LA anonymity.

The LA is within the UK and has a number of districts. There is a large discrepancy between the most affluent areas and families and the most deprived. For example, the LA is reported to be within the one-third of the UK's least deprived authorities. However, a more detailed examination indicates that there are pockets of significant deprivation, expressed in some areas within the LA being within the 20% of the UK's most deprived districts (Department for Communities and Local Government, 2010). Approximately 25% of the LA population is considered to be 'economically inactive' (i.e. not in work and not actively looking for work. This also includes people who retired, students and those classified as unable to work due to sickness). Approximately 20% of children in the LA are considered to be living in poverty. There are a ³ number of PRUs within the LA, all of which were included in this research and all of which are physically situated within areas of high deprivation.

Regarding education, approximately three-quarters of all primary children achieved the national average (National Curriculum Level 4) and approximately ½ of children achieve 5 A*-C grades in GCSEs. However, approximately 3% of children have a Statement of SEN, which is higher than the national average of 2%. Approximately 1% of school-age children are permanently excluded from school in this LA.

Therefore, the context in which this research was conducted initially appears to be a relatively affluent LA with positive educational outcomes. However, further analysis indicates that there are areas of significant deprivation where some children are living in

³ The exact number of PRUs in the LA has been intentionally not been reported here in order to preserve LA anonymity.

poverty and receiving exclusions.

3.4.2.2 The single case study

Case studies provide an in-depth analysis of either single or multiple cases (Robson, 2002) using a strategy, which involves investigation of a phenomenon within the real world setting (Yin, 1994). For the purpose of this research, a single case approach was adopted and the ‘case’ is the LA in which the children attending PRUs are the focus. This enables exploration of the children’s experiences and constructs of the LA’s PRU policies and practices.

Case studies tend to use multiple sources of data and involve data analysis using both number and description (Willig, 2008). Bromley (1986) argues that in using this type of flexible design and to maintain clarity and purpose, the researcher must adopt a focused and organised approach to data collection and analysis. Additionally, Anastas and McDonald (1994) highlight case studies have an ecological validity in seeking to understand socially constructed worlds, (i.e. the local authority PRU provision, policies and practice in this research) and assume a position of multiple realities rather than seeking to find an ‘absolute truth’,

‘Because all methods of study can produce only approximations of reality and incomplete understanding of the phenomena of interest as they exist in the real world, the findings of a flexible design [case studies] can be seen as no more or less legitimate than those of any other type of study.’ (p. 60).

This method is not concerned with statistical generalisation to the wider population, but rather with analytical generalisation, ‘Here the data gained from a particular study provide theoretical insights which poses a sufficient degree of generalisability or universality to allow theory projection to the other contexts or situations.’ (Sim, 1998, p. 350). Therefore, this research seeks not to generalise to the whole population or to other local authorities, but to use the findings to better understand the individual’s profiles, explore common themes and to consider the how this LA’s policies and practices make it possible for the children attending the PRUs to construct themselves and their experiences in the way they do. In turn, this may then support in understanding those students at risk of exclusion in the future. This provides a unique research opportunity in a move away from the traditionalist behaviourist approach to research with those in PRUs with BESD.

3.4.3 Research techniques and measures, including trustworthiness (validity and reliability)

Validity refers to the extent to which the measure actually measures what it claims to and reliability refers to the consistency of results obtained. The validity and reliability research and measures in relation to this research will now be discussed.

3.4.3.1 The Pupil Attitude to Self and School (PASS) (W3 Insights, 2002)

The first research question concerns PRU attendees' attitudes and beliefs about themselves as learners and towards school. Adopting a traditional psychology epistemology, this research question is interested in responses from PRU attendees compared to a normative sample. Therefore, data collection needed to involve a standardised norm referenced measure. The Pupil Attitudes to School and Self (PASS) (W3 Insights, 2002) was selected. This is a self-report computer based assessment (CBA), a method shown to engage children and to be effective in gathering students' views (Singleton & Thomas, 1994).

The PASS is a 4-point rating scale consisting of 50 statements about school and learning situations. This includes 9-factors: 1) Feelings about school, 2) Perceived learning capability, 3) Self regards, 4) Preparedness for learning, 5) Attitudes to teachers, 6) General work ethic, 7) Confidence in learning, 8) Attitudes to attendance, and 9) Response to curriculum demands. Standardised scoring provides a percentile score for each factor. The results can be used to provide individual profiles of areas of strength and difficulty regarding learning and school experiences.

The PASS was standardised with a large number of children ($N = 14,000$, aged 7-18 years old in 100 schools) and found to have high face and content validity. For example, factor 8 regarding Attitudes to Attendance was found to have a strong positive correlation (0.91) with the students actual attendance. The PASS was also shown to have statistically significant correlations between the nine factors and the actual attainment (range 0.01 and 0.05). This suggests that the PASS has strong construct validity and also has predictive value. It was also found to have internal reliability between items in the computer questionnaire, which shows patterns between similar areas, such as between Perceived Learning Capability and Confidence in Learning. Measures of reliability (i.e. consistently measuring attitudes over time) showed a strong correlation (0.85) indicating stability of the measures over time.

As the emancipatory research design is embraced in the research, observations and general findings for each individual were fed-back to participants. The PASS computer programme supported this process, as it provided instant results in a bar chart format. Participants were invited to give their views to consider testimonial validity.

3.4.3.2 British Ability Scales Third Edition (BAS3) (Elliot & Smith, 2011a)

To consider the children's cognitive abilities, the core scales in the British Ability Scales Third Edition (BAS3) (Elliott & Smith, 2011a) was administered to each participant. The BAS3 is a standardised assessment of cognitive abilities involving a battery of sub-tests, which are part of broader clusters of ability. The clusters include verbal ability, nonverbal reasoning and spatial ability. Combined, these areas provide a General Conceptual Ability (GCA) score (discussed in Chapter 1).

The BAS3 school age assessment was developed from research using a stratified sample based on a defined cell structure, which included a variety of geographical locations in the UK and covered a range of ethnic groups and ages (N=1480, 720 males:760 females, aged 3-17).

The BAS3 accounts for various types of reliability: homogeneity, accuracy of individual items, appropriateness of time difficulty, temporal stability and inter-rater reliability (Elliott & Smith, 2011). The sub-scales in the core scales for children (5-17 years), regarding internal reliability, demonstrated strong positive correlations (range: 0.75-0.94). The cluster scores also have strong positive correlations for internal reliability (0.81-0.96).

Temporal stability of the BAS3, which indicates the extent to which cognitive abilities remain consistent over time (i.e. test-retest reliability), draws upon the earlier BASII (Elliott, Smith & McCulloch, 1997). This found a strong external reliability for the various core scales of, correlation range 0.64 – 0.91. However, it is acknowledged in the current research that this is now dated information and not based upon the updated BAS3.

The BAS3 recognises there will always be an element of error in a test due to extraneous variables and accounts for this by assuming a confidence interval of 68%,

(i.e. one can be 68% certain that the true score lies within 1 standard error of measurement of the observed score). This is a strength of the BAS3 as the parameters for interpretation and understanding of where the ‘true’ score may lie are accounted for.

Elliot and Smith (2011b) report that validity of the BAS3 is considered in comparison to the BASII. They note, for example that re-standardisation of assessments generally requires a higher raw score on the assessments in order to achieve the same standard score as it would have done in the previous BASII, ‘... this is because the average ability in the population has risen.’ (p. 155) (also known as the ‘Flynn Effect’, Flynn, 1987). Therefore, the new BAS3 has been adjusted to take account of this by re-standardising the ability scores (Elliot & Smith, 2011b, p. 156).

The BAS3 has internal construct validity evidencing that the sub-scales measure what they claim to (Elliot & Smith, 2011b). This requires both convergent and discriminant validity. This exists in the BAS3, for example, discriminant validity can be seen in the items which are not considered to measure the same construct, such as word definition and pattern construction with a correlation of 0.30. This shows there is a weak correlation and that whilst there is some relationship they do not appear to measure the same constructs. For convergent validity, the BAS3 shows strong correlations for subscale items, which set out to measure aspects of the same construct, such as the strong correlation (0.91) for word definition and verbal similarities subscales. Strong correlation between the subscale and the composite score was also found (e.g. 0.62–0.81 between the cluster score and the relevant sub-scales), indicating strong internal convergent validity.

Having considered the strength of the reliability and validity of the BAS3 it was decided to use this normative assessment to consider the children’s cognitive abilities according to this social practice. Checks were made to see if the child had recently been assessed using the BASII or BAS3 (within the last 1 year). It was found that none of the participants had and therefore the full core scales were administered to all participants.

To promote the emancipatory design and testimonial validity, participants were provided with verbal feedback regarding their approach and performance to the BAS3 following completion. This was done via a conversation upon completion based on the researcher’s knowledge of using the BAS3 and observations of how the participant

performed. This approach used testimonial validity to energise and empower the participants in developing their own insights into their learning and thus promote catalytic validity.

Both the two quantitative measures used, PASS and the BAS3, were pre-existing measures, standardised on large groups of children to establish both their reliability and validity.

3.4.3.3 Conversational-style interviews

This research is also interested in how it is possible for the children to construct their experiences in the way they do. Consideration has been given to methods for collecting data to apply Foucault to data analysis (discussed below) in this research. Application of Willig and Stainton-Rogers (2008) on using Foucauldian analysis noted that any ‘text’ could be used for such an analysis. Therefore, interviews were conducted with children in PRUs to gather data and ‘text’ (transcripts), which considered the children’s experiences.

To explore relevant topics in depth, conversational-style interviews (Kvale, 1996) were selected. Conversational-style interviews allow for the conversation to remain open and adaptable to the interviewee’s priorities allowing them to talk about what is important for them within topic areas, rather than having pre-determined questions. Kvale, (1996) viewed interviews as, ‘... an interchange of views between two or more people on a topic of mutual interest...’ (p. 14). Six topic areas were selected related to the themes of the research:

1. Participant’s previous school experience
2. Participant’s current school experience
3. Participant’s views on exclusion
4. How the participant views themselves (current self)
5. How the participant constructs the public view of them
6. Participant’s future hopes (future self)

The topic areas were shared with the participants at the start of the conversational-style interview and open questions were used throughout. Probing questions, such as ‘can you tell me more’, were used where participants either required further support or the

topic being discussed is thought to be able to expanded upon.

Importantly, the conversational-style interviews took place as the final stage of data collection with participants. By this time, the researcher had spent several hours with the young person over several weeks. It therefore fits the researcher's epistemological and philosophical approach, to engage in a more natural conversation-style interview than a formal interview. Additionally, the conversation-style interviews used techniques from Egan's (2007) interpersonal problem-solving and narrative research (a strategy for hearing the stories of others and re-storying them into a narrative chronology, Clandin & Connolly, 2000; Creswell, 2009). This provided a consistent framework, as well as flexibility.

Qualification criteria outlined by Kvale (1996) were considered to support the preparation:

Table 3: Kvale's (1996) 10 criteria for researcher qualification in conversational-style interviews

Criteria for Researcher using conversational-style interviews	
1	<i>Knowledgeable</i> : is thoroughly familiar with the focus of the interview; pilot interviews of the kind used in survey interviewing can be useful here.
2	<i>Structuring</i> : gives purpose for interview; rounds it off; asks whether interviewee has questions.
3	<i>Clear</i> : asks simple, easy, short questions; no jargon.
4	<i>Gentle</i> : let people finish; gives them time to think; tolerates pauses.
5	<i>Sensitive</i> : listens attentively to what is said and how it is said; is empathetic in dealing with the interviewee.
6	<i>Open</i> : responds to what is important to interviewee and is flexible.
7	<i>Steering</i> : knows what he/she wants to find out.
8	<i>Critical</i> : is prepared to challenge what is said, for example, dealing with inconsistencies in interviewees' replies.
9	<i>Remembering</i> : relates what is said to what has previously been said.
10	<i>Interpreting</i> : clarifies and extends meanings of interviewees' statements, but without imposing meaning on them.

Reliability and validity issues were accounted for by following quality criteria (Yardley, 2000). Firstly, to promote credibility, one needs to consider the correspondence between the way the participants may perceive social constructs and how the researcher expresses their views. This can be monitored via member checks, similar to inter-rater reliability in quantitative research, and for this research, the researcher ensured transparency in data interpretation and also member-checks with the research supervisor. Dependability was promoted by maintaining research records on the approach, decisions and interpretation. This included keeping records of paperwork received and a research journal of key decision points. This supported conformability by being clear on reasons and process involved in the interpretation of the data.

This type of research also involves the researcher being aware of their beliefs, positions and interpretations (interpretative validity) of the data through a process of reflexivity. Thus promoting transparency in terms of the process, decisions made and interpretation of the data is related to theory (personal construct psychology) and therefore promotes theory validity.

3.4.3.4 Field notes and research journal

To promote reflexivity and dependability validity, written records were kept throughout the research. These included two inter-related forms of documentation; 1) field notes to record data collection and notes specific to the institution (PRU), and 2) research journal to record research activities, research tutorials, key decisions, thoughts, feelings, action points and any other research related activities.

Field notes were organised via the PRUs where participants attended and included observations of the context, response and behaviour of the participant and any other points of interest. This provided a further opportunity for the researcher to engage with the data and revisit initial hypothesis and developing questions (Bogdan and Biklen, 2003).

A paper audit of the research was also kept, which included a log of recruitment, log of data phase completion and log of contact with the Head of the PRU to arrange the visit. All other research notes were included in the research journal

A research journal was kept throughout the research; from the initial research stage, through to data collection, analysis and writing the research up, ‘... there is much to be said for starting a diary on day one of planning the project’. (Robson, 2002, p. 1). This documented various research activities, including recruitment, contact with people, notes from tutorials, researcher thoughts and feelings, action points and, importantly, noted key decision points and why the decision was made.

The importance of the researcher engaging with their research and being involved in the cycle of reflection upon the information and experiences gathered is a vital component of qualitative research. Bogdan and Biklen (2003) define the reflective diary as, ‘.. the written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study.’ (p. 11). In addition to recording what was observed and experienced, feelings were also noted to promote reflexivity, ‘Here (research journal) is a ‘safe-place’, a haven for feelings, fears, doubts, suspicions, intuitions all have an honoured place.’ (Ely, Anzul, Freidman, Garner & McCormack, 1991, p.18).

In addition to the validity measures noted above, the researcher needed to be aware of potential researcher bias, such as the influence of views of the PRU staff upon the researcher. This type of validity issue was considered in the research journal in order to promote reflective validity related to the researchers understanding and interpretation of information received.

3.4.3.5 Socio-demographic data

Socio-demographic data for the participants was also collected. This provided background and contextual information, building a rich picture conducive with the single-case study design and also supported data analysis. This information was collected through looking at school files, talking to staff and accessing the local authority database, once the young person and parents gave their consent. The data was then entered onto an Excel spreadsheet and included the following areas:

- Ethnicity
- Number of schools attended
- Number of exclusions (fixed-term and permanent)
- Special Educational Needs (SEN) level – school action, school action plus, or Statement of Special Educational Needs

- Primary Need
- Other agency involvement
- Child in Care (CiC)
- Living arrangements - note of who they live with (parent/s, foster carers and therefore a child in care)

3.5 RESEARCH PARTICIPANTS AND SAMPLING PROCEDURES

The research participants included 14 children aged 11-15, attending one of ⁴several PRUs within a local authority. The sampling procedure involved a non-probability approach (i.e., the probability of each individual being selected was unknown due to a purposive sampling strategy being used).

The recruitment strategy involved contacting the Headteacher of the PRU to introduce the research and request support with the research. This initially involved them sending the recruitment letters to parents and guardians to introduce the research and ask them for parental consent. If parents consented, they were asked to send their completed forms back to the PRU. The researcher arranged a time to contact the PRU to establish the number of parental consents received and to then arrange an initial time to meet the participants. Therefore, participant names and details were only made available to the researcher following parental consent.

The initial meeting with the participants took place between the researcher and the child for whom parental consent had been obtained. The research purpose was explained, including the ethics (e.g. right to withdraw, data storage, anonymity, etc.) Participants were given a leaflet to take away and if they were happy to take part, they were asked to complete the child agreement slip on the leaflet, return it to the PRU. This strategy was selected to reduce any pressure on the participants to agree to take part.

The researcher then contacted the PRU to establish if the child had completed their form to indicate they were willing to take part, and if so, then arranged for the initial data collection phase to take place. Further data collections dates were then arranged to suit the child and the PRU.

⁴ The exact number of PRUs has intentionally not been included to preserve the anonymity of both the children and the local authority.

All participants recruited were involved in all three stages of research to address the four research questions.

3.6 ETHICAL CONSIDERATIONS (AXIOLOGY)

In carrying out a study as a research practitioner it is vital to ensure good quality and ethical research. The rights and anonymity of the children, PRUs and local authority remained at the heart of this research.

Ethical consideration includes four core areas; research quality, protection from harm for the participants and researcher, anonymity and confidentiality, and informed consent (University of East London, 2011). Given this research uses both quantitative and qualitative data, consideration was given to quality issues, such as reliability and validity issues as discussed above, as well as ensuring reflexivity, vital in qualitative research in the real world. Importantly, this research followed the legal and ethical rights of the child (e.g. UN Rights of the Child, 1990). This was particularly important in this research, which seeks to give a voice to children who are termed ‘hard to reach’. Additionally, this research was sensitive to gender, language, sexuality, age, disability or cultural issues. The researcher approached the research without judgement, was sensitive to the context in which the research took place and was also aware of their views and position through reflexivity.

This research followed ethical guidelines set out by the British Psychological Society (BPS) (2009) following the four core ethical principles for practice and research; Respect, Competence, Responsibility and Integrity. This involved respecting the rights of those involved in the research at all times. This included providing clear information about the purpose of the research, involvement of participants, data storage and promoting anonymity. This was included in the initial letter sent to the Headteachers of PRUs (see Appendix D), in the letter to the parents/carers when requesting their consent (see Appendix E) and importantly in the discussion with the children and in the leaflet they were provided with to consider in their own time (see Appendix F). Participants were clearly informed of their right to withdraw from the research up to the data analysis stage when their data was no longer identifiable.

The researcher ensured knowledge and skills in working with children, applying psychology and using the measures in this research (such as the PASS, BAS3 and

conversational-style interview). The researcher also sought specialist advice on Foucault in order to develop a suitable analysis using Foucauldian thought.

The researcher was aware of their responsibility to the profession of psychology and sought to do more than ‘avoid harm’ (BPS, 2009, p. 18), but promote the rights of children and seek to empower them by giving them a voice. The researcher was also striving to promote integrity through the research, ‘Psychologists value honesty, accuracy, clarity, and fairness’, (BPS, 2009, p.21) by keeping a research journal and being clear on the data analysis and interpretation and promoting clarity and equality in the research.

This research also follows the Health Care Professions Council (HCPC) (2008) standards, such as acting in the best interests of the client (standard 1), respecting confidentiality (standard 2) and acting within the limits of knowledge and skills (standard 5) by ensuring the researcher was knowledgeable in the research measures used and seeking guidance from within university or from external specialists as appropriate. The University of East London gave ethical approval for this research to be carried out (see Appendix G) and data collection took place only after this approval was given.

Following the data collection, the children, parents and Heads of the PRUs were sent a thank you letter as a courtesy and in acknowledgment of their voluntary participation. The children were also provided with a participation certificate (see Appendix H). The letters reiterated the purpose of the research and explained the current and next steps of the research. Importantly, once the complete thesis research has passed viva, the children, PRU Heads and parents will be provided with a brief and accessible summary of the anonymised findings. This will include consideration of some of their key messages and the findings, which will be shared with a view to promoting change in policy and practice.

3.7 PROCEDURE

There was a clear process for recruiting participants and order of research phases:

Table 4: Research procedures and timeline

Date	Phase of Research & Activity
February 2012	Recruitment: Contact PRU Headteachers
March 2012	Recruitment: Parental recruitment letters sent
March-April 2012	Recruitment: Contact PRUs to establish parental responses
April-May 2012	Recruitment: Initial visit with participant
May 2012	Recruitment: Contact PRU to establish child's response
May-June 2012	Data collection: Socio-demographic data
May-June 2012	Data collection: Phase 1 – PASS
June-July 2012	Data collection: Phase 2 - BAS3
June-July 2012	Data collection: Phase 3 - conversational style interview
August-Oct 2012	Data sort: Anonymise children, PASS, BAS3 & transcribe
December 2012	De-briefing letters: Participants, parents and PRU Headteachers
September 2012-May 2013	Data analysis & thesis write-up

An audit trail was kept throughout, involving the following:

- **Recruitment log** - of contact made with PRUs and dates and notes of when parental consent was obtained and when children agreed to take part
- **Data collection log** – note of phases of research completed
- **Field notes and file** – organised per PRU. The file included contact details of the PRU Heads and secretaries who were key to arranging appointments. The parental consents and child agreements were also kept in this file and taken to appointments to ensure a copy of parental and child consent was available at each meeting.
- **Research journal** – noted chronologically the research activity, including the researcher's key thoughts, feelings, observations, dilemmas and decisions

3.8 DATA ANALYSIS

Following the mixed-method design, the three data sets were analysed individually to respond to the relevant subsidiary research question. To answer the central research question, the three analyses were integrated, including the socio-demographic data.

3.8.1 Descriptive statistics to address Research Question 1

For research question 1 using the PASS, the data produced was the individual participants' responses to the items on the computer questionnaire, which were automatically scored on the computer (see Appendix J for an anonymised example of a PASS Summary Report). The children's attitudes were then analysed using descriptive statistics, in particular box plots (see Appendix M for converted quartile box plot data) to consider the dispersion and range of data for each of the nine factors. Individual profiles were considered as well as trends across the participants.

3.8.2. Descriptive statistics to address Research Question 2

Research question 2 was addressed via the responses to the sub-tests being calculated and then entered onto the online BAS3 scoring system (see Appendix L for an example of an anonymised BAS3). This involved considering assessment as a form of social practice within the institution of education and organization. It enabled the researcher to address the question of cognitive abilities of children in PRUs, identified as a gap in the literature. Furthermore, it allowed the researcher to build their understanding of the use of assessment as a social practice for children in order to then de-construct this practice and engage in a critical dialogue about this traditional form of social practice. This was framed through Foucauldian thinking, considering the EP's role, influence of power and governmentality and subjectification (i.e. dividing practices, which label the child to make them a 'subject' according to this particular social practice).

The BAS3 information was transferred onto the Excel spreadsheet and analysed via descriptive statistics at the individual level via bar charts (see Chapter 4). Trends across the participants, and the dispersion and range of data, were considered using the descriptive statistic of box plots (see Appendix M for BAS3 conversion data to quartile box plot data).

3.8.3 Deductive and semantic thematic analysis using Foucault as a framework to address Research Question 3

To address research question 3, the audio recordings of each interview were transcribed verbatim by the researcher (an example of which can be seen in Appendix I and copies of all other transcripts are on the CD, in the pocket at the back of this thesis). The verbatim transcriptions from the conversational-style interviews, were analysed via a post-structuralist, deductive theoretical and semantic Foucauldian informed thematic analysis. It should be noted that this is a novel approach to thematic analysis and in response to Foucault being purposefully unprescriptive in how his work could be used, ‘What I say ought to be taken as ‘prepositions’, ‘game openings’ where those who may be interested are invited to join in: they are not meant as dogmatic assertions that have been taken or left en bloc.’ (Foucault, 1991, p.77). Therefore, a pragmatic approach to analysing the data has been used in this research using Foucault’s ideas and alongside a recognised qualitative analysis method; thematic analysis.

Thematic analysis is a method for identifying patterns in the data by capturing ‘themes’ from the data, which are important to the research question. In the current research, frequency of themes was not the key factor in establishing a theme, but rather themes were derived in response to the research question and where items relating to Foucauldian thought were identified. Therefore, a deductive theory driven analysis was used by applying Foucauldian thought to identify relevant units of information and patterns across the data sets (Braun and Clarke, 2006). Semantic themes were identified (i.e. those explicitly present in the data). Latent consideration (i.e. considering the assumptions, such as social conditions on which the experience is based) was then applied at the interpretative and discussion stage (Chapter 5). Braun and Clarke (2006) noted that thematic analysis is often poorly defined and, as a response, developed a 6-step guide for systematically and accountably conducting a thematic analysis, as detailed below.

Phase 1 – Familiarise self with the data

The researcher typed up all transcripts from the audio recordings in order to be fully immersed in the data. This involved listening to the audio recordings many times and re-reading the transcripts to check for accuracy, thus supporting the researcher to be familiar with the data before coding took place. Additionally, the researcher made notes in the research journal whilst transcribing, which was part of the interpretative stage.

Phase 2 – Generating initial codes

This phase of thematic analysis involved an initial list of what was in the data and was organised via Foucauldian thinking into the left column and each line for all transcripts. This included a series of analytical steps:

- a. Identifying the object, experience or event. *Objects* were identified as items talked about in general, such as the PRU. *Experience* was identified as the personal experience, thoughts or feelings about the object, such as the personal experience of being excluded. *Events* were identified as a specific incident, such as a particular discussion or incident with a teacher.
- b. Identifying how the object, experience or event was constructed. This was placed in the right column on each participant's transcript and for each line, such as ‘PRU constructed as “perfect”’. To promote the voice of participants’, their language was used and quoted directly.
- c. In the right column and below the construct analysis described above, a note on Foucauldian interpretation was added. Additionally, Foucauldian thinking and terms were operationalised following guidance from Arribas-Ayllon and Walkerdine (2008), this included the following areas:
 - **Problematisation** The object, event or experience which is made problematic
 - **Technologies** Including, power, governmentality, social practice and self-disciplining
 - **Subject positions** Positions constructed within society of another person/group (a cultural repertoire)
 - **Subjectification** Position taken up by the subject to achieve a social goal (such as ‘normalisation’)
- d. Other points of interest were also noted in this column, such as the participant’s use of power and reference to attachment theory.
- e. All constructs were then colour coded to make the task manageable and colour codes were noted in the research journal.
- f. Each transcript line/s were manually cut-up and grouped according to their colour and construct (e.g. ‘self’).

Phase 3 – Searching for themes

This phase involved searching for broader themes and therefore a broader and deeper understanding of how it was possible for the children to construct their experiences in the way they did. The codes were then sorted into potential themes. The cut-up constructs were stuck to flip-charts as part of this process to identify both super-ordinate and subordinate themes and to start to consider the relationship between the themes.

Phase 4 – Reviewing the themes

Phase four involved reviewing and refining the themes and collapsing some of the themes together, such as grouping ‘family’, ‘social time’, and ‘housing’ into a theme of ‘home life’. All flip charts were then laid out on the floor and arranged to give them order as informed through Foucauldian thinking, such as examples of institutional practices, governmentality and self.

Phase 5 – Defining and naming themes

The themes were again revisited and internal consistency was considered. Themes were again moved if it was felt that consistency was lacking. This phase of analysis also involved considering how the themes were located within the broader social, political and historical contexts. Analysis was again recorded in the research journal to start to interpret the analysis according to Foucauldian thinking.

Phase 6 – Producing the report

This final phase involves the write-up of the analysis, which is presented in Chapter 4. Braun and Clarke (2006) suggest that this phase needs to provide sufficient evidence for an analytic narrative. Therefore, the ‘findings’ will be reported using direct quotes from the children as evidence of their constructions.

3.8.4 Data integration process to address the Central Research Question

To address the central research question, the data analysis from the three research questions above, was integrated. Additionally, this included consideration of socio-demographic data to consider the broader and central research question regarding the profiles of children attending PRUs. Data integration was managed manually by visually comparing the box plots and recording the identified patterns and trends and through a Foucauldian framework.

3.9 SUMMARY

This chapter has outlined the mixed-methods emancipatory and exploratory research design, data collection and data analysis methods used in this study to address the central and three subsidiary research questions. The findings will now be presented in Chapter 4.

CHAPTER 4: RESEARCH FINDINGS

4.1 INTRODUCTION TO CHAPTER 4

This chapter presents the research findings following the mixed methods data analysis to address the research questions in developing an analytic narrative. The chapter is organised via the three subsidiary research questions and concludes with an analytical response to the central research question.

The key findings are presented under each research question and sewn together via Foucauldian thinking as a framework for this research. The chapter concludes with a summary of the 10 main research findings. Further interpretation of the data is presented in the final chapter of this thesis.

4.6 PARTICIPANTS' DETAILS

This research involved 14 participants aged 11-15 (key stage 3 and 4), attending⁵ one of the PRUs in one local authority. This included 11 (79%) males and three (21%) females. Children recorded their ethnicity via the preliminary PASS questions as white-British (12, or 86%), 1 (7%) child was of mixed raced ethnicity and 1 (7%) child was of traveller origin. All children will be referred to as 'them' or 'their', so they cannot be identified via gender to promote anonymity.

Participant details are presented in Table 5 below. It should be noted that data items rather than individuals' 'profiles' are reported to preserve anonymity.

⁵ The exact number of PRUs has intentionally not been included to preserve the anonymity of both the children and the local authority.

Table 5: Participants' details

Ethnicity	No. schools attended	No. Exclusions	SEN level	Primary Need	Other agency involvement	Children in Care (CiC)	Living arrangements (Live with both parents, single parents, grandparents, etc.)
Mixed race: N=1 Traveller: N=1 White British: N=12	Primary: N=1-3 Secondary: N=1-2 PRU: N= 1-2	No. of FTE per participant: N=3-11 No. days of FTE: N=0.5-26 days	None recorded: N=3 SA: N=2 SA+: N=4 SSEN: N=4 Undergoing statutory assessment: N=1	BESD: N=8 ASD: N=1 Not Recorded: N=5	EP: N=6 Psychological advice for statutory assessments: N=5 Consultation: N=1	N=2	Father only: N=2 Mother only: N=4 Both parents: N=7 Grandparents: N=1 Young carer: N=1 (i.e. care for parent/s)
	Moved from PRU to other school following research: a) Specialist EBD - N=4 b) Mainstream – N=2	No. permanent exclusions: N=3 participants	Statutory assessment being undertaken during period of research: N=1 SSEN request turned down: N=2 Not referred for SSEN: N=7		Other: Specialist Teaching Service: not recorded Health: N=1 Social Care: N=1		

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The data indicates that the participants had multiple school moves. It also shows some children were moved onto specialist provision (N=4, 29%) and some moved onto mainstream school (N=2, 12%) after the research. The majority of children (N=7, 50%) lived with both of their parents, two (14%) lived with their fathers only and four (29%) lived with their mothers. One child lived with their grandparents and two (14%) were classified as CiC.

Participants received multiple exclusions and three (21%) participants were permanently excluded from mainstream school. One participant attended a PRU on two occasions. Four participants (29%) had a Statement of SEN, which were issued whilst they have been attending the PRU. This suggests that they did not have a Statement before entering the PRU and their needs were prioritised as behavioural needs. This is further reinforced by the labels given to them with most (N=8, 57%) being classified as ‘BESD’. Seven participants (50%) had never been referred for a statutory assessment and two (14%) participants had a statutory assessment request turned down.

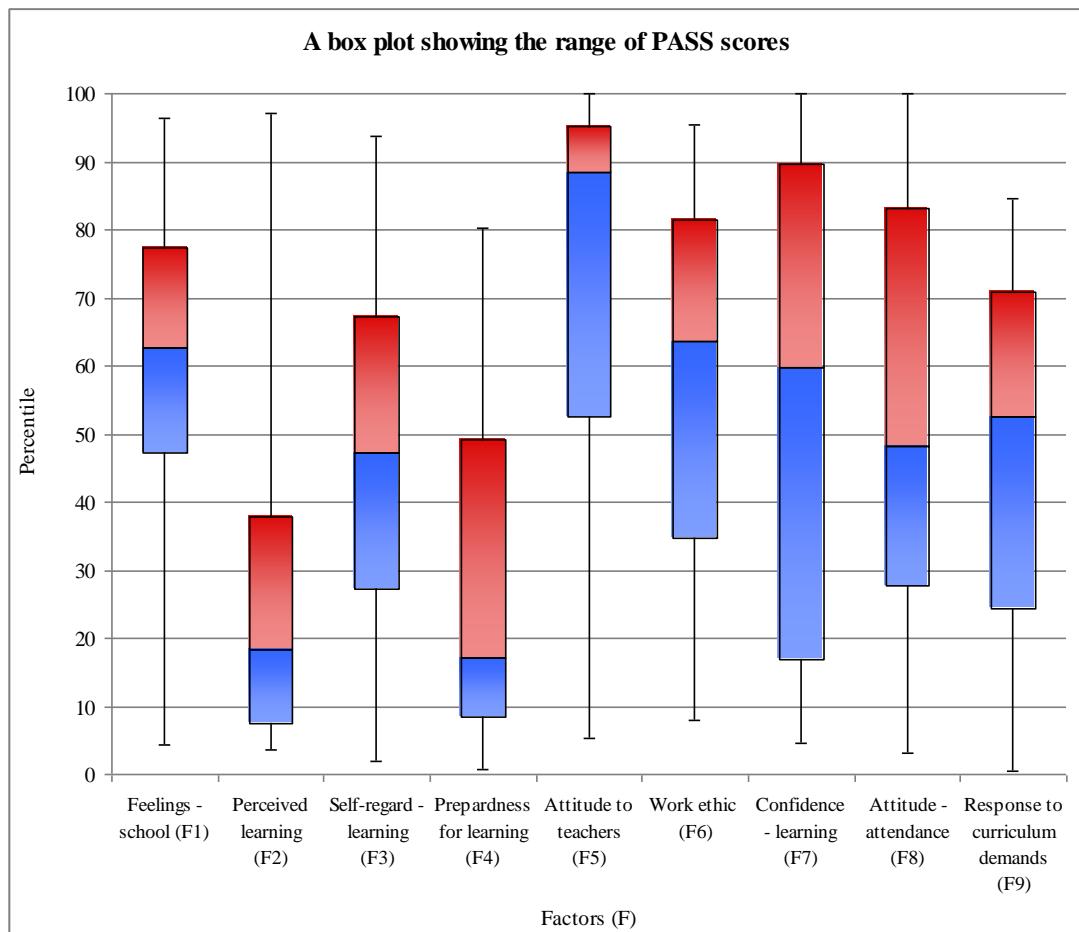
Six (43%) participants had been seen by an EP. For five (36%) this involved the statutory assessment and for the remaining one (7%) this involved a consultation. Eight participants (57%) were not known to the EP service.

Overall, the data suggests that the behaviour of the children is prioritised over other learning needs, as will be explored in response to Research Question 2 below. Further, there is a discrepancy between PRU attendees who are given the subject position of BESD, by default of being excluded, and the social practice of issuing a Statement for those children.

4.3 RESEARCH QUESTION 1: WHAT ARE THE BELIEFS AND ATTITUDES OF PRU ATTENDEES TOWARDS SCHOOL AND THEMSELVES IN COMPARISON WITH A NORMATIVE SAMPLE?

All 14 participants completed the *Pupil Attitude to School and Self* (PASS) (W3 Insights, 2002) on a laptop-computer with the researcher. An example of a participant’s ‘PASS Report Summary’ can be seen in Appendix J. Participants said the results generally represented their views, such as “*(laughed) that’s just like me*” (Participant 13), with some participants commenting that they were surprised at the results of some factors, particularly their positive attitude towards teachers.

Figure 2: Box plot showing the distribution of participants' scores for the Pupil Attitude to School and Self (PASS)



The distribution of percentile scores is highlighted in Figure 2. A low score indicates a negative attitude or perception and a high score indicates a positive attitude or perception. The raw data and conversion to quartile data for all participants can be seen in Appendix M.

The results indicate that the children had a range of different attitudes about school and themselves (i.e. minimum scores from the 0.4th percentile to maximum the 100th percentile). For seven out of nine factors, the median is close to or above the mean for the normative sample (i.e. 50th percentile). This indicates a general trend in PRU attendees' attitudes to themselves and school as neutral to positive.

However, low median scores were observed for 'perceived learning capacity' (factor 2) (median at the 17th percentile) and 'preparedness for learning' (factor 4) (median at the 18th percentile). This suggests some of the children felt learning was a challenge, such

as answering the statement ‘learning is difficult’ with ‘yes a bit’. Some children also felt unprepared for learning, such as answering the statement ‘I’m not good at solving problems’ with ‘yes a bit’.

Interestingly, although some of the children reported finding learning difficult, their effort and attitude towards work was generally positive, as observed in ‘work ethic’ (factor 6, median at the 64th percentile). Furthermore, ‘attitude towards teachers’ (factor 5) was extremely positive with an observed median in the 89th percentile with scores falling in the 1st quartile (the bottom line in the blue box) and the 3rd quartile (the top line in the red box) ranging from 52nd to the 95th percentile. Relationships with PRU teachers via a Foucauldian perspective will be further addressed in response to the central research question in order to examine how it is possible for children excluded from school to construct their attitudes towards teachers in such a positive way.

One of the largest distributions of percentile scores was observed for ‘confidence in learning’ (factor 7) with the 1st quartile score of the 17th percentile and the 3rd quartile score of the 90th percentile.

In summary, the research findings suggest that the children had widely varying attitudes towards themselves and school. This will also be further addressed in the central research questions (4.6) by comparing participants’ confidence levels with their ability scores from the BAS3.

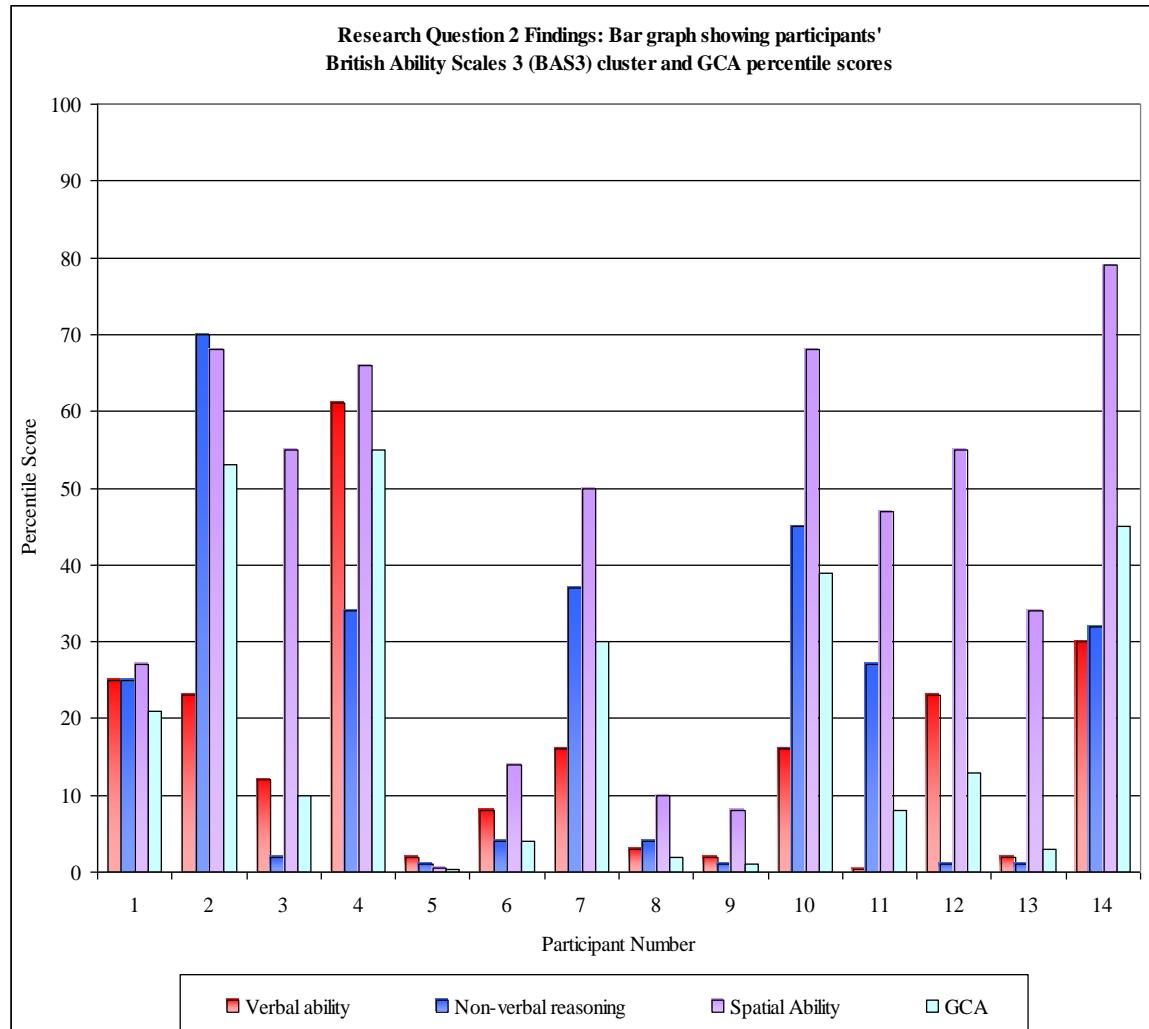
4.4 RESEARCH QUESTION 2: WHAT ARE THE COGNITIVE ABILITIES OF PRU ATTENDEES?

To address research question 2, the cognitive abilities of all 14 participants were assessed using the British Ability Scales - Edition 3 (BAS3) (Elliott & Smith, 2011a), as detailed in Chapter 3. Participants’ school records were checked to see if they had previously completed the BAS3. Whilst some had completed other forms of psychometric assessment, such as the Wechsler Intelligence Scale – Fourth Edition (WISC-IV), none had completed the BAS3 previously. See Appendix L for an example of a BAS3 results summary record.

The graph below shows the participants’ cluster scores for verbal ability, non-verbal reasoning and spatial ability (see Chapter 3, 3.4.3.2). Their General Conceptual Ability

(GCA) score is also provided.

Figure 3: Bar chart showing all participants' BAS3 cluster and GCA percentile scores



The data are reported in percentiles, which 'indicates the percentage of children of the same age in the normative sample who scored the same as or lower than the child being tested' (Elliot & Smith, 2011b, p. 54). The 50th percentile is the mean percentile and the Elliot and Smith (2011b) classifications were used (see Appendix K).

Figure 3 shows that participants' cognitive abilities varied between participants, suggesting that they are a heterogeneous. The cognitive profiles were uneven highlighting areas of strength and difficulty (e.g. Participant 10). The exception to this is participant 1 who had a relatively even profile in the range of 'average' to 'below average'.

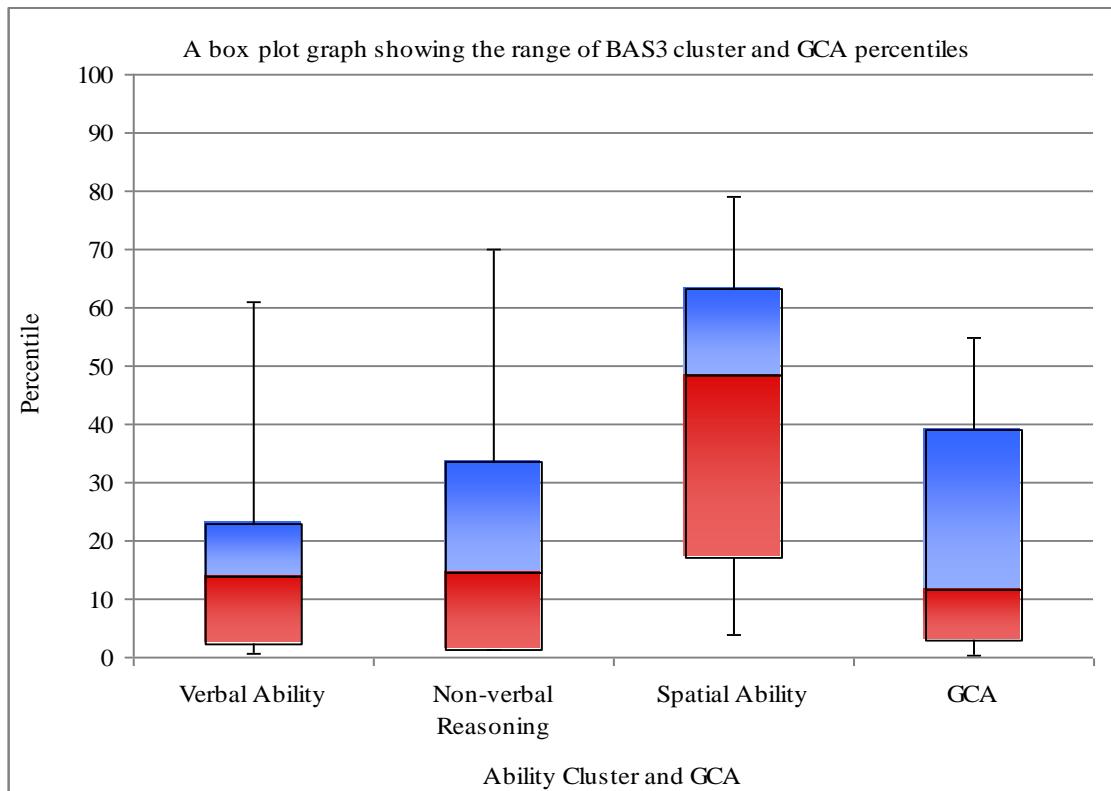
PRU RESEARCH: A FOUCAULDIAN PERSPECTIVE

Scores ranged from low scores of 0.5th percentile to high scores within the 79th percentile. Whilst non-verbal reasoning was an area of relative strength for 3 participants (Participants 2, 7, & 10), verbal reasoning was a strength for other participants, such as participant 4. However, verbal reasoning was an area of particular difficulty compared to the other areas for 4 participants (29%). Interestingly, 12 participants (86%) achieved their highest scores for the spatial abilities cluster with some participants scoring into the 60th percentile, slightly above the mean of the normative sample (i.e. 50th percentile).

The scores achieved for 12 participants (86%) were within the ‘below average’ range. In particular, participants 5, 6, 8 and 9 had significant difficulties ranging from the ‘very low’ to ‘low range’, such as participant 11’s verbal ability being within the 0.4th percentile.

It would be expected that most of the PRU attendees in this research would find aspects of the current national curriculum challenging given the results. For example, due to the high level of verbal instructions used in schools, a number of participants would find it hard to understand verbal instructions or indeed express themselves orally.

Figure 4: Box plot graph showing the distribution of BAS3 cluster and GCA scores



BAS3 results have been further investigated via a box plot (above) to consider the distribution of scores by cluster ability and GCA. The original data and conversion to quartile data can be seen in Appendix M.

The box plot shows that there is a large distribution of scores for non-verbal reasoning (range of 69 percentile points) and spatial ability (range of 78 percentile points), with a slightly lower range for verbal ability (range 60 percentile points). This suggests that the scores for verbal ability were marginally more similar than non-verbal reasoning and more similar than spatial ability across participants.

Further the graph shows there is a ‘below average’ median percentile (14th percentile) for verbal ability. Additionally, there is a smaller distribution of scores between the 1st and 3rd quartile suggesting that the scores are consistently below average for verbal ability in the majority of participants, indicating verbal ability to be an area of difficulty for many of the participants.

There is also a ‘below average’ median for non-verbal reasoning percentile scores (14th percentile) and the distribution is again relatively low between the 1st and 3rd quartile. However, compared to the verbal ability cluster, higher 3rd quartile scores were achieved for non-verbal reasoning (23rd and 33rd percentiles, respectively)

The median percentile for spatial ability cluster score is at the 48th percentile. This suggests participants are near the norm (mean) for spatial ability when compared to other children their age and the median is within the ‘average’ range. There is a larger distribution of scores here, shown in the difference between the 1st and 3rd quartile (i.e. 17th – 63rd percentile). This suggests that the participants scores for spatial awareness are more varied than the verbal ability and non-verbal reasoning clusters.

Participants’ GCA scores are very low compared to the norm median, with upper and lower quartiles all very low. The maximum score achieved for GCA was 55th percentile (‘average’ range). Therefore the PRU participants’ GCA scores are generally below average compared to other children their age. It is clear from the graph that GCA scores are reduced by the low verbal ability scores and non-verbal reasoning scores. The GCA score, when used independently, does not provide a detailed picture of the child’s abilities and is skewed by the summing and averaging of cluster scores. This

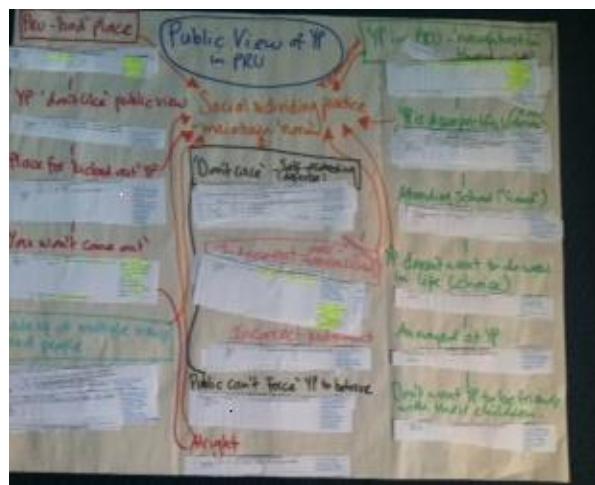
potentially misrepresents a child's strengths and difficulties within their range of cognitive abilities. This further highlights the argument outlined in Chapter 1 regarding 'IQ' scores, and will be further explored in Chapter 5.

4.5 RESEARCH QUESTION 3: WHAT ARE THE FOUCAULDIAN THEMES IDENTIFIED FROM PRU ATTENDEES' CONSTRUCTIONS?

To address this research question a post-structuralist, deductive and semantic Foucauldian informed thematic analysis was carried out (outlined in Chapter 3). Data was analysed up to the point of identifying discreet and multiple themes.

Twenty-six themes were identified reflecting the multiple ways in which participant's constructed their life and school experiences. Two photographs of this stage of analysis are presented below

Figure 5: Photograph example of thematic analysis using Foucauldian framework



The super-ordinate themes were then manipulated to identify an analytic narrative using Foucauldian thinking as a framework for organisation:

Figure 6: Example of the thematic analysis process in identifying an analytic narrative



Additional analysis of the themes identified each theme to be constructed in multiple ways (subordinate themes). These are summarised in Table 6 and the thematic map (Figure 7) below.

Table 6: Summary table of super-ordinate and sub-ordinate constructs produced by the deductive semantic Foucauldian informed thematic analysis

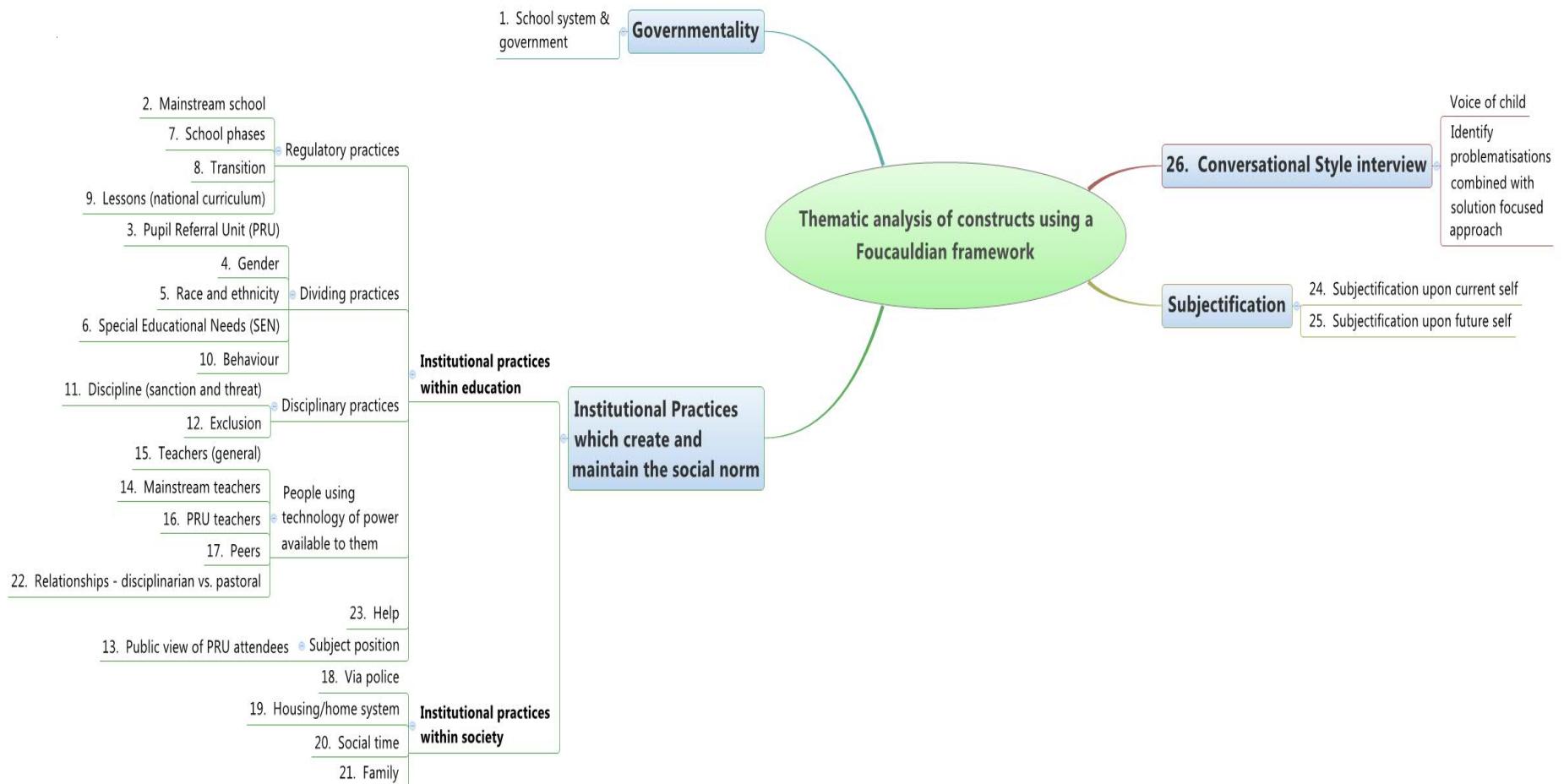
FOUCAULDIAN THEME	CONSTRUCT NUMBER	SUPER-ORDINATE CONSTRUCT	SUB-ORDINATE CONSTRUCTS
GOVERNMENTALITY	1	School system and government	Child in battle with system Problematising the young person Government – decision makers Operational system
INSTITUTIONAL PRACTICES	2	Mainstream school	Containing certain social practices Better education Preferred Too low staff : student ratio Want children with good results 'Mainstream' Power with others (adults) 'Terrible' 'Going back' Unable to provide help the child required – problematised 'Get into trouble' – problematised
	3	Pupil Referral Unit	'Sent' to (problematised) Social rules (practice in PRU) Affecting life Maintaining norm of mainstream institutional practices Undesirable place and not normal 'Perfect' PRU attendance (decision makers)
	4	Gender	Male as authoritative and excluded from school Female as female and 'better' at school
	5	Race and ethnicity	Socio-historical context
	6	Special Educational Needs	Statement of SEN – unknown to child Special School Problematisation
	7	School Phases	Primary – 'easy' vs. 'run away' Secondary – unsuccessful and unsafe Peer influence Power with others (adults)
	8	Transition	Planned vs. uncertain Success dependent on participant – problematised "Trial" Multiple schools – transient – problematised child Different social rules Immediate negative response from adults "Sent to" Importance of relationships

(Institutional practices ... continued)	9	Lessons	PRU lessons – easy, dependent on relationships Mainstream lessons – “stressful and hard” School work – hard vs. easy Ability – comparison with others Maths – hard vs. needed English - problematised don’t like, pointless, writing
	10	Behaviour	‘Naughty’ ‘bad’ Medical model Use of power available Unfair Decision makers Connected with work or feelings Inevitable – subject positions ‘Good’ via social roles and practices Consequences Anxiety Help with behaviour
	11	Discipline	Sanction – threat of penalty (socio-historical context) Surveillance Inconsistent Use of authoritative person Isolation - punishment via deprivation of liberty. Socio-historical context of punishment (e.g. prisons and solitary confinement) Unfair Threat Act done <u>to</u> child Upsetting
	12	Exclusion	Violent act done to child – “kicked out” Threat “Not bothered” – power available, defence Repetitive Permanent Fight the exclusion Response to breaking social rules Unfair Exclusion decision makers Financial punishment for school
	13	Public view of PRU attendees	Child in PRU – ‘naughtiest in the world’ ‘Don’t care’ – self protecting (defence) Judgement – over generalised PRU – ‘bad’ place Made up of multiple views and people

(Institutional practices ... continued)	14	Mainstream teachers	"More attention when naughty" Judgement and decision maker (power) Positive relationships – pastoral care/help Negative relationships (including being inactive) Child is problematised Horrible/grumpy Relationships (Technology of power) Hierarchical Work expectations 'Told me' (power) Surveillance of teacher/s
	15	Teachers	Hierarchy Power – "tells" Untrustworthy Reporters and surveyors
	16	PRU teachers	Supportive Reciprocal and respectful Enforcers of social rules
	17	Peers	"Hard" Mainstream peers – violent, lie, "alright", expectations Protective Influence Belonging – "we" "Children" and "Kids" PRU peers – belonging, done something "wrong"
	18	Police	Pacify/disable police Violence towards police Threat/surveillance
	19	Housing/home	Ordered/clean environment (containment) Relaxing/safe Desiring – comparisons Negative – "rubbish", dependent on others Moving – change/transient, "nerve wracking"
	20	Social time	Outdoor activities No hobbies/interests Risk taking Friends vs. isolation Computer games
	21	Family	Father – enforcer vs. "push over" or absent Mother – makes decision affecting family Siblings – problematised via drugs, "disabled", aggressor Poor Impact on young person – affected vs. not affected Negative view of young person – based on PRU

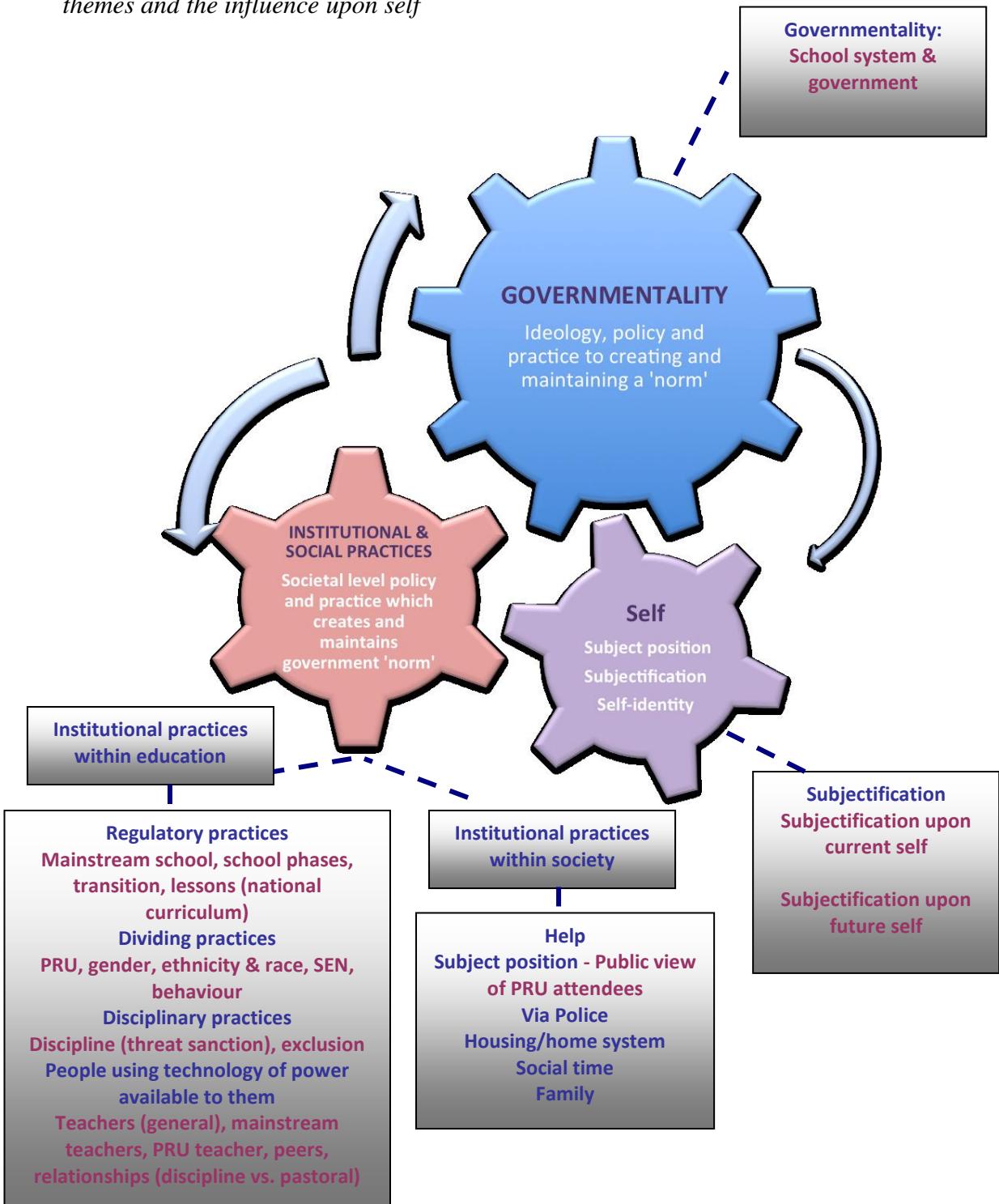
(Institutional practices ... continued)	22	Relationships	Positive – reciprocal, “respect”, trust (attachment) Negative – “wound up” ‘Not a problem’ Patterns/types Docile/pastoral – affects engagement
	23	Help	Talk to young person Help with emotions ‘Don’t know what helps’ Rewards Relationships (pastoral –docile) Need/want help Adults withholding help “Take more notice of us” Help with school work
SUBJECTIFICATION (“SELF”)	24	Current Self	Problematises self – naughty, violent, “mad” Relationships – difficulty vs. strength Using available power Shouldn’t be at PRU ‘Not bothered’ about being at PRU Academically able Wants to learn Part of community Needing police restraint Excluded Changing Passive
	25	Future Self	Family-influence Clear goals Unknown/undecided - disempowered? Following structure/routine – Social and institutional practice Relationships Dreams Dependent on others Housing – change from current housing Have own business ‘Need to’ Further education
INTERVIEW	26	Interview	Voice of young person Researcher Solution focused “Alright”

*Figure 7: Thematic map of super-ordinate and subordinate themes using a semantic deductive thematic analysis and Foucauldian framework
(The theme number is noted for referencing against the summary, Table 6)*



Visual conceptualisation of the findings is presented at the beginning of this subsection, which highlights the interaction of the overarching Foucauldian themes and provides a framework for the findings presentation. To retain and promote the emancipatory design of this research, extracts from the transcripts are used to demonstrate how the PRU attendees' constructions are made possible (Arribas-Ayllion and Walkerdine, 2008).

Figure 8: Conceptualisation of the constructions of the PRU attendees by Foucauldian themes and the influence upon self



4.5.1 Super-ordinate Theme 1 - Governmentality: constructed as a ‘system’ which ‘operates’

The participants showed an awareness of school as part of a wider societal system, monitored by the government, e.g. via Ofsted. In Foucauldian terms, this directly relates to governmentality (i.e. the influence of government policy and ideology) within the education system making it possible for children to have an awareness of this institutional practice. The children connected government monitoring with finances, such as schools being rewarded for enacting power available for political and financial gain, “*They (schools) get money for making you be good*” (Participant 3, line 64) and the government desire results which make them “*become popular*” (Participant 4, line 224)

In doing this the children render themselves as ‘problems’ (i.e. problematisation of the self) requiring ‘fixing’ by the state and school system. This institutional practice further maintains the social ‘norm’ through the dividing practice of problematising some children. This is made possible via the government and school giving certain children particular subject positions. In striving to be part of the a social norm, the children then accept the position given to them or behave in a socially desired way; a process Foucault termed ‘subjectification’ (defined in Chapter 3, 3.8.3).

The children constructed the government as judging the schools and them, whilst also being secretive, “... *they’re trying to hide this (Ofsted report...)*” (Participant 1, line 288). The children therefore considered the government as untrustworthy and themselves as under surveillance; a form of regulatory power (Foucault, 1977).

The children also constructed school as “*help you get a job*” (Participant 3, line 90), suggesting institutional and regulatory practice of children as the developing workforce connected to the country’s economy and ideology (see Rose, 1990)

4.5.2 Super-ordinate theme 2 - Institutional practices

Institutional practices were divided into those within education and those within wider society.

4.5.2.1 Institutional practices within education

4.5.2.1.1 Regulatory practices

PRU attendees used the socially constructed term ‘mainstream school’. This appears to be made possible through societal constructs reflected in public view of mainstream school as ‘normal’ and PRUs as problematised.

The children were problematised by mainstream school via two mechanisms of power involving rejection and dividing practices. The first was being excluded from mainstream school and the second was, “*they couldn’t give me the help I needed*” (Participant 3, line 105). This demonstrates two approaches used by those in power (i.e. the regulatory bodies); one as aggressors and the other as pacifiers (e.g. Foucault, 2003a, on pastoral care, which is further discussed in Chapter 5).

Mainstream school remains constructed as preferred by some children (e.g. Participant 13, line 85) and as providing a better education (Participant 13, line 86); enabling norms to be developed via the ‘abnormal’ existing. Conversely, other children constructed mainstream school as “*terrible*” (Participant 2, line 37) and “*rubbish and depressing*” (Participant 4, line 36). This may have been due to a defensive approach (i.e. realisation that they are not attending the ‘normal’ school and therefore rejecting the norm).

The children also talked about the social practices within the institution of education. Firstly, they constructed the phases of school (i.e. primary and secondary school) as being experienced in different ways. Primary school was constructed by some as “*easy*” (participant 1, line 163), whilst also being a place some did not enjoy and wanted to “*run away*” from (Participant 9, line 49); indicating the participant’s use of available power (i.e. to withdraw and escape social practice of school). This use of power via escape was also noted in children’s constructions of secondary school (e.g. “*bunk*”, Participant 6, line 150).

Secondary school was constructed as a “*lot harder*” than primary school (participant 6, line 150). They also constructed secondary school as containing multiple changes and a

larger and unsafe physical space, “*Over there, then there, back ... It is a big building Metal. Slippery.*” (Participant 9, lines 95-113).

The children constructed their belongingness to school in multiple ways; as belonging to others, “(*Headteacher said*) *Oh you can't come to my school*” (Participant 1, line 232), as well as belonging to the child (subjectification), and to their peers, “... *our secondary (school) ...*” (Participant 6, line 58).

Children also talked about transition between schools. Firstly, transition was constructed as involving multiple schools, “*Two primary schools*” (Participant 1, line 168) and an act done to the child by another person, “*sent to*” (participant 8, line 227) via technology of power of others, which problematises. Transition was further constructed as problematising the young person through the social practice of the child being on “*trial*” (Participant 12, line 197), with implications of the child as guilty, or condemned, and judged by those in power (i.e. regulatory powers). Further, some children constructed the ‘trial’ as fair via both subjectification of the self,

“*Participant: Um ... six-week trial.*
Interviewer: OK, so it's a trial.
Participant: Yeah.
Interviewer: And how does it feel going for a trial?
Participant: Good. Yeah. Then hopefully I can get into the school, like, permanently.
Interviewer: Ok. Do you think it's fair to have a trial?
Participant: Yeah.
Interviewer: Yeah?
Participant: 'cause they like don't really know much about you, see how you learn ... and see what, how they can help you, like.'”
(Participant 12, lines 197-208)

The children also talked about lessons and pedagogy in school as an example of social and institutional practices in school. They constructed school work as both “*too hard*” (e.g. Participant 3, line 117) and “*alright*” (e.g. Participant 5, line 114), reflecting upon how they positioned themselves against the social norm, as well as their teacher’s response, , “... *everyone else was getting on and getting praises and I just, the only one ... getting lower in my work.*” (Participant 12, lines 103-104) and “(*I was) top of the class*” (Participant 5, line 119).

The children constructed their experiences of learning in mainstream school and the PRU in two different ways. In mainstream school they constructed lessons as “*stressful*

and hard" (Participant 12, line 99) as well as "*easy*" (Participant 10, line 34); indicating diverse responses to the social practice of the national curriculum in schools and their position within it. Conversely, participant's constructed learning in the PRU as "*easier*" than mainstream school (Participant 4, line 122) and as dependent on relationships with teachers, who are holding regulatory power, "... *She's (teacher) more nicer. So I do well in English.*" (Participant 7, line 71-72).

Therefore, children identified relationships as important to successful learning, whilst technologies of power to enable this to happen were constructed as residing within the adult with regulatory power.

4.5.2.1.2 *Dividing practices*

The dividing practices present in this social and institutional practice were seen to maintain the 'norm' via problematisation of the child and their behaviour. This subject position was observed to be accepted by the young person via subjectification; the result of which is the young person reporting the PRU to be "perfect" (participant 2, line 51).

Interestingly, in constructing the PRU as a positive form of social and dividing practice, the children also identified one of the strengths of the PRU as pertaining to pastoral care. As introduced in Chapter 1 (1.4.2), Foucault (2003a) suggests this is a form of individualising power through the regulatory body (i.e. the teacher) knowing what is best for the body and soul of individuals in their flock (i.e. the child), "... *there's always, like a teacher, like when you're angry and you get sent out, they can talk to you*" (participant 14, line 83-84). Relationships were further prioritised by children as key to their sense of belonging (e.g. Adler, 1939; Tajfel & Turner, 1986) and success at the PRU, even in co-problematizing themselves and others within the PRU, "... *we're all like a big dysfunctional family.*" (Participant 1, line 129-130).

Another construction related to dividing practices was how people were constructed. This included a construction of gender as carrying a judgement by society which affects life and decisions made (e.g. exclusions, careers, social status and school placement),

"Interviewer: Right. Ok. So less girls than boys (*here at this PRU*). Yeah.
Participant: Proves that girls are the best than boys.
Interviewer: Do you think that's what it is?
Participant: Yeah.
Interviewer: Ok. And why do you think that they're best? What do you think is different?
Participant: Girls are more, like, good at school than boys."

(Participant 4, lines 169-175)

Constructs regarding gender were linked with feedback from society and those close to the child in assigning a subject position to the child which they then accepted via subjectification, "*I'm the man of the house ... My mum says it*" (Participant 8, line 249-254).

Further diversity was constructed by the children as relating to race and ethnicity, which were problematised, such as "*coloured dude*" (Participant 8, line 147) and "*(I) called some girl a fat, dunno, you fat black person*" (Participant 13, line 30). Problematisation enables norms and groups to be created through a socio-historical context. For example, in this case, race is problematised relating to the history of slave trade and derogatory terms used to marginalise black people and reinforce the institutional practice of slavery.

The children talked about Special Educational Needs (SEN) as another example of how individuals are constructed, "*They're getting me Statemented and I'm going to (school) hopefully ...*". (Participant 6, line 175-176). The same participant, although knowing that a Statement enabled access to a special school, constructed their understanding of what a Statement actually is as unclear,

"Interviewer: And getting a Statement? What, what's your understanding of that?
What does that mean?
Participant: (breathes out/laughs)
Interviewer: Not sure? Has anyone talked to you about it?
Participant: ... Yeah, but I don't really listen. Just forget it the next day.
Interviewer: Do you know what a Statement is?
Participant: ... No"

(Participant 6, line 180-191)

Interestingly, there is a clear absent discourse here regarding SEN. Absent discourse involves considering what is not being said and the possible reasons for this (Parker, 1992). The existence of this absent discourse could be due to an adult label via the social construction and social practices within education, or as a result of the children normalising themselves against the social practice and subject position of a 'PRU

attendee'. Therefore, the existence of absent discourse, or silence, could convey suppression, resistance or self-protection (Ward & Winstanley, 2003).

The children's constructions of behaviour also reflected dividing practices. The children constructed their behaviour and self from responses of those in the school system in regulating their behaviour and from the public's view of them. Firstly, they constructed their own behaviour as "*naughty*" (Participant 3, line 124); an intentional act in breaking the social rules and a reflection of their own self-disciplining against the social rules. They also showed self-disciplining and subjectification through their own reflections on their behaviour, such as, "*It's quite stupid (to misbehave) to be honest, like no need for me to do all that.*" (Participant 1, line 56-57). The children also problematised themselves via their behaviour, such as behaviour as being out of their control and problematisation via medical diagnosis, "*... things started getting out of hand ... and my ADHD didn't help.*" (Participant 6, lines 14-39).

Further they constructed their behaviour as "*always do this thing*" (Participant 1, line 65); suggesting it is inevitable, automatic and out of their control via subjectification of the self against social norms. Behaviour was seen to be a mechanism for enacting some of the only power available to them,

"I threw a chair at them and locked two teachers in the cupboard (a cupboard the participant had previously reported being placed in)" (Participant 4, line 177) and "*I tested him. I kept doing it and kept doing it, and kept doing it*"
(Participant 6, line 129-130)

Children constructed behaviour-change as being, but rejected by those in regulatory power, *They don't understand that we may have done things wrong to get ourselves kicked out of school, but you don't stay that way long. You're not naughty the rest of your life*" (Participant 1, lines 327-329).

4.5.2.1.3 Disciplinary practices

Discipline was constructed as an act done to the children by another in power. This suggests an act carried out by those in regulatory power to reinforce conformity. They constructed discipline as a result of surveillance of them by the regulatory powers, "*I've already had three incident reports since I've been back (sighs).*" (Participant 13, line 78).

Further, they constructed discipline as involving “*sanctions*” (e.g. Participant 8, line 157); a threat of a penalty. They also constructed discipline as being placed in “*isolation*” (e.g. Participant 14, line 87). This social practice reflects the history of removal from mainstream society as a punishment, such as solitary confinement in prisons. Foucault (1977) suggests this is a form of power used to deprive a person of liberty. The children constructed their responses to discipline as becoming desensitised with exposure to such discipline and thus the social practice of discipline as becoming ineffectual, “*I used to be like, ‘Ah I’m going to be in so much trouble’. Used to start crying..., but like, I dunno, as I got older, I just started not caring.*” (Participant 1, lines 149-152).

Exclusion from school was constructed by the children as a response to breaking the social rules and reinforced by the regulatory powers maintaining order. Interestingly, there was a perverse irony constructed via the use of exclusions as a punishment in response to the children absenting (and dividing themselves) from school, “*I didn’t go and then I got expelled*” (Participant 4, line 173-174).

Exclusion from school was further constructed as a violent social and dividing practice, with children frequently constructing the experience as ‘kicked out’ (e.g. Participants 3, 5, 6, 8, 13). It was constructed as an intentional separating act, such as getting “*rid*” of the child (Participant 3, line 74). At the general level, the act of exclusion was constructed as an unfair and unequal use of power, “*... people are getting excluded for no reason at all ... it’s just completely unfair.*” (Participant 10, line 282-300). At the individual level, children constructed exclusion as a biased social practice towards them personally (i.e. a result of a subject position given to them by those in regulatory power), “*You know if someone else was to hit a boy they’d get a warning, but if I was to do it, I’d get excluded straight away. No question of, no ‘why did you do it.’*” (Participant 6, 107-110).

Exclusion decisions were constructed as an ancient and subjective practice made by a person in power, who is ultimately enacting government decisions (i.e. governmentality),

"Interviewer: Ok. And how does the head teacher know (how to make a decision about exclusions)?
Participant: 'Cause she's been told by someone else.
Interviewer: Who do you think has told her?
Participant: I don't know. Someone in the head masters' ring thing.
Interviewer: Ok. So somebody, there's a group of head teachers, do you think? ... and they decide that?
Participant: Yeah and then there's like a shriveled up old man who's like, the .. master of head masters
Interviewer: So there's one person who decides it, do you think?
Participant: Hmm. He's been there since the seventeen hundreds.
Interviewer: Ok/
Participant: /and he like tells them all what to do.
Interviewer: Ok.
Participant: It's a cult.
Interviewer: A cult of head teachers?
Participant: Hmm mmm
Interviewer: And how about the government? How do you think the government might be involved?
Participant: They tell 'em, tell the shriveled up old man what to do.

(Participant 4, lines 194-214)

Interestingly the children also constructed exclusion as understandable although shameful, indicating subjectification and self-disciplining of the self against social rules, "*(Exclusion is seen as) Letting the school down. Letting myself down ... Well, like, shameful ...*" (Participant 2, lines 207-237).

In some cases, children constructed exclusion as a planned and intentional act by them to escape from school "*It (being excluded from school) made an easy life for me ... I just get to, get to, be at home. Get to do what I want, be at home*" (Participant 14, lines 55-59).

Children's sense of disciplinary social practices was made possible by how the children constructed the public view of them. This included the public as having an active view of the children, which were over-generalised with assumed homogeneity, '*Everyone thinks that everyone that comes here are the naughtiest kids in the world, don't care about nothing... They don't understand*' (Participant 1, lines 324-327).

Children's constructions of public views, included the PRU seen as a "*naughty school*" (Participant 3, line 175) and somewhere to be feared, "*You don't wanna go (to the PRU). You won't come out.*" (Participant 10, lines 105-106). Therefore, the

constructions problematised the children and create a social divide, which has the function of maintaining institutional practices and social norms. The children were further problematised via constructions of public view such as a “... *naughty boy that doesn't do well in life*” (Participant 12, line 163-164); problematising not only the current situation but the child's future life.

4.5.2.1.4 People using the technology of power available to them

The positions of those in authority and influence in the children's lives were constructed in multiple ways reflecting regulatory social practices and institutional practices via governmentality. Firstly, teachers were constructed as a hierarchical structure, “... *not headteachers, but from just beneath them*” (Participant 14, lines 178-179), who use regulatory powers or surveillance and reporting to maintain order, “... *teachers ... tell my mum and dad ...*” (Participant 6, line 93).

Teachers were further constructed as either using the power available to them in an authoritative way, “*told me to*” (Participant 1, line 53) and sometimes aggressive way, “*shouts*” (Participant 10, line 312), or as being passive and failing to enact the power available to them, “*do nothing about it*” (Participant 1, line 33). Further, power was used by the children in problematising the teachers via subject positions the children assigned, “(*The teacher*) *sit there and screams off her head and goes off her head and mad at you*” (Participant 10, lines 257-259).

Mainstream and PRU teachers were constructed in different ways by the children. In general, the children constructed mainstream teachers as enacting power and control over them, such as, “(*Mainstream teachers*) *try and boss me around Telling us, 'You got to do that. Just get on and do it.*” (Participant 11, lines 69-83).

Mainstream teachers were constructed as untrustworthy; “*lying*” (Participant 10, line 95) and therefore requiring surveillance by the young person “*I found out*” (Participant 6, line 64). In response to mainstream teachers being constructed negatively, the participants constructed themselves and other children as enacting power through violence towards teachers, “... *throwing a chair at her head.*” (Participant 2, line 63) and “... *basically (my brother was) ripping all the teachers apart.*” (Participant 11, line 24).

Further, mainstream teachers were constructed as problematising the children via subject positions given and, in turn, the child used the power available to them to either respond or withdraw, such as, “*(The teacher said) ‘I can’t hear you. Speak up. Speak proper.’ So I stopped. I’m going and then I walked out the classroom.*” (Participant 5, line 39-40). This type of problematisation was constructed as intentional by mainstream teachers, “*making sure I suffer*” (Participant 11, line 20). This highlights the technology of power available to teachers as well as the historical roots of power and authority within institutional practices aimed at controlling others, such as via punishment, prisons and asylums throughout history and in the current day. For example, in ‘Discipline and Punish: The Birth of the Prison’, Foucault (1977) discussed the subject as a ‘scapegoat’ (p. 259) who is punished to highlight to the masses the consequences of breaking social rules. Further, Foucault cites Bigot Preameneu’s view that power can be misinterpreted and misused against the subject, which resonates with the above construct,

“When he sees himself exposed in this way to suffering, which the law has neither ordered nor envisaged, he becomes habitually angry against everything around him, he sees every agent in authority as an executioner, he no longer thinks that he was guilty; he accuses justice itself”

(Bigot Preameneu, 1819, in Foucault, 1977, p. 266)

PRU teachers were also constructed as enforcing social rules. However, they were also constructed as supportive and providing equal help, “*(she’s) there for every student*” (Participant 10, line 234). They were further constructed as enabling respectful and reciprocal relationships to develop between themselves and the child, “*... (PRU teachers) respect you and er you respect them*” (Participant 11, line 136) and “*... like teachers always got time to speak to ya ... and you can speak to them about anything ... And I trust ‘em a lot more as well.*” (Participant 1, lines 126 – 138).

Foucault frames this dynamic as those in power enacting a pastoral role where the individual child becomes docile and compliant. This type of reciprocal relationship could also be understood via attachment theory (Bowlby, 1969) involving a reciprocal (Trevarthen, 1988; Brazleton et al, 1974) and emotionally containing (Bion, 1962) relationship whereby trust and a secure attachment (Ainsworth & Bell, 1970) are developed (as outlined in Chapter 1). This is further explored in the next chapter, including the tension between attachment theory and Foucault’s perspective on psychological theory.

Peers were also constructed as holding power and influence over the child. This was present both in the way the PRU peers and mainstream peers were constructed. Firstly, children constructed themselves as belonging to PRU peer-group "*I knew people when I started ... like me*" (Participant 10, lines 112-379). This indicates a sense of belonging via the process of subjectification via normalising the self against the dividing practice of a PRU to protect one's identity. This sense of belonging is further explored in Chapter 5, such as Adler's theory of 'belonginess' (1939) and Social Identity Theory (Tajfel & Turner, 1986). The children also problematised PRU attendees through their constructions, such as "*(something) wrong with them ...*" (Participant 12, line 279) and "*... he went mental...*" (Participant 13, line 118). This resonates with the public view of PRUs containing problem children.

Mainstream peers were constructed as "alright" (Participant, 11, line 77) with the participants feeling some sense of belonging to them, "we" (Participant 13, line 233). However, participants also constructed mainstream peers as problems for them, "... *they think they're all big and hard, so they try giving it, but I give it back ...*" (Participant 8, line 79-80), "... *punched me ...*" (Participant 8, line 126) and "... *expect you to be naughty ...*" (Participant 1, line 349)

In doing this, the participants used the power available to them to problematise the mainstream peers, as well as problematising themselves as people who do not get on with mainstream peers. This further reinforces a social and institutional divide and again creates and maintains a social norm.

In addition to relationships at home with the family, the children also talked about relationships in school. Positive relationships were constructed as reciprocal and respectful,

- | | |
|---|---|
| <p><i>"Interviewer:</i></p> <p><i>Participant:</i></p> <p><i>Interviewer:</i></p> <p><i>Participant:</i></p> <p><i>Interviewer:</i></p> | <p><i>Right. So it's kind of a two way thing, is it/yeah.</i></p> <p><i>Kind of respect/</i></p> <p><i>Yeah. If you respect the teachers, they'll respect you. That's exactly how it works.</i></p> <p><i>Ok. ...and so [xxx] (teacher) it sounds like, you've given an example of somebody who's actually listened to you?</i></p> |
|---|---|

Participant: Yeah. [xxx] (teacher) always ... like if I walked out a class no-one else would follow, just sit there. [xxx] (teacher) would be the one to come out and to talk to me and get me in.

Interviewer: And is that helpful?

Participant: YeahShe'll sit there, she'll, she'll be the one with the quiet voice. She'll let me speak. She won't speak she'll let me say what I gotta say and then she'll say what she has to. and that's the easiest bit about it."

(Participant 10, 238-265)

As discussed above, in noting the positive impact of reciprocal relationships, there is an acknowledgement of the importance of positive relationships, which can be understood via attachment theory. As introduced in Chapter 1 (1.4.3), attachment theory offers an understanding into the development of early years' relationships, which can also be applied to ongoing relationships building, such as is demonstrated here with the PRU children's accounts. Further, Foucauldian thought suggests that this type of relationship contains equality of power, as well as using pastoral care (i.e. through reciprocal and containing relationships) at the individual level to produce a docile and compliant individual.

Negative relationships were constructed as those containing an inequality of power in relationships with adults or peers and the relationship as feared, "*scared that (I'd) get bullied*" (Participant 5, line 75).

Relationships were referred to throughout and appear crucial to the children's engagement with learning.

4.5.2.1.5 Help: constructed as "take more notice of us"

The children constructed themselves as problems, requiring and wanting help via subject positions given to themselves; "*Well, uh, .. just really, like, um, .. take more notice of us like, 'cause then .. talk to them about what's wrong with them and find out, and help them it that way.*" (Participant 12, 277-280). When asked what might help in school, participants constructed help as related to relationships. They also constructed help as support with their school work, again facilitated through relationships, "*(It would help me learn) If I had a bit more support from the teachers*" (Participant 11, line 88). They constructed desired help as sometimes being withheld from them by the adults, a use of technology of power available to the teachers,

"Interviewer: Ok. What happened when you asked for help with your work?
Participant: They'd tell you just to get on, get on with it.
Interviewer: Did they?
Participant: Yeah. And they'd be like, 'ah stop being silly you know what to do, you're trying to get out of it'"

(Participant 3, lines 134-139)

4.5.2.2 Institutional practices within society

4.5.2.2.1 Police: Constructed as 'come and get you' (threat and power)

The police were constructed as enacting the power available to them through the police establishment's institutional practices. This included through technologies of the power of others to use police as a threatened action to remove the child's liberty, "... (*headteacher said*) 'either come now or they'll (*police*) come and get you.''" (Participant 14, lines 129-130). Children also constructed the police as the 'enemy'. The children used the power available to redress the perceived power over them. This included using violence against the police or pacifying the police by disabling the power available to them, such as desiring to turn the police into zombies, "... *I'd knock the policemen to the ground ... left them dead, then they can go like zombies and knock their head off and then you can, like with a zombie you can knock them out.*'" (Participant 4, line 271-275).

4.5.2.2.2 Housing/home system

Home life was constructed in multiple ways and involved the children's desires and power, which both others and they had over their life. Firstly, housing and home were constructed as containing institutional and social practices, which the child had no power over. For example, housing was constructed as "*hate it*" (Participant 14, line 233) and dependent on others in power, "... *they still haven't given us a house.*'" (Participant 2, line 15). Connected to this, children frequently talked about moving homes and their lives as transient and influencing their emotional wellbeing, "*I didn't know anyone there (at school), 'cause I'd only just moved down. And it was nerve wracking and that.*'" (Participant 2, line 83-85).

Their constructs of home seemed to involve comparison with what others had. In order to obtain their desired home, participants used the only power they saw available to them, i.e. violence, "*Buy one (a house). Or nick one from someone else. Go and hold up the front and say 'Give me your house'. No. Knock their head off, say 'fuck you.'*'" (Participant 4, lines 265-268).

4.5.2.2.3 Social time

The children constructed their social time as engaging in activities of their choice. These were constructed as physical activities, such as riding bikes and motorbikes and spending time with friends. Some of the activities were constructed as risk taking, including facing their own fears,

"I wanna do rock climbing as well ... (and)It's like parachuting, but you have that ... a big wing ... Do you know where the town is, the [xxx] (landmark) ... I climbed up that ... Well, ... basically, (I) am (scared of heights), but, like, I don't want it to, like, mess up, like stop me from being a rock climber, do I?"

(Participant 7, lines 205- 245)

Some of the children also chose to spend time on their own, in particular playing computer games, which were constructed as violent, "*Shoot 'em up games ...*" (Participant 6, line 256).

4.5.2.2.4 Family

The children often constructed their family by problematising them against social norms, such as being poor (participant 4, line 256), using drugs (participant 13, line 310), being "disabled" (participant 1, line 367) or "*he's (father) away and gone to prison*" (participant 14, line 154). Further, gender within the family was constructed differently. For example, fathers were constructed as either aggressive enforcers of social rules, "*... he don't say anything, he shouts it.*" (Participant 8, line 279-280) or passive or absent and therefore not enacting the power or social position available to them, "*dad was a bit of a pushover*" (Participant 1, line 34), and "*... he never used to come and see me anyway*" (Participant 14, line 157)

Mothers were constructed as making active decisions, "*... (she) decided to go poor*" (Participant 4, line 258-259) and as holding power in the family and over the child's life, "*... my mum won't let me ..*" (Participant 8, line 319). The influence of the family and parents was often denied by the children, e.g. "*It (father being in prison) don't really affect me, 'cause he never used to come and see me anyway*" (Participant 14, lines 156-157), possibly in an attempt to protect the self or defend the family. Defensive responses are discussed in Chapter 5 in reference to unconscious processes (Freud, 1953) and subjectification of self (Foucault, 1982).

4.5.3 Super-ordinate Theme 3 - Subjectification: Current and future self constructed as “we may have done things wrong You’re not always naughty for the rest of your life”

4.5.3.1 Subjectification upon current self

Peers, children and students were constructed through a subject position as ‘children’ or ‘kids’ (e.g. Participants 1, 3, 10, 13 and 14). A latent analysis of this language implies that the children are still at an early development stage in their lives. Politically the current accepted term is ‘young people’. Whilst many professionals working with children in the school years seek measurable outcomes for the children by the end of the school years, their lives are only just starting and not complete at the end of their school years. To promote the emancipatory design of this research and to give the participants a voice and power within this research, it is their term ‘children’ that is used throughout this research.

The children talked about both their current and future selves. The ways in which these were constructed have been intentionally reported towards the end of the constructs in addressing research question 3 as it appears that how the children construct themselves is influenced by how they construct other areas in their lives. This has been made possible through institutional and social practices in their environment. The interactional relationship and influences upon the formation of the self-identity in this way are conceptualised in Figure 8 (p.71).

Children problematised themselves in multiple ways, such as being violent “*I have fights*” (Participant 13, line 114) and “*someone who lets the school down*” (Participant 2, line 238). They also problematised themselves through medicalisation of themselves and socially constructed labels, “*I’ve got ADHD, suffer depression ... and anger ...*” (Participant 6, line 44). This reflects the power within society over institutional practices and explains how it could be is possible for a child to define themselves in a certain way. The acceptance (subjectification) and use of socially constructed labels (Billington, 2001) and subject positions, appears to have impacted upon the wellbeing of some of the children, “*... fortunately you only live once*” (Participant 13, line 214).

Interestingly, the children also constructed themselves as passive in a number of ways, such as “*... teacher shouts at me ... I just took it ...*” (Participant 10, line 312) and “*I don’t mean to ...*” (Participant 1, line 64). Therefore, the children accepted a subject

position given to them in normalising themselves. However, the passive response was also used as a form of power, for example refusing to go to school or “*I just don’t listen if they (teacher) shouts*” (Participant 10, line 316).

Additionally, the children constructed themselves as rejected by schools, such as “*I wasn’t allowed back into the lesson*” (Participant 4, line 44). Ironically, it was the social and institutional practices within the school system (such as the dividing practice of exclusion), which led to current and future schools rejecting the child, “*Because once I’ve been expelled, then no other school would, like, want you there*” (Participant 3, line 62-63).

Regarding academic ability, the children constructed themselves in multiple ways, suggesting that they are not a homogenous group when it comes to their ability. For example, “(*I was*) ... *like in most of the top groups*” (Participant 10, line 52) compared to “... *I’m not very good at, like, sit down at a table and thinking...*” (Participant 13, line 261). Defining themselves in terms of academic ability demonstrates a social and institutional practice of grouping children based on their academic ability. This resonates with the history of Educational Psychology and the dividing practices used in assessment.

4.5.3.2 *Subjectification upon future self*

The children also talked about their future selves and largely constructed their future as “... *get a job and earn my own money*” (Participant 10, line 348-349), as a mechanic, beautician, in the army, etc. Future was constructed as ‘.... *own my own business*.’ (Participant 12, line 264). Future was also constructed as involving further education and qualifications, despite some of them having extremely negative school experiences. This suggests that the children showed a desire to engage in normalising practices, thus making themselves ‘subjects’ of the social norm, (subjectification) (Foucault, 1982). Hildebrand-Nilshon, Motzkau and Papadopolus (2001) outline subjectification as being made possible by the person transforming themselves, ‘... the process of subjectification comprises all the ways in which a person transforms him or herself into a subject.’ (p.2). Therefore, in constructing their future selves as following social norms (e.g. jobs, career, family, further education), the children are ‘transforming’ themselves into subjects.

There was a clear absent discourse (Parker, 1992) regarding desiring to be on benefits, not caring about the future or being unemployed. Therefore, it appears that the PRU attendees, wanted similar factors in their future lives as the majority of the population. Furthermore, in accepting themselves as part of a workforce, they are including their future selves in society and contributing to society, such as wanting to be in the army to defend the county (e.g. Participant 8). As discussed above, this is via subjectification by making themselves ‘subjects’ of the state and thus seeking social acceptance and belonging. Interestingly, the children’s desire to be part of society is contrary to their constructed rejection from the society (i.e. the public view of PRU attendees). This suggests that the children are self-disciplining themselves against the social norm and seeking approval and acceptance from society. It ultimately suggests that the children were aware of a ‘norm’ existing in society, with implications for their current and future self within the ‘norm’. This highlights a social condition and institutional practices of creating and maintaining a norm and ultimately how the children subjectify themselves against this norm.

4.5.4 Super-ordinate Theme 4 - Conversational style interview: constructed as “I ain’t told no-one else”

Finally the children talked about the experience of the interview and in particular their experience of being asked their views. When asked some questions, some children answered ‘don’t know’. It was unclear if they did not know the answer or if they were unfamiliar with being consulted with. For example, Participant 4 (line 238) after giving an answer, then said “... well actually I don’t know where I’m going with this”, suggesting a lack of confidence in the views given. Further, Participant 6 (line 116) constructed their answer to questions regarding exclusion as “I ain’t told no-one else”, suggesting their views and experiences had not been shared or perhaps sought before.

The researcher was constructed in a privileged and powerful position, such as asking the researcher for permission, “... sorry can I just open that (door)” (Participant 13, line 148). This is further reflected upon in Chapter 5 where the researcher explicitly notes how the research was experienced and thoughts on positioning and power.

4.6. CENTRAL RESEARCH QUESTION: ‘WHAT ARE THE CHARACTERISTICS, ATTITUDES AND FOUCAULDIAN THEMES OF CHILDREN IN PUPIL REFERRAL UNITS?’

The quantitative and qualitative data analysis from research questions 1, 2 and 3 are combined at this interpretative stage to respond to the central research question. This requires dual reporting using both realist and social constructionist epistemology. As noted throughout this thesis, the BAS3 and PASS were used to respond to a gap in previous research and to engage in a critical dialogue regarding this form of social practice. Therefore, the researcher will report the findings by momentarily stepping into a realist perspective and then adding a Foucauldian interpretation. The findings and epistemological underpinnings of such assessments will be further critically deconstructed in the final chapter.

According to the social practice of assessment and the positivist epistemology, PRU attendees are a heterogeneous group, with varied attitudes and beliefs, cognitive abilities and school experiences. According to the constructivist epistemology also used in the research, the children construct their experiences in multiple ways. Further, institutional educational practices are inconsistent, such as decisions about which children will receive a Statement of SEN, exclusions or access to specialist services, such as the EP Service.

Analysis and findings from the PASS data showed that PRU attendees generally had neutral to positive attitudes towards school. They had lower attitudes for their learning capacity and further exploration of this area via the BAS3 has shown that the majority of children were in the ‘below average’ range. There is a correlation between their perceived learning capacity and their cognitive abilities when assessed using the BAS3. This is consistent with the findings from the PASS standardisation, where a correlation in the range of 0.01 and 0.05 was found between the nine PASS factors and actual attainments (see Chapter 3, section 3.4.3.1). Whilst the level of correlation for this relationship has not been investigated in this research, the participants PASS scores and BAS3 scores seemed to have a face validity correlation; suggesting a similar correlation for PRU attendees regarding the correlation between ability and attitudes, as for the ‘norm’ population on which the PASS was standardised

PRU attendees were found to have ‘below average’ verbal abilities according to the BAS3. Additionally, one of the children noted that talking was an area they found difficult, which was further supported via the BAS3 verbal cluster result of the 2nd percentile. This child also noted that a teacher had previously taken the ‘mick’ out of the way they spoke. Interestingly, this child did not have a Statement of SEN, although one had been requested and turned down by the local authority. This example highlights significant institutional inconsistencies in enacting power available and in social and dividing practices. The inconsistency reflects the power and subjective choices made within education. There appears to be a balance between an agent of the state’s power, motivation and enacting of the power available to them.

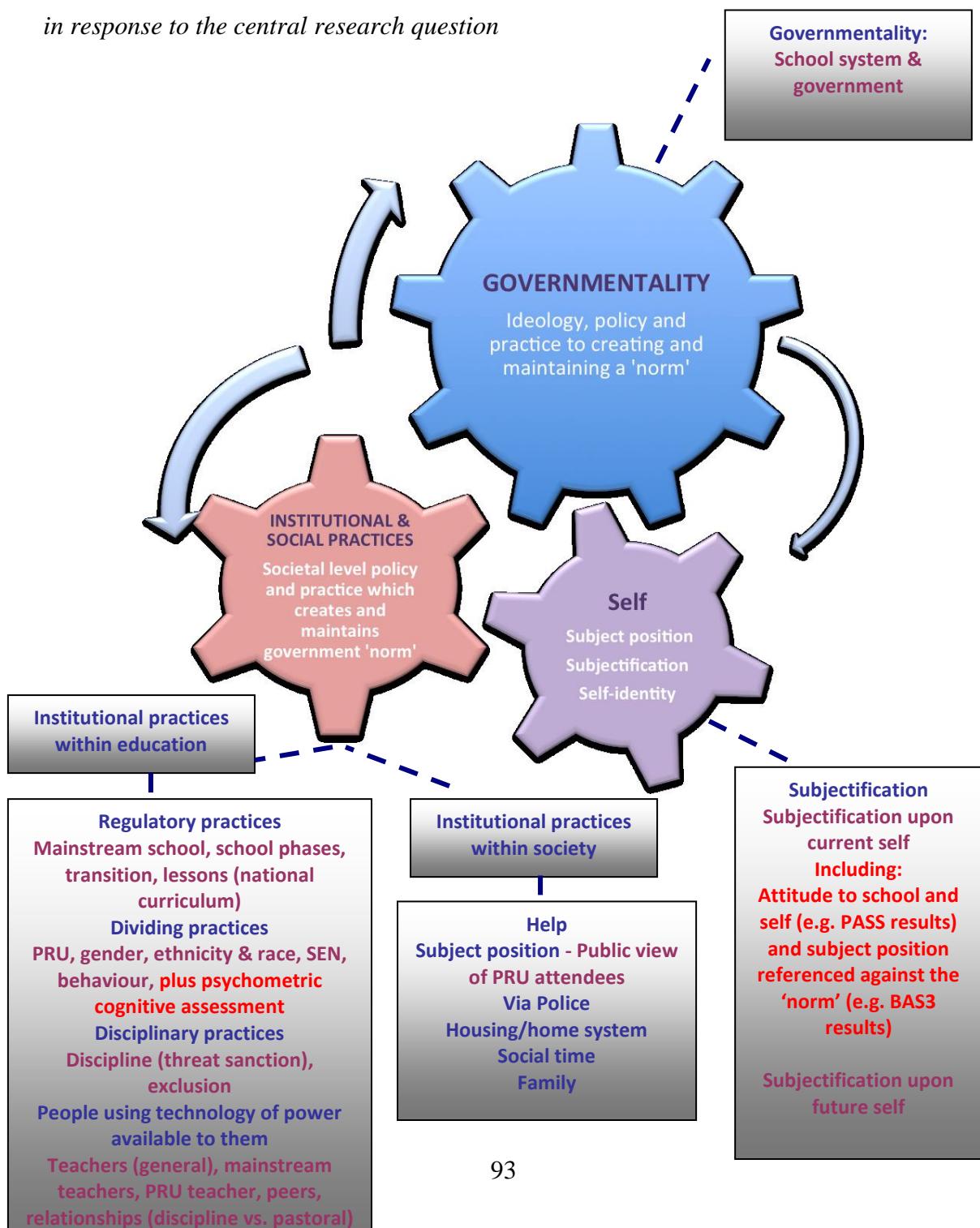
Central to this emancipatory research is the views of the children including consideration of how they construct themselves, which has been approached via a social constructionist position. Importantly, Foucauldian thinking suggests that it is important not to consider simply how they construct themselves but how it is possible for them to construct themselves in the way they do. Both of these will now be addressed. Firstly, the children constructed themselves in multiple ways and in reference to social norms. They either problematised themselves via within-child medical models (such as ‘ADHD’) or in breaking social rules, such as being ‘naughty’. Conversely, they also constructed themselves as passive and submissive to social norms. Secondly, the children appeared to be influenced by public and family views and subject positions assigned to them, which again were referenced against social norms; thus creating and maintaining these. This is further discussed in the next chapter.

Importantly, children identified the importance of relationships to them. Relationships were constructed as vital to accessing learning, providing containment and the help the children felt they required. Helpful relationships were constructed as related to pastoral care, which Foucault (2003) suggests is a form of individualising power through the regulatory body used over the flock to make docile and compliant individuals. This is made possible via technologies and mechanisms of power, such as the teacher providing time to talk and the teacher knowing the individual child. The importance of relationships is further discussed in the next chapter.

Finally, the children constructed their futures as connected to further education and employment. They had hopes and ambitions for the future and many wanted to contribute to society.

The earlier conceptual model (Figure 8) has been further developed below to integrate the findings from the BAS3 and PASS. This demonstrates the complex ways in which governmentality, and consequently the multiple institutional practices, impact upon the self-identify of the child via subjectification.

Figure 9: Conceptualisation of the mixed-methods Foucauldian informed data analysis in response to the central research question



In summary, the research has identified that the PRU attendees were not a homogenous group. They had areas of both strength and difficulty, affected by institutional practices within education. Children often felt problematised via subject positions given and thus problematised themselves, with some becoming docile and submissive. Views of themselves, life and their learning experiences have been made possible by social constructions, power, relationships and, ultimately, governmentality. In constructing the PRU as a positive form of social and dividing practice, the children also identified one of the strengths of the PRU as pertaining to pastoral care.

4.7 SUMMARY OF RESEARCH FINDINGS

The key findings in response to the central research question are summarised in Table 7:

Table 7: Summary of research findings to address the central research question

No.	Central Research Question: Research Findings
1	Lack of Statements: Most PRU attendees do not have a Statement of SEN
2	Educational Psychology Access: Only 6 (43%) PRU attendees had been seen by EPs, 5 (36%) of which were as part of the statutory assessment process.
3	Multiple exclusions: All participants were excluded from school multiple times.
4	Neutral-positive attitudes towards school and self: The majority of PRU attendees had a neutral to positive attitude towards school and a negative perception of their learning capacity and readiness for learning.
5	Varied cognitive abilities: PRU attendees' cognitive abilities and attitudes were varied.
6	Below average verbal abilities: There was a smaller distribution of scores for verbal ability than non-verbal reasoning and spatial ability, suggesting consistently below average scores across participants. The median for verbal ability and non-verbal reasoning were both below the norm.
7	Average spatial abilities (area of strength): Spatial ability was an area of relative strength for the majority of PRU attendees with scores more distributed than for verbal ability and non-verbal reasoning, suggesting more variance between participants' spatial abilities.
8	Positive PRU relationships via pastoral care: PRU attendees construct their PRU teachers positively via pastoral care. This can be understood via Foucauldian thinking on pastoral care (e.g. pacifying the individual) and via attachment theory to consider the development of relationships.
9	Problematisation of self: PRU attendees construct themselves as a 'problem' and are problematised via institutional and dividing practices to create and maintain social norms.
10	Use of power available: PRU attendees use the power available to them.
11	Future as optimistic and subjectification: PRU attendees construct themselves as having jobs and contributing to society in the future.

The findings will now be further explored in Chapter 5 which will consider theoretical interpretations, the relationship with the literature critically reviewed, limitations and future research and practice implications, reflexivity and a final research conclusion.

CHAPTER 5: DISCUSSION

“People know what they do; frequently they know why they do what they do; but what they don’t know is what what they do does.”

(Foucault, 1967)

5.1 INTRODUCTION TO CHAPTER 5

The aim of this exploratory and emancipatory research was explore the cognitive abilities and attitudes of PRU attendees in response to the limited literature and research available at a time of political review of the category of ‘BESD’. Importantly, this research sought to promote the voice of the children and consider their constructions via Foucauldian thinking. The primary purpose was to make a difference in the real world, ‘Knowing is not enough; we must apply. Being willing is not enough, we must do’. (Leonardo da Vinci, 1452-1519).

Therefore, this final chapter draws together a critical discussion of the findings through a Foucauldian perspective in order to revisit the research aims and questions. Importantly, implications for education and educational psychology practice and policy will be considered, as well as the limitations of the research and recommendations for future research.

It is acknowledged that taking a critical psychology perspective carries some challenges. The challenges for the researcher and the reader are discussed (section 5.5) along with other reflections on personal reflexivity and epistemological reflexivity. The researcher also considers the learning journey; resonating with Foucault’s words, ‘become someone else that you were not in the beginning’ and the challenges this entails. The thesis closes with research conclusions.

5.2 COMMENTARY ON THE FINDINGS

This research has identified a number of quantitative and qualitative findings regarding the abilities, attitudes and discourse constructions of children in PRUs. Importantly, the thesis adopts Foucauldian thought in a critical psychology approach from a critical realist perspective. In doing so, it is not purely the ‘results’ that are interesting, but *how* it is possible for such findings to exist.

5.2.1 Current findings and relevance to previous research

There has been research into the effectiveness of PRUs (Garner, 1996; Ofsted, 2007), but less research into individual children and how they construct their school and PRU experiences. Therefore, the aims of this research were to address the gaps in research regarding the characteristics of children in PRUs (i.e. their attitudes and cognitive abilities) as well as seek the children’s views through an emancipatory research design. To consider if the research has been able to address these aims, the research findings will now be considered in relation to the literature review.

Gross (2011) and Taylor (2012) acknowledge the need for further assessment the abilities of PRU attendees. This has been addressed in the current research via the PASS and the BAS3. The findings show that children in PRUs are not a homogenous group in terms of their attitudes and abilities. Participants had a range of abilities and attitudes, although they were in the below average range, with particular difficulties in the verbal abilities cluster. This is consistent with Gross’ (2011) finding regarding a correlation between speech and language difficulties and behavioural difficulties.

This suggests that children with a range of abilities are excluded from school and therefore exclusion must be connected to phenomenon other than ability. Foucauldian thought suggests children are excluded from school in response to breaking social rules and PRUs and exclusions exist to maintain social order and create and maintain social norms. This research also found that the majority of children in PRUs did not have a Statement of SEN and had not been seen by an EP. Therefore, their learning needs, when considering the BAS3 results, are arguably not being prioritised. Instead the ‘problem’ is located within the child as a behavioural issue, as opposed to a learning, system or institutional issue (e.g. pedagogy within schools).

At the heart of the current research are the rights, well-being and views of children in order to add to the currently limited research into this area (e.g. Solomon & Rogers, 2001; Mainwaring and Hallam, 2010; Hamill & Boyd, 2002). Solomon and Rogers (2001) found that PRU attendees were a heterogeneous group, which the current research also supported. They also found that children attributed their difficulty in accessing the curriculum to motivation and had unrealistic expectations about the future. However, the current research found that children sometimes constructed difficulty in school as related to the curriculum demands and their ability.

Additionally, Mainwaring and Hallam (2010) also found that PRU attendees found thinking into the future difficult. However, the current research found that children generally constructed their futures in a ‘realistic’ and optimistic way (e.g. in practical jobs, further education, etc.). It therefore appears that further research into PRU attendees’ constructions of themselves is needed to further explore this previously neglected area. Importantly, Solomon and Rogers’ (2001) data collection method involved questionnaires, whilst the current research involved a range of assessment and data gathering approaches, including direct interviews with the children. It is therefore felt that the current research adds to the previous research in providing additional and detailed research into the ‘profile’ of PRU attendees with a larger number of participants.

Hamill and Boyd (2002) sought the views of children and found that they were ‘surprisingly articulate’. In the current research, participants were open and willing to share their stories. Despite their low verbal ability, they appeared to have a narrative to their stories, especially when given the structure of telling their story from primary school through to the current day. Similarly to Hamill and Boyd’s (2002) research, the current research found that children constructed exclusion as ‘unfair’ and they placed importance on relationships with adults in supporting them in remaining in school. This is a key factor identified by the children in the current research and is discussed in more detail below. This finding resonates with Taylor’s (2012) recommendations that focus on relationships, such as via the introduction of Nurture Groups to year 7 and 8 children for those experiencing difficulty with relationships. This is further supported by Meo and Parker (2004) who also highlighted the importance of relationships in education, including a recommendation for relationships to be focused upon in teacher training.

Additionally, Kalu (2002) expanded upon this, suggesting that teacher's often work with children in 'pain' and therefore needed to be supported to manage this emotional challenge, as well as understand children developmentally. Again the current research has found relationships to be pivotal to children's success in school including secure attachment and trust with teachers. This research has shown that relationships involve power, which can be used through disciplinarian methods or via pastoral support. The children clearly identified that pastoral support was their preferred method of support, which is consistent with Kalu's (2002) research.

Furthermore, reflections on research by Pirrie and Macleod (2009; 2010) highlighted the challenges of research with PRU students, a group they termed 'hard to reach'. In contrast, the children in the current research were not found to be 'hard' to talk with or access. This is further discussed in below (section 5.5) regarding reflections of talking with children and the researcher's position. This has implications for the researcher's ontological and epistemological position (i.e. the methods of data collection and the researcher's beliefs). It further highlights the importance of relationships in human interaction, which has been a key theme throughout this research.

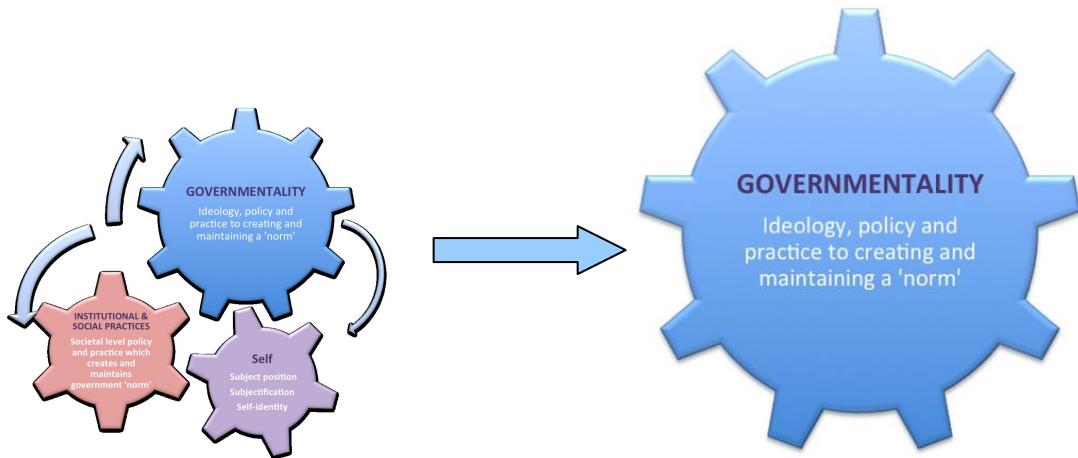
The literature review also found a lack of explicit application of psychological theory to understand and interpret findings. This research has been conscious of addressing this gaps, which is further discussed below in considering both Foucault and psychological theories of attachment (Bowlby, 1969), belongingness (Adler, 1939; Maslow, 1971) and resilience (Prince-Embury, 2007). Importantly, the tension between Foucauldian thought in psychology and the integration of Foucault and psychology is discussed in section 5.2.3.

5.2.2 Further discussion of the characteristics, beliefs and discourse construction of children in PRUs

To further consider the findings via Foucauldian thinking, the previous conceptual model (Figure 9) will be used as a framework for discussions by de-constructing the model. Deconstruction involves breaking down the analysis into component parts. This allows for further interpretation of the separate parts, or the three interconnecting cogs in this research, as will now be addressed.

5.2.2.1 Deconstruction of super-ordinate Theme 1 - Governmentality

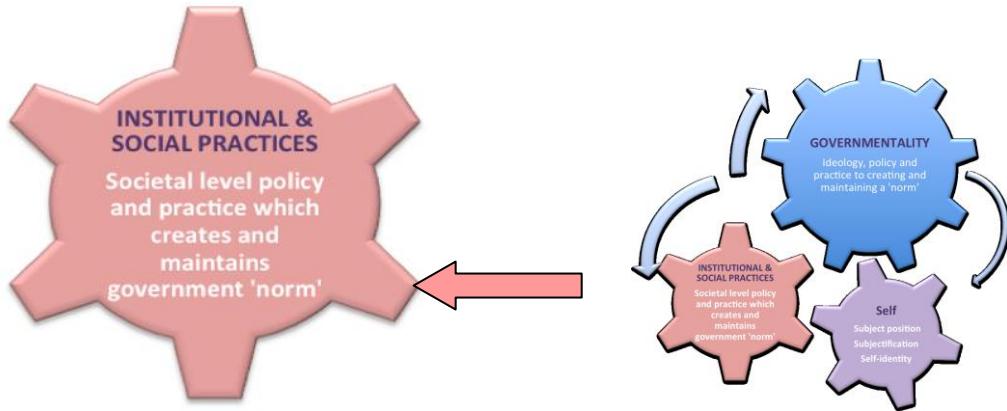
Figure 10: Deconstruction of super-ordinate Theme 1 – Governmentality



Firstly, the findings as depicted in the model illustrate how government policy and social constructs operate as the major ‘cog’ within society. This creates and maintains social norms and regulatory power. Governmentality ultimately influences institutional practices and social constructs, both at the societal and individual level. This influence is then cascaded to the individual, impacting upon how the individual constructs themselves and is constructed by society. In this research, governmentality includes the school system and regulatory powers, such as Ofsted in monitoring schools according to socially constructed standards.

5.2.2.2 Deconstruction of super-ordinate Theme 2 - Institutional practices

Figure 11: Deconstruction of super-ordinate Theme 2 – Institutional practices



Through powers awarded to sub-systems within the system of education (such as local authorities, head teachers, etc.) technologies and mechanisms of power are then enacted. This includes via various social and dividing practices, which make it possible for the ‘abnormal’ to exist. For example, exclusions and the existence of PRUs make it possible for ‘mainstream’ (and ‘norm’) schools to exist.

This research highlights different types of power to exist within the institution of education. This includes separating and diving practices within education, made possible via social and historical factors. In doing this, the child is given a subject position, and as discussed further in section 5.2.2.3, the child comes to internalise this through a process of subjectification.

Furthermore, the EP’s role has been part of this social history, dating back to Cyril Burt (1946), and his role in dividing and sorting children for educational purposes. Interestingly, this research considered children via the social construct of ‘cognitive ability’ using a standard institutional and social practice within EP practice, the BAS3. According to this practice, the children were a heterogeneous group. However, the results also indicated a picture of general low ability and verbal ability as areas of particular difficulty. If we momentarily ‘accept’ this form of social practice in order to engage in a dialogue about it, then the key question is how is it possible that these children with low levels of ability and areas of specific need: a) have not previously been assessed or known to an EP, and b) not had a Statement of SEN? To understand this inconsistency via a Foucauldian perspective, we then need to consider the purpose of the children’s behaviour being privileged by the institution, rather than their learning.

In doing this, the problem is located within the child (i.e. their behaviour) rather being located within the institution of education (e.g. reflection of pedagogy). This is made possible via social, historical, economic and political factors. Thus certain knowledge (such as the social construction of labels, or speech and language difficulties) have been subjugated and marginalised, and the institution remains unchallenged, homeostatic and maintains the norm. This assumes that it is the child that needs to be ‘fixed’ rather than the system. Additionally, this problematisation of the child further reinforces the socially abnormal in order for the ‘normal’ to exist.

Disciplinary practices have also been highlighted in this research via the conversational-style interviews and the exclusion data available. This indicates that when a socially constructed ‘rule’ is broken the consequence is punishment in order to reinforce the social rule and ultimately maintain social norms. Discipline has been shown to involve removal of liberty (e.g. isolation) and divide the perpetrator from others (mainly their peers). More specifically, the discipline of ‘exclusion’, as a social practice, was constructed as repetitive by the children. Therefore, exclusions are arguably not effective in reducing the chance of repeat incidents. Foucault offers an explanation for this phenomenon in his thoughts on prisons (another type of disciplinary practice), ‘Detention causes recidivism; those leaving prison [⁵PRU] have more chance than before of going back to it’ (Foucault, 1977, p.267), thus ‘detention’ and punishment is seen not be effective.

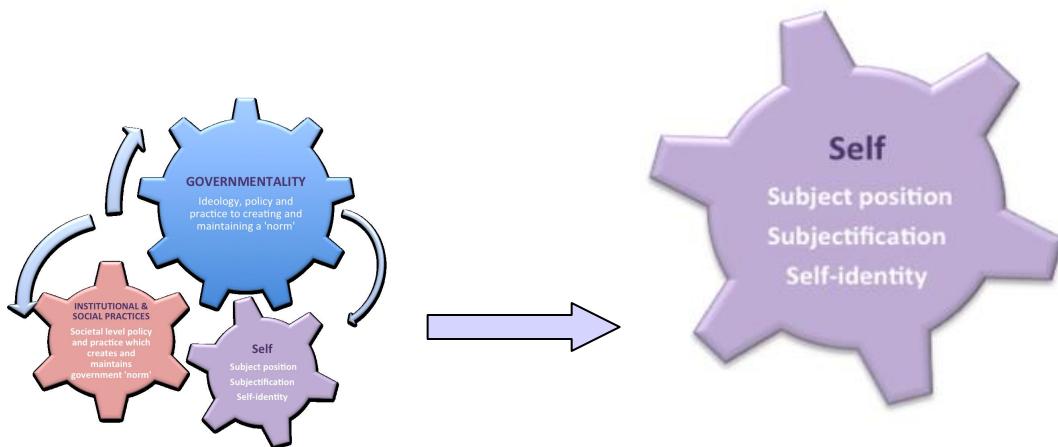
Whilst discipline has been seen to be a form of regulatory practice in this research, pastoral care in mainstream school and particularly in the PRUs, have been shown to maintain compliance and social order. This pastoral support is constructed more positively by the children, particularly where reciprocal and respectful relationships with key adults are built. Foucault suggested that pastoral care continues to involve power in the shepherd or pastor (or adult) over their flock (or children). Further, Foucault suggests that the shepherd is self-sacrificing for the survival (or wellbeing) of their flock. This is made possible via the use of power of surveillance and individualising power (i.e. knowing the individual and having individual relationships), ‘The pastor must really take charge of and observe daily life in order to form a never-ending knowledge of the behaviour and conduct of members of the flock he supervises.’ (Foucault, 2003a, p. 181). Furthermore, this is a reciprocal relationship whereby the

⁵adapted to include the word ‘PRU’ for the purpose of this research

individual members of the flock, or child, behave out of trust rather than fear. It can therefore also be understood via attachment theory (Bowlby, 1969), as is discussed further below (5.2.2.3).

5.2.2.3 Deconstruction of Super-ordinate Theme 3 – Subjectification

Figure 12: Deconstruction of super-ordinate Theme 3 – Subjectification



Children's constructions of themselves in this research seem to have been made possible via the social and institutional practices, as mechanisms and tools enacting government policy. This has included through processes of subjectification, such as constructing the PRU as "perfect" in order to normalise the self against the dividing practice. It also includes viewing themselves negatively through self-disciplining practices against the social norms, such as constructing themselves as "naughty". Foucauldian thinking suggests this is made possible via individual relationships, which enact the power and influence the individual,

'What defines a relationship of power is that it is a mode of action that does not act directly and immediately on others. Instead, it acts upon their actions: an action upon an action, on possible or actual future or present actions'
 (Foucault, 1994 [1981], p.340)

By the government and therefore society problematising, and privileging, behaviour over learning, the children are made objects and given a subject position, which they internalise, constructing themselves as 'problems'. This is further highlighted in the absent discourse (introduced in Chapter 4, 4.5.2.1.2) of the children not talking about how the institutional practice of curriculum did not recognise or address their learning

needs, but rather how their behaviour was a ‘problem’. In doing this, the children’s learning needs are often masked and instead the children are managed via pastoral care.

Therefore, the children’s self-identity and position in the social world is ultimately affected through the process of governmentality and via relationships with others via technologies of power. This is a central finding of this research set within educational psychology, where child development and psychological well-being are at the heart of understanding children’s development.

In addition to Foucauldian thought, other psychological theories have been identified, which offer understanding of the research findings regarding the importance of relationships. Firstly, attachment theory (Bowlby, 1969) provides an insight into the development and importance of relationships which the children constructed as key to their current support and central to ideas for ‘help’ in the future. As noted in Chapter 1, Bowlby (1969) suggested that attachment is formed in the early years of a child’s development and is crucial to development, in particular to behavioural development. This theory laid the foundations for considering the importance of relationships to children’s development in today’s modern psychology, including the neuropsychological understanding of the brain as ‘use’ dependent (see Chapter 1). Given the children in this research identified relationships as key to either exclusion or inclusion and as mediating their learning and behaviour, attachment theory clearly has a place in this research.

Further the work of Bion (1962) regarding containment suggests that positive relationships identified by the children included those relationships involving emotional containment, such as having someone to talk to and someone who had time for them. Further, the work of Brazleton et al (1974) and Trevarthen (1988) suggests that it is the reciprocal nature of the relationship which enables trust and therefore a bond to be developed. This is consistent with how the children in this research constructed their positive relationships, such as being able to trust (or not trust) adults and the impact of this upon their behaviour. Therefore, children reminded the researcher of the importance of teachers and children developing positive and trusting relationships as a foundation for accessing learning and developing socially, emotionally and behaviourally. Framing this understanding in Foucauldian terms provides an example

of when power can be used positively in creating and maintaining reciprocal relationships where power is balanced.

Children's sense of belonging (e.g. Maslow, 1971; Prince-Embury, 2007) has been shown here to be paramount to their success in school (e.g. Beck & Malley, 2003), in particular children's sense of connectedness to the teacher (Adler, 1939). The literature review (Chapter 2) identified research by Mainwaring and Hallam (2010) which suggested that children's 'possible self' (ideal self) was correlated with how they saw themselves in their current education. The children in this research constructed mainstream school as a place that often belonged to others, thus subjectifying themselves as 'non-mainstream' children and requiring specialist education. In doing so, they communicate their feelings of rejection stemming from the institutional and dividing practice of exclusion and PRUs. This is another example of how the self-identities of the children in this research have been affected by governmentality and the ensuing institutional practices. In turn, the children use the power available to them, such as rejecting the school and adults, anger towards adults, violence towards adults and fantasy about disabling the power of adults (including the police, neighbours, and headteachers). The literary author John Steinbeck encapsulates this process,

'The greatest terror a child can have is that he is not loved, and rejection is the hell of fears. ... And with rejection comes anger, and with anger some kind of crime in revenge for the rejection, and with crime, guilt—and there is the story of mankind'.

(John Steinbeck, 1952, East of Eden, p. 270).

5.2.3 Balancing Foucauldian thought and attachment theory

The findings of this research have raised implications for understanding the influence and potential benefit of positive relationships between children in PRUs and key adults. However, in engaging in discussions regarding attachment theory (Bowlby, 1969) it is important to acknowledge Foucault's views towards psychology and theory. As with many areas of analytic thought, Foucault considered the historical and social conditions, which made psychological thinking possible (particularly psychiatry and psychopathology),

'My aim is to show that mental pathology requires methods of analysis different from those of organic pathology and that it is only by an artifice of language that the same meaning can be attributed to 'illnesses of the body' and 'illnesses of the mind'. A unitary pathology using the same methods and concepts in the psychological and physiological domains is now purely mythical, even if the unity of body and mind is in the order of reality'.

(Foucault, 1987, p.10)

Foucauldian thought sees psychology, in particular the psychoanalytic approach, as 'pseudoscience' (Dreyfus, 1987). Foucault argues psychology uses certain epistemologies which produce a certain type of 'truth' (Rose, 1990). This is underpinned by the creation of a 'norm' and thus the 'abnormal', involving problematising people, such as through labels (or subject positions). For example, in 'Madness and Civilization' Foucault (1987) argues that pathologising (labelling) mental illness requires specific technologies of power to make the label exist and thus problematise mental 'illness'. Foucauldian thought considers psychology to be made possible via the existence of social conditions which problematise and normalise, rather than a criteria for psychological health and wellbeing. For example the institutional practice used in psychology of 'testing', involves an assumed measurable 'truth'. Through the use of power the individual is measured against this 'truth' and given a subject position, which makes them an object of both hierarchical and normative gaze. Thus it is made possible for the individual to be quantified, classified and punished (Rose, 1990).

Given this potential tension, the researcher needs to be transparent about how Foucault has been used in this research. Firstly the use of the BAS3 and PASS was to respond to a gap in the research and thus enter momentarily into a realist world, which assumes an absolute 'truth'. This was to consider the 'needs' of the children against the accepted social practice of assessment. Secondly, whilst a Foucauldian perspective is embraced in this research it is not purist or exclusive, but rather applies Foucauldian thought at the macro-level (i.e. using some of the main ideas as a structure for the research, and not the micro-level analysis). Further, this allows for other areas of psychology to also be included. Importantly, this research is set within educational psychology and largely considers children's development, therefore it is the researcher's view that there needs to be capacity for key theories, such as attachment theory to have room in this research.

Regarding Foucault and psychology, some have suggested that Foucault was in fact a ‘pioneering psychologist’ (e.g. Hegarty, 2012). Embracing a critical psychology view, Foucault was restless with psychology during his time, when empiricism was particularly en vogue, and therefore, he actually contributed to the critique of psychology, although his work has not been assimilated into some areas of psychology (noted in Chapter 1, 1.4.2). Therefore, this research embraces Foucault as a ‘pioneering psychologist’, as highlighted by Hegarty (2012). It hopes to be an example of the possibility of using Foucault in current and further psychological research where critical psychology meets traditional and evolving psychology.

5.2.4 Discussion of where the researcher positions the research findings and ‘power’

It is acknowledged that some of the findings paint a bleak picture of some aspects of education connected to institutional practices of exclusion, relationships and discipline. The interpretation of this research is not intended as a devastating account of education nor educational psychology, but rather an opportunity to engage with the stories and experiences of children who have been excluded from mainstream school and, in part, society. Embracing humanistic psychology principles, which underpin this research (e.g. Rogers, 1961) the use of power by teachers, is not considered to be intentional or conscious. Rather, the use of power is viewed as a product of social, political and historical factors and often people trying their best in the context in which they find themselves. Plato captures the researcher’s views on this topic, *‘Be kind, for everyone you meet is fighting a hard battle’* (Plato). Therefore, this research positions the implications from the findings as with policy and institutional practice, rather than residing with the individual teacher or school. However, we cannot ignore the messages from the children. Therefore this research aims to highlight the impact on their self-identity and well-being to then consider implications for education and educational psychology, as will be discussed (section 5.4).

5.3 LIMITATIONS OF THE FINDINGS AND GUIDELINES FOR FUTURE RESEARCH

The first potential limitation is the novel research design in terms of the ontological position. It is acknowledged that combining aspects of positivism and socially constructed phenomenon presents challenges. This has been addressed via a critical realist research position. However, it is felt that it is also important to reiterate that the research is not adopting an exclusive Foucauldian perspective and has used this flexibly in order to use Foucauldian thought in a unique way in psychology. Furthermore, the researcher is aware that this research design is complex, but felt that as doctoral research in the ‘real world’ the research design needed to be as complex as the real world required. This is further highlighted by a quote from Foucault,

‘I don’t feel that it is necessary to know exactly what I am. The main interest in life and work is to become someone else that you were not in the beginning. If you knew when you began a book what you would say at the end, do you think that you would have the courage to write it?’

(Foucault, 1977, p.288)

Further this research is set within educational psychology and therefore it would be naïve to deny the existence of positivist assessments used in the institution of education and educational psychology. To enter into an exploration and discussion regarding assessment, the researcher needed to momentarily enter into the world of positivist assessment to then deconstruct the practice. In doing this, the researcher has been able to highlight the inconsistencies of such social practices (i.e. PRU attendees not known to EPs and not previously assessed, lack of Statemented PRU attendees, etc.). This ontological tension has been a significant learning journey for the researcher and is further discussed in the research reflections (section 5.5).

The research adopted a single case study design and therefore the findings are limited in their generalisability. Additionally, whilst the research involved children from a number of PRUs, it involved only one local authority. Therefore, the findings need to be understood as reflecting one context and policies and practices within that specific local authority. However, this research could be replicated in other LAs. Additionally, it is possible to highlight policy and practice trends explored in this research (e.g. children’s voices being marginalised, top-down policy development via governmentality and the effect on institutional practices and the self-identity of the children within this research). In doing so, this research clearly identifies the need for further research into the

experiences and views of PRU attendees as well as other marginalised children (e.g. excluded children, those educated in non-mainstream provision, etc.) across other local authorities in the UK.

Furthermore, in embracing and promoting an emancipatory design, this research weighted each individual's constructions as equal. The thematic analysis was not arranged by frequency, but rather by constructs. Therefore, it could be argued that one person's view has skewed the data. However, in adopting a Foucauldian perspective and a single case study design, this research sees each individual comment as equally weighted. Furthermore, the researcher recognises that some of the children's constructions may be thought of as 'real' or 'not real'. Here, the researcher accepts the object, event or experience as the way in which the child experiences and constructs it. For example, it is unclear if Participant 4 was really shut in a cupboard at school, or if the participant really thought of the government as one 'shriveled up old man' dictating to a 'cult of headteachers'. However, given the ontological position of the research, this research is not seeking to find a 'truth' but aims to consider the social, historical and political conditions that make certain institutional and social practices (e.g. cognitive ability test scores) and certain constructs possible. For example, Participant 4 comment metaphorically reflects historical and patriarchal power.

The conversations with the children were broader than their life in school, and also about wider philosophical issues, such as power, child's position, etc. Therefore, the researcher feels this could be further expanded in future research by using philosophical questions, such as 'what do you think the purpose of a PRU is?', or even 'What do you think the purpose of life is?'

The literature review, clearly showed that modern psychology research into PRU attendees, still focuses on processes, intervention outcomes, policy and experiences of adults, rather than how children experience this. Therefore, from the outcomes of this research (i.e. that children actively engaged in the research and had fascinating narratives and constructions), future research with PRU or those termed 'hard to reach' children, should include the children at the heart of the research in a participant-led design, either in asking them to be part of the research development (e.g. via a focus group regarding what they think needs to be explored) or consulting with children directly.

5.4 IMPLICATIONS FROM RESEARCH: INDICATORS OF GOOD PRACTICE

This sub-section outlines the research implications for good practice and how the research will be shared.

5.4.1 Implications for education: Indicators of good practice

This research has shown that certain institutional practices in education are constructed negatively by the children. As noted earlier, this is not positioned as the power to affect change residing with individual teachers, but rather as a product of social, historical and political ideologies and practices. Therefore, this research suggests that indicators of good practice should address policy makers and ultimately both local and national government, as summarised in Table 8.

Table 8: Implications for education: Indicators of good practice

Area of education institution	Good practice indicators
Government	<ol style="list-style-type: none"> <li data-bbox="620 1057 1448 1147">1. Set high expectations look beyond behaviour in order to understand the child and the context. <li data-bbox="620 1147 1448 1237">2. Establish systems for monitoring exclusions – consider effectiveness and patterns for schools and individuals. <li data-bbox="620 1237 1448 1327">3. Consult with children regarding their experiences regarding school and exclusion. <li data-bbox="620 1327 1448 1507">4. Re-evaluate the purpose of PRU – capture elements children identified as helpful (such as pastoral care) and transfer into mainstream school. <li data-bbox="620 1507 1448 1641">5. Expand curriculum to build on the strengths and interests of children (e.g. spatial abilities, outdoor activities) to promote success. <li data-bbox="620 1641 1448 1821">6. Introduce early intervention and assessment for children are experiencing difficulties in school. This should include inclusion of an Educational Psychologist to work with the school to support the inclusion of the child. <li data-bbox="620 1821 1448 2014">7. Re-position education priorities to first establish reciprocal and containing relationships, rather than an emphasis on behaviour management. This could be included in teacher training, as suggested by Meo and Parker (2004).

Schools	<p>8. Focus on establishing positive relationships between teachers and children. This should include relationships being viewed as the foundations for learning. Schools may require further training in this area, such as attachment awareness raising and specific professional frameworks to support their work, e.g. the Solihull Approach (Douglas, 2001), as depicted below.</p> <div style="text-align: center; margin-top: 20px;"> </div>
	<p>9. Promote children's sense of belonging to their school (e.g. having a position in the school, via the language used, inclusion in key decisions affecting them and the school community).</p>
	<p>10. Pastoral care to be used rather than disciplinary measures, such as exclusion and isolation. This could include Nurture Groups, as suggested by Taylor (2012).</p>
	<p>11. Early identification of learning needs – looking behind the behaviour. This includes consultation with the Educational Psychologist to collaboratively explore and understand the child in context.</p>

5.4.2 Feedback to key stakeholders in education

This research has remained linked with key stakeholders throughout the research. Stakeholders include the local authority in which the research took place, PRU head teachers, all participants and the participants' parents/carers. Stakeholders also include the Educational Psychology Service for the area (addressed in section 5.4.3).

Firstly, the researcher met with a senior officer in charge of exclusions and PRUs prior to the research starting. Having the support of this 'gate-keeper' was helpful to the research, especially in gaining the support of the PRU heads, who sent out the initial recruitment letters. To inform local policy and practice, the researcher will be feeding

back directly to the senior officer. An executive summary will also be sent to the director of children's services in the local authority, following the thesis viva.

The researcher has been in contact with the PRU headteachers throughout the research to keep them up to date with the progress of the research. For example, in December 2012 a letter to brief them on the research status and next steps (see Appendix N). Additionally, the researcher will be feeding back to the PRU head teachers via a presentation. A presentation rather than written communication has been planned following discussion. The general view from them was they would prefer a presentation as an opportunity to consider the implications of the research together. It is felt that involving them will increase their ownership in taking action forwards. The full version of the thesis will be available to the stakeholders upon request.

Inclusion and empowerment of children has been fundamental to this research. Therefore, the children have been consulted with throughout the research via checking the researcher's thoughts and data with the children to consider testimonial validity. The children were informed that they would receive a summary of the findings upon completion of the research. They were asked what would be most helpful and accessible for them and many said a letter or a leaflet similar to the original research brief leaflet. Therefore, following the thesis viva, all participants will be sent a user-friendly summary of the research finding, planned for September 2013. Further, the children were updated on the research status and given a certificate of participation in December 2012 (see Appendix H).

Finally, due to the age of the children, the parents/carers have also been important in the research. In December 2012 the parents/carers were also written to updating them on the research phase (see Appendix O). Again, following the thesis viva, a summary of the research and findings will be sent to all participants' parents/carers, planned for September 2013.

Following a presentation of the research methodology and research journey at the national Division of Educational and Child Psychology (DECP) Trainee EP conference in January 2013 (as discussed below), the researcher was contacted by the Times Educational Supplement (TES). They were interested in publishing an article on the research. The researcher has negotiated this for the summer 2013, following the

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completion of the write-up and the viva. Therefore, this is another opportunity to share the research findings nationally with a broad range of people who read the TES (e.g. local education authority staff, teachers, pastoral support staff, members of the public and psychologists).

Additionally, opportunities to share the research findings within education and specialist national interest groups have been sought. This includes an application to present the research at the national Social Emotional and Behavioural Difficulties Association (SEBDA) in March 2014. This group is particularly interested in supporting children with BESD and the planned topic for the conference is the label of BESD. Therefore, it is felt that this research would be incredibly relevant to the audience and a good opportunity to share the findings with people nationally.

5.4.3 Implications for Educational Psychologists: Indicators of good practice

The research findings highlight seven key implications for EPs as indicators of good practice, as summarised below:

Table 9: Implications for Educational Psychologists: Indicators of good practice

Good Practice Indicators	
1	Support adults to look behind the behaviour and consider how it is possible for adults to construct children in the way they do.
2	Early identification of learning needs.
3	Importance of relationships as a foundation for learning in school.
4	Equality in access to Educational Psychology services.
5	Promoting the rights and voice of the child.
6	Be critical psychologists by reflecting on the systems in which EPs work and the influence of governmentality, social and dividing practice and the influence of these upon the child's well-being.
7	Maintain and promote a focus on children who are excluded from school – such as becoming involved at the point of a child receiving regular exclusions from school and working with the school and child when a child is moved onto a PRU. This should include assessment of their learning needs and hearing their views.
8	Develop local authority systems to monitor exclusions and support children and schools in a critical role.

The good practice outlined above can be made possible as Educational and Child Psychologists' roles are positioned to work at multiple levels and as critical practitioners. This includes working within the educational institution and addressing social and dividing practices, subject positions and ultimately the subjectification of the children upon themselves. There are conflicting tensions in the position of the EP as an agent of the state. However, the technologies of power over the profession, via the BPS and HCPC, offer some support with this. The HCPC's first 'duty' of members, is that practicing psychologists must 'act in the best interests of service users' (HCPC, 2008, p.3). Therefore, EPs must ensure the rights of children are central to their work, and the researcher argues strongly that this must consider 'power' within the system and the impact upon the child for practitioners to act ethically. Educational psychologists can therefore use the power available to them positively to influence both top-down

(governmentality and institutional practices) and bottom-up (subject position and subjectification) policy and practice. An example of this could include through the consultation model (Wagner, 2000), whereby EPs are working with adults to consider their constructions of the child and to co-construct the child, taking into account power, institutional practices and the voice of the child.

5.4.4 Feedback to Educational Psychologists

The researcher followed the same approach, as noted above, by feeding back to the local EP service regularly on the research. This included during supervision with a Senior EP and discussions with the Assistant Principal EP and Principal EP to keep them abreast of the research progress. The researcher also shared the research progress and initial findings with other Trainee EPs during local service Trainee EP supervision meetings.

Part of the discussions with the management team has included how and when to feedback discuss the research with other EPs in the service. It has been provisionally agreed that this will take place at the annual Christmas conference in December 2013. In preparation for this, the researcher will also share the executive summary of the research with the management team. A full copy of the thesis will also be available for EPs in the service should they wish to read it in more detail.

Additionally, the researcher plans to share the research nationally within the EP community. To date, the researcher has started this process by presenting the early research journey and methodology to peers and EPs at the national DECP Trainee EP conference in January 2013 (see Appendix P). The presentation was also shared with the senior EP managers and Trainee EPs in the service. This process enabled the research to be discussed with peers and EPs and was found to be a highly valuable experience and a crucial stage of the research. It was also well received and generated interest in the research area. Therefore, the researcher feels that there is national interest in this research in terms of both the methodology and findings. The researcher will be applying to present this research at both the DECP Trainee EP conference and the main DECP conference in 2014.

Finally, the researcher intends to submit a research article based on this research in a respected and relevant journal, such as Educational Psychology in Practice.

5.5 REFLECTIONS ON THE RESEARCH JOURNEY

This sub-section will now change writing narrative from third person to first person to enable discussions about my experiences, learning and overall reflections on the research journey.

5.5.1 Overview of reflection process

Engaging in complex social mixed methods research involving people, social justice and moral activity requires researchers to be reflexive (aware of the position as the research take place) and also reflective on the research journey. Taking this position recognises researchers comes to the study with their own views, beliefs and history, which influence the researchers' approach, decisions and interpretations, rather than being an unbiased observer (Silverman, 2000).

Therefore, researchers are encouraged to reflect upon these through personal reflexivity (Willig, 2008) in their connection with the research to act ethically and accountably, '... the researcher filters the data through a personal lens in a specific socio-political and historical moment. One cannot escape the personal interpretations brought to qualitative data analysis. (Creswell, 2009, p. 18). Reflections involve thinking about those beliefs in making sense of the research journey, experiences and data and critically placing the findings within relevant theories and awareness of thoughts and feelings.

For this research, key topics for reflection involve my views regarding assumptions about PRUs, inclusion, BESD and exclusions, the purpose of the research, my fears regarding the research and an awareness of who I am writing the research for. Fundamentally, at the heart of this research I have a concern for inclusion, the rights of children and children, human rights, equal opportunities and social justice. Furthermore, the ethical and accountable researcher needs to be epistemologically reflexive (Willig, 2008) in considering the ontological and epistemological assumptions made and how this has influence the research. Therefore, I have needed to be aware of the theory, conceptualisation and ontological and epistemological positions held, as discussed below (5.5.2).

My approach to reflection involved a research journal to facilitate a space and time for thinking about the research and my position within it (detailed in Chapter 3, 3.4.3.4.).

Additionally, I also had time and space to consider my research with my professional and academic tutor at university, as well as a specialist in Foucault at the university. Both provided both support and challenge and a space for me to articulate my thoughts, experiences and developing thesis. Furthermore, I had to remind myself to allow myself to have time with the data, for both working with the data and thinking about the data. This was a key part of the research and learning journey in negotiating the balance between analysis and the write-up of the thesis.

5.5.2 Epistemological reflexivity: Researcher's position in negotiating Foucault

I was inspired to carry out this researcher by the children I had worked with and also concerned about children's needs which had somehow been missed or masked by other labels (as described in Chapter 1). I started the research journey aware of social constructs and in part from a social constructionist and critical realist perspective. However, this research has challenged me personally and academically in negotiating Foucault. Challenges have included learning about Foucault's work and negotiating my way through the academic French translated work or *oeuvre*. I first had to consider his terminology and seek to operationalise it into terms more 'fitting' to psychological research. I then had the huge task of trying to reconcile two approaches stemming from polar opposite ontological and epistemological positions (positivist and social constructionist). I therefore had to ensure a sound knowledge of Foucault in order to negotiate and problem-solve this and keep my faith that this was the appropriate approach. An example of this challenge is noted in the following extract from my research journal, "Feeling challenged by this research, but I need to recognise that's OK and expected in taking on research and methodology which is ambitious, structural and considers the meta-perspective. Stick with it! Have confidence!" (researcher journal extract, dated 18.10.2012)

At the doctoral level, I felt it was necessary to academically address the complexities of the real world regarding children labeled 'BESD'. This includes historical, political and social factors, which Foucault was able to shed some academic light on. This certainly has been a steep learning curve and one of personal and academic discovery and has shaped my thinking in research and practice. It has also helped me to develop my identity as a critical psychologist and I am thankful for this journey. I take forward with me a new found perspective and one which shapes my identity and my interactions with

others, from my personal ideology of the world as being aware of power dynamics and the importance of relationships upon others, as captured in a speech by Gandhi (1913) in which he said that, ‘As a man changes his own nature, so does the attitude of the world change towards him we must be the change we wish to see in world.’ (p.241).

5.5.3 Researcher and power: Talking with children and the researcher’s position

Central to the research aim was seeking the views of children who have been excluded from school and therefore viewed as socially marginalised. Furthermore, the children are the ‘client’ group with which we work and therefore it is vital to empower them and hear their voices (Greig, Taylor & Mackay, 2007).

In my previous work life I had worked with adolescents excluded from or at risk of being excluded from school, as well as working with children in care. Therefore, I recognised that there may be some challenges to seeking their views, but I very much felt that the challenges were to me as a research-practitioner, rather than positioned with the child. Therefore, from the start I did not agree with the term ‘hard to reach’ children (e.g. Pirrie and MacLeod, 2009, as discussed earlier). I felt it was rather a matter of ‘hard to be flexible’ practitioners following social practices innate in education and educational psychology.

I set off on my first stage of the research – recruitment. Then I hit my first stumbling block. The first two males I met with wanted to ‘sign-up’ to the research immediately. I explained that they did not have to take part and they would have time to think about it and I would contact the PRU. Following this up, the PRU reported that neither wanted to take part. I therefore had to reflect on my approach and quickly realised that I may have been too formal with them in striving to be ethically sound and over-emphasised the ‘right to withdraw’. I therefore modified my approach for the following initial discussions with participants, obviously ensuring I was still clear that they had the right to withdraw, but being less formal with them and all the children I then met agreed to take part.

The second hurdle in my research was the transient nature of the PRU as a ‘time-out’ provision and children moving onto other schools in the middle of the data collection phase. I made the decision not to include these children (N=3) for one ethical reason; whilst their ‘success’ in returning to school would be of interest, I did not feel it was in

the best interests of the child (HCPC, 2008) to meet with them in their new school when undergoing a fresh start to discuss potentially negative school experiences.

The children seemed happy to share their experiences and stories with me. The research design supported this by having the conversational-style interview as the final phase of data collection, allowing for a relationship to be built with the child first and empowering children to talk about topics they wanted to. Hearing the narratives and discourse constructions of the children was powerful and challenging. For example, hearing stories of the use of power against the children by adults was emotionally challenging at times, as well as hearing how the children constructed themselves, such as “I suffer”, or their request for adults to simply listen to them, such as “take more notice of us”. I was grateful for my doctoral training in preparing me to bear someone’s pain and challenges.

I also had to be mindful of the difference in the role or ‘researcher’ rather than ‘educational psychologist in training’. My usual practice would be to consult with the child and discuss the relevant information to be shared with this school. However, I was aware that the research context was different and I found it frustrating to have assessment information that may have been helpful to the PRU and child, but unable to share that with the PRU. In hindsight, I wish I had included this as an option when obtaining parental and child consent.

I was also aware of ‘power’ within the relationship between me as a researcher and the child. For example, one child asked me for permission to open a door for another adult to enter the room. This reminded me that whilst I had made every effort for the children to be given a voice and power in the research, how they positioned me as a researcher and adult may have not have been equal to how they positioned themselves, ‘Power relations between researcher and participants are perhaps more subtle in qualitative research; however, this does not mean that they should be ignored or denied by qualitative researchers.’ (Willig, 2008, p. 20).

Finally, throughout the research I have been aware of the power of the interview, as outlined by Beer (1977), ‘Interviews augment experience, rather than simply reflecting it … They alter meaning, instead of delineating it. They change people.’ (p.127). I saw this as both a responsibility for me as a researcher, as well as a positive opportunity to

empower children into co-creating a narrative to their experiences, ending with a focus on future possibilities for them. However, a personal tension for me in using a Foucauldian approach was that, by its nature, it seeks to consider the ‘problem’. My usual approach is solution focused. I was aware that there was a disharmony in my research and practitioner position at times. However I noticed that a Foucauldian approach reflected the experiences of the children (i.e. they had experienced ‘problems’ in their lives and this approach enabled them to talk about them). Being aware of this tension, I included solution focused approaches as well, using Rees (2005) idea of ‘keeping one foot in the pain and one foot in possibility’ to allow the stories to be heard. I ended all interviews on a positive, asking about the children’s preferred future (Egan, 2007), such as “And what would you have like to happened?” (Participant 14, line 131).

5.5.4 Summary: Final reflections

This research has enabled me to enter into a journey of academic and personal discovery and provided opportunities for me to grow and learn. It has been a privilege to meet with the 14 children and provide a space for their learning and stories to be explored and heard. The psychological theory I have used to understand the children’s experiences has at times surprised me, such as the meeting of Foucault and Freud in this thesis. This has included using aspects of psychoanalytical psychology, such as Freud’s unconscious processes and the emphasis on attachment has at times has surprised and also interested me. I wonder if by being reflective and allowing the data to lead the theory, I have understood power via Foucault as an unconscious process (Freud, 1953), which is played out through the lives of the children thus making their discourse constructions possible.

The research has also led me on a journey into the world of politics and the impact upon institutional practice. This has included personal reflections on my new role as an Educational Psychologist in the future and therefore ‘an agent of the state’. This includes the subject position given to me and subjectification of myself through social and institutional practices. It is my hope that having the experience of engaging with Foucault and the political world in which I will work, will have enabled me to further develop myself as a critical psychologist in my career and life ahead.

Further, navigating through politics, power and institutional practices has been one of the largest challenges to me in this research. This challenge will continue in sharing

and trying to embed my research findings into both practice policy at a locality, local authority, or even national level. To support me in this venture and capture this potentially exciting and daunting process, I will return to Foucault who states, ‘Where there is power, there is resistance’ (Foucault, 1976, p.95-96). Therefore, it could be expected that in encountering resistance or challenge, I will have positioned the research in the right place.

5.6 RESEARCH CONCLUSION

This research is set within the current government review of SEN, particularly the change from the label of ‘BESD’ and prioritisation of ‘behaviour’ to the new ‘ESBD’ label; realigning the priorities to see behaviour as a final priority and the emotional and social needs first. A systematic literature review indicated that whilst there is research into specific interventions in PRUs, there was little research into the learning of children in PRUs or their views and constructions.

To address this gap, mixed methods emancipatory and exploratory research was conducted with 14 children in a number of PRUs in one local authority. This included a Foucauldian perspective to consider the influence of government's power on institutional practices and upon the constructions of children in PRUs.

The research found that most children in PRUs in this local authority did not have a Statement of SEN, despite being excluded from school. Whilst a heterogeneous group in terms of their cognitive abilities, the majority of children had below average verbal abilities and below average non-verbal reasoning. Spatial abilities were identified as an area of strength for the majority of children. Furthermore, the children’s attitudes towards the PRU and themselves at the PRU were generally neutral to positive, with particularly positive attitudes towards their PRU teachers.

The constructions of the children indicated that the children were problematised through social and dividing practices within the institution of education, which served to create and maintain a social norm. It is concluded that this process has affected the children’s constructions of themselves by making it possible for them to problematise themselves (subjectification). Despite this, the children had hope and optimism for the future and they were able to identify solutions and ideas for factors which may help them, all of which focused on relationships. In raising relationships as central to their learning and

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school success, this research contains a novel approach in combining ideas from Foucault with traditional psychology, including attachment theory and Freud's psychoanalytical thinking regarding unconscious processes affected by power. Further research using Foucauldian thinking is seen as beneficial within both educational and educational psychology,

“Foucault’s concepts, methods and arguments invite us to look as much as before as behind and beyond both pragmatic policy formulations and abstract theoretical critiques, in order to investigate the everyday functioning and effects of relations of power, forms of knowledge and ways of relating ethically to oneself and others’

(Deacon, 2006, p.177)

In navigating Foucault and traditional psychology to further understand the learning of PRU attendees and how it is made possible for them to have particular discourse constructions, the researcher has undergone a considerable process of reflective learning. The research has at times been challenging and it is recognised that the methodology and findings will challenge the institution of education and educational psychology. In taking this approach the researcher has developed both personally and academically into a critical psychologist keen to take this new learning forwards to influence the researcher's future career and life as an Educational Psychologist.

Through this research, the researcher has considered implications for both education and educational psychology. These include implications for inclusive practice regarding in-school support via early identification of learning needs and a focus on relationships as the foundations to learning. The role of the EP is constructed as supporting the school with this via training, consultation and direct work with children and schools. Further, as the EP in the role as ‘an agent of change’ has the capacity and skills to work at multiple levels, it is recommended that the EP could support policy development, as well as practice development to support PRU children who are currently socially marginalised. Further, this research has sought to provide a voice for the children and therefore, it is recommended that children are consulted and their views listened to and acted upon. Ultimately, children must be central to school development and professionals roles to redress top-down power via social and dividing practices affecting their lives.

The next step for this ‘real world’ research is to share the findings within education and educational psychology. The researcher has noted the aspirations and challenges

involved with this, including practical plans for taking this forward to influence policy and practice. In making small steps forwards, big changes can occur whether by individual practice, local policy, or in contributing to a new institutional history with the rights of children and social justice at the heart of the work we do,

‘It is from numberless diverse acts of courage and belief that human history is shaped. Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centres of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.’

(Robert F. Kennedy, 1925-1968)

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Appendix A

A Summary of a Literature Search on the use of Foucault in Psychology

Search 1 Details:

Search 2 Details:

Search date	10.04.13
Databases	Academic Search Complete, Education Research Complete, PsycARTICLE, PsycINFO
Search term	*educational psychology* and *Michel Foucault*
Parameters	Full articles only Peer reviewed
Results	N = 8
Topics	Refer to references below
Countries	Canada UK Turkey Spain Portugal

References from Search 2 (with country noted):

- Barbousas, J. (2009). The Visual Education Movement: The Emergence of Visual Technology in Education. *International Journal of Learning*, 16 (10), 169-180 (Australia)

Gavrielle, L. (2008). A Foucaultian Approach to Academic Anxiety. *Educational Studies*, 44 (1), 62-76 (USA)

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- Schee, C. V., & Baez, B. (2009). HIV/AIDS education in schools: the ‘unassembled’ youth as a curricular project. *Discourse: Studies in the Cultural Politics of Education*, 30, 1, 33-46. (USA)
- Şentürk, I., & Turan, S. (2012). An Examination Regarding Educational Administration in the Context of Foucault's Power Analysis. (English translation from Turkish). *Educational Administration: Theory & Practice*, 18 (2), 243-272. (Turkey)
- Usherm R., & Edwards, R. G. (2005). Subjects, networks and positions: Thinking educational guidance differently. *British Journal of Guidance and Counselling*, 33, 3, 397-410. (UK and Australia)

Appendix B

Systematic Literature Review: Summary

A systematic literature was conducted on 27.09.11 using available published articles, as detailed below. Following this, abstracts were read to select articles for further reading. Those articles selected, have been summarised and critically reviewed with key points noted below.

Search date	27.09.11
Databases	Academic Search Complete, Education Research Complete, PsycARTICLE, PsycINFO, ERIC
Search term	Pupil Referral Units
Parameters	Full articles only Peer reviewed
Results	N = 59
Exclusion criteria	<ul style="list-style-type: none">• Repeated articles• Specific interventions in PRUs• Psychosis• PRUs for medical needs• Economics of PRUs (interesting, but dated, 2005, so need up to date figures)• PRU students included in other research which did not show affect related to them being in a PRU• IT in PRUs and Special Schools
Articles selected	N = 13 (from systematic literature review) (NB: 2 further articles were identified via a hand search following the systematic literature review. Therefore, the total number of articles in the literature review is 15, N=15) Total papers – N = 15

The following tables detail the 15 articles relevant to this research. Tables are ordered via themes and dates for ease of reading and also to enable direct linking to the Literature Review chapter of this thesis. The themes, as outlined in Chapter 2: Literature Review are as follows:

1. PRUs: Statistics, government initiatives and effectiveness
2. Views of PRU attendees
3. Needs of PRU attendees
4. Methodological challenges of research with PRU attendees

1. PRUs: Statistics, government initiatives and effectiveness (8 papers)

Author/s	Date	Article Title and Journal	Participants No., gender & age	Research area and psychological theory	Design	Measures & Data analysis	Findings	Critique
Garner, P.	1996	A La Recherche du Temps Perdu: Case Study Evidence from Off-Site and Pupil Referral Units. <i>Children and Society</i> , 10, 187-196 (Translation – ‘in search of lost time’)	Time 1 (1980) Teacher = 3 Pupils = 7 Time 2 (1990) Teacher = 2 Pupil = 9	PRUs are an ineffective replacement for mainstream school Sense of belonging, self-esteem and trust.	Qualitative	Interviews Thematic analysis via pre-determined categories (resourcing, referral and reintegration, curriculum, pupil and teacher status).	PRUs do not offer something different, but more of the same. PRUs benefit other children rather than the students in the PRU. Same system 10-years on – SEBD children are ‘threat to order’ and therefore there are ‘punitive regimes’.	Dated article (1996) – but appears that current research is still indicating PRUs to be inadequate Small sample size in both time phases. Comparative study of PRUs 1980 and 1990s, but the same questions were not used at both points although they were asked about the same 4 themes. Therefore, validity and reliability of the findings are therefore questionable. Where are PRUs now – another 10-15 years on? My research could add to this.

Cole, T., Daniels, H., & Visser, J.	2003	Patterns of Provision for Pupils with Behavioural Difficulties in England: a study of government statistics and behaviour support plan data. <i>Oxford Review of Education</i> , 29 (2), 187-205.	N =144 local authorities (supplied Behaviour Support Plans, BSP)	Overview of provision for children who have been excluded and have EBD in UK (incl. PRUs) Inclusion debated in relation to EBD, including 'social inclusion'.	Mixed methods	Qual – review of BSPs Quant – review of BSPs, audit of no. EBD provisions in UK	1998 – move towards in-school provisions by government, but off-site provisions still thought to be necessary. Identifying EBD schools is challenging, as a proportion was EBD and learning. 218 EBD provisions (PRU data from government was inaccurate) 16,365 children in EBD provisions, PRUs = 9200 (2001) Between 0.2-1.07% of Statements in the local authorities involved related to EBD. PRU: 7:1 (boys-girls) Highlights inconsistencies in defining 'EBD'	Local authority data varied (reliability and validity of data provided is questionable). Reports findings, but does not offer interpretation or recommendations.
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Meo, A., Parker, A.	2004	Teachers, Teaching and Educational Exclusion: Pupil Referral Units and Pedagogical Practice. <i>International Journal of Inclusive Education</i> , 8 (1), 103-120	N = 1 PRU, Key stage 3 (11-14 years)	Effectivenes s of PRUs Staff – interpretatio n of local and national policy Behaviourist approaches Reciprocal relationships Trust	Qualitative Case study (1 PRU in UK) Ethnograp hic approach to explore daily lives of teachers in PRU	Participant - observatio ns Semi- structured interviews Document ation Fieldwork journal	PRUs in UK perpetuate social exclusion by their existence and reintegration is still a challenge (if this is the PRU purpose, then research suggests, PRUs are not effective). PRU staff's attempts to manage behaviour using traditional approaches, failed with these students at this PRU. Notes importance of establishing trusting relationship between adult- student. Pedagogy used in this PRU amplified needs of children rather than modified them. Teachers preoccupied with classroom management and used same strategies as in mainstream (thus PRU not offering anything 'different'). Teachers – generally had experience of EBD but no specialist training. Staff priorities for students focused on social, emotional and behavioural issues,	Engaging insight into life in PRUs for both teachers and the students, but also very critical of teacher's approaches and effectiveness of PRU. Suggests teachers need to do something else – but doesn't say what? My research – to consider PRUs role in identifying learning, feelings and how students make sense of their experiences in order to target specific personalised support programmes. Staff also need time and space to reflect and develop their practice.
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							<p>rather than learning and national curriculum.</p> <p>Discusses implications for teacher training in non-mainstream provisions.</p>	
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Twigg, D.	2005	Parliamentary Questions. Pupil Referral Units. <i>Education Journal</i> , 84, 35-36	N = 13,028 (audit)	<i>PRU report for parliament statistics</i>	Quantitative	Quantitative report based on national data of number of pupils on PRU roll – reported by local authorities.	426 PRUs in England 13,028 pupils in PRUs Information on the number of available PRU places (rather than the current number of young people on roll) was not available	What are the current statistics? Quantitative data only. Quality of PRU provision, gender, need type, age are not reported.
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Ofsted	2007	<i>Education Journal</i> , 105, 32-33	N = 28 PRUs (in 22 local authorities) Age 12-16 years Judged to be 'good' or 'outstanding' in previous 2 Ofsted inspections PRUs – BESD, medical and young mothers	Ofsted report of good practice	Qualitative	'Visits' to PRUs (interviews , questionnaires, focus groups?)	1/8 PRUs reported to be 'inadequate' in their effectiveness. Identified factors which help PRUs to be effective: <ul style="list-style-type: none">• Message to young people of 'fresh start'• High expectations of students• Anticipated the support students would need with challenging tasks• Well designed curriculum which focused on building basic skills• Accreditation of work support motivation• Work with community partners – specially when needing access to space and resources• Close links with community, schools, and local authorities Areas of weakness: <ul style="list-style-type: none">• Personal development monitored well, academic progress monitoring was low• Gap between intention and practice – such as students staying at PRU for unspecified	Skewed sample of PRUs (good or outstanding only) Methodology is unclear
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							<ul style="list-style-type: none">• time• Limited information received by PRU from the school regarding academic levels• Lack of focus on pupil progress by local authority monitoring	
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Osted	June 2011	Alternative Provision	14-16 years (Key stage 4) N = 23 schools N = 16 PRUs N = 61 Alternative Provisions	This survey evaluates the use of off-site alternative provision by a small sample of schools and pupil referral units. Schools and pupil referral units can use a range of alternative provision to try to prevent students from being excluded, or to re-engage students in their education. The survey considers what makes alternative provision successful and examines some of the			More boys than girls attended PRUs 69% had 'Special Educational Needs) Quality of PRUs was variable Quality of progress monitoring was poor Identification of purpose of the provision, enabled them to evaluate their impact more robustly Only 67% reported they had face-to-face contact with the young person prior to them starting (suggesting a lack of transition planning) Limited and inconsistent contact from the young person's home school whilst they were attending the alternative provision Information provided by the schools to the alternative provision was limited in national curriculum levels and SEN details. 23% provided oral information	Sample: Based on a small sample of PRUs (approx. 4% of total PRUs in UK). Number of participants unknown (only number of schools and PRUs reported). Gender ratio unknown. 'SEN' noted, but type and primary need not reported. Key stage 4, not key stage 3 Criteria – previous Ofsted inspection, PRU could not have been 'inadequate' – therefore a skewed sample. Key – limited transition planning , e.g. lack of SEN and academic info and lack of face-to-face meetings) More autonomy of education provision in general is proposed by the government- but if research shows some PRUS and ACP are unable to evidence their quality assurance and impact then how will this work? Political rather than
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				current issues associated with its use.			only. Lack of systematic progress monitoring in academic subjects Evaluation of impact of PRU or alternative provision – anecdotally positive evidence provided regarding the transition of young people, but lack of quantitative or systematic evidence provided. Students – viewed the PRU or alternative provision as positive in helping them to be treated as an adult, motivating and helping preparing for further education or employment. Recommendations: PRUs and ACP to be required to be DfE registered Framework for quality assurance to be developed Appropriate and written information to be provided by schools to ACP and PRU Local authorities to have more input and monitor the quality of ACP and PRUs.	evidence based?
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Education Publishing Worldwide Ltd	2011	Parliamentary and Government Activity in May. <i>Education Parliamentary Monitor</i> , 16 (5), 448-464	School age children	Report on parliamentary activity regarding education in May 2011	N/A	N/A	PRUs are briefly mentioned in the introduction (p. 448), ‘The Government introduced some new amendments to the Education Bill at report stage. New Clause 20 sought to give pupil referral units in England greater autonomy’.	PRUs to be given more autonomy, which contradicts previous research indicating the local authorities should be more involved in monitoring, quality assuring and supporting PRUs (e.g. Ofsted, June 2011 – published one month after this report)
								It appears to be a political decisions, rather than an evidence based one.

Further hand-search:

Several months after my initial systematic literature review, a government commissioned review by Taylor (2012) of Alternative Provision (AP) and PRUs was published . Due to the relevance of this report to my research it is included here in this literature review.

Taylor, C.	2012	Improving Alternative Provision. London: Department for Education.	22 local authorities (LAs) – PRU Heads, AP Heads, other Heads, LA officers. Focus: PRUs and AP catering	DfE commissioned review of Alternative Provision (AP) and PRUs to consider the provision available and recommendations for government and future	Qualitative	Data collection methods are unclear. Taylor appears to have visited PRUs and AP and spoken with profession	Findings for both AP and PRU discussed – I will focus on PRUs. Follows Ofsted (June 2011) report regarding the peripheral approach of education towards these children and the PRUs. Highlights high level of SEN (79%) and deprivation of children in PRUs (disadvantaged and	Notes that some schools want ‘... disruptive children ... out of the school on any terms’ (p. 13). Acknowledges need for early intervention, reduction in permanent exclusion and poor outcomes for those in PRUs. Also highlights need for further assessment of young people’s needs. However then goes on to focus on reform in terms of
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		for excluded students aged 13-18 years old	development of AP and PRUs. Briefly touches on emotional containment for vulnerable children (in reference to nurture groups).		als in the LAs, AP and PRUs.	vulnerable group). Provides useful information on statistics (p. 5, & p. 19). Academic outcomes for children in PRUs are poor and expectations can be low. Behaviour masks needs and importance of early assessment is highlighted: 'Often this (SEN) is a behavioural difficulty, but the behaviour frequently masks other issues. It is essential that there is an accurate assessment of their children's needs to ensure the right provision is put in place.' (p. 6)	structure and funding, rather than change in thinking and systems (e.g. assessment if child is at risk of permanent exclusion). Recruitment strategy and methodology unclear Most of content and recommendations focuses on policy and funding arrangements, rather than how best to meet the needs of the young people. Positivist approach – 'educational underclass' referred to from Gove's speech (September 2011) – are we reverting back to the 'educationally subnormal'? Hierarchical and judgmental labeling used – Foucault would argue this is an example of subjectification through technology of policy, discourse and power. Suggests that PRUs should be learning centres for GTP and NQT – agree there needs to be a training review, but rather than new staff, should there be a
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							<p>services – PRUs to become academies</p> <ul style="list-style-type: none"> • PRUs could become hubs, including EPs to be accessed via PRUs • More emphasis on secondary schools and PRUs supporting primary schools in preventative approach, including secondary schools using nurture group model in year 7 and 8 for those who need it. 	<p>specialist training role for those wishing to work with some of the most vulnerable young people?</p>
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2. Views of PRU attendees (2 papers)

Author/s	Date	Article Title and Journal	Participants No., gender & age	Research area and psychological theory	Design	Measures & Data analysis	Findings	Critique
Hamill, P. & Boyd, B	2002	Equality, Fairness and Rights: The young person's voice. <i>British Journal of Special Education</i> , 9 (3), 111-117	N = 45 14-16 years old Males – 34 Females - 11 Schools = 11	Evaluation of 1-year programme in some Scottish schools using in-school 'pupil support bases' rather than PRUs. Views of pupils, staff and parents	Mixed methods Action research, ethnographic approach	Focus groups (4-5 students) Questionnaires Observations schedule Documentation	Young people (35/40) outlined the connection between learning and behavioural difficulties. They reported experiencing 'unfairness' in the way teachers treated them, and enjoyed the in-school support system available.	Participants from 11 different schools – results therefore may be affected by the ethos, interventions, curriculum delivery, etc., within the school rather than due to the programme. Abstract notes that the research involved adults (the stakeholders), but their involvement and numbers are not mentioned further in the document. It seems they were involved in constructing the research. Possibly a missed opportunity to gather adult views and also may have affected the data as not independent and therefore not objective.

Solomon, Y., & Rogers, C	2001	Motivational Patterns in Disaffected School Students: insights from pupil referral unit clients <i>British Educational Research Journal</i> , 27,(3), 331-345	N = 92 13-16 years	Perceptions of Students in PRUs on their circumstances Attribution theory Self-efficacy theory Theories of motivation (e.g. intrinsic motivation)	Mixed methods	1. Questionnaire 2. Patterns of Adaptive Learning Survey (PALS)(motivation) (Midgley et al, 1997) 3. Interviews with students 4. Interviews with practitioners Questionnaire – Descriptive statistics Interviews – thematic analysis	Concludes that there is little evidence that students' disaffection is related to the curriculum, but is connected to motivation and coping strategies (problem solving). Asked about their reasons for being excluded from school – results showed this was not reported to be due to academic needs (rated themselves generally as the same ability as their peers), but self-report questionnaires, showed this seemed to be due to motivation and sense of responsibility – could investigate this further: What is the profile of students in PRUs and how can education and educational psychology support these children to reduce academic and social exclusion?	Participants- a. Reported as 'N=92', but actually smaller numbers for different phases of research – such as interviews N = 6 b. Participants' gender unknown c. Low response rate to questionnaires (22%) – how representative is this (least or most disaffected responded?) Sought the young people's views, but doesn't investigate their needs. Paper claims to try and 'better understand disaffection' but looks only at a small portions of a young person's skills – need to also look at cognitive abilities, speech and language, attitudes and beliefs, which my research will attempt to address to add to the current research base.
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3. Needs PRUs attendees (3 papers)

Author/s	Date	Article Title and Journal	Participants No., gender & age	Research area and psychological theory	Design	Measures & Data analysis	Findings	Critique
Kalu, D	2002	Containers and Containment. <i>Psychodynamic Practice</i> , 8 (3), 359-373.	8-16 years old (5 case studies)	SEBD challenges to teachers Difficulty in working with troubled and troubling children and impact on the teacher. A reflective piece by a teacher with 15-years experiences of working with PRUs. Psychoanalytical approach – regressions, containment (Bion), attachment theory (Bowlby)	Qualitative	Case studies Narrative – number of cases and their stories. Field notes	Teachers work with children in pain at times and need to be supported in order to provide support – teacher training. Importance of understanding children where they are developmentally Physical and metaphorical use of 'box' for containment of children's strong emotions.	Helpful for highlighting teachers' anxiety in the challenges they face. However - what is the teacher's role? Be prepared and have awareness of emotional need and trauma, but not a 'therapist' as this article seems to lean towards. Subjective view and interpretations (theory or evidence base is unclear) – e.g. '... he was clearly persecuted by internal demons'. (p.366) My research – needs to focus on elements that will be helpful to teachers in supporting children needs, as well as specific psychological understanding for trained psychologists

Mainwarin g, D., & Hallam, S.	2010	Possible selves' of young people in a mainstream secondary school and a pupil referral unit: a comparison. <i>Emotional and Behavioural Difficulties</i> , 15,(2), 153–169	N = 25 PRU students: N=16 Male – 5 Female – 4 Comparis on Group N = 9 Male – 9 Female –7	Sense of self, belonging (well-being) and motivation	Qualita tive	Semi-structured interviews (20 minutes) Deductive analysis according to categories based on concept of positive and negative possible selves	The findings suggest that in comparison with those in school, PRU attendees have fragile positive selves and more negative perceptions of their prospects. PRU students appeared to find considering the future and problem-solving difficult. This may indicate a lack of internalisation of positive future options. There are implications for practice of those who work in the PRU context to aim to provide meaningful experiences.	Limited sample size, especially with the PRU students (N=16). Analysis – reliability unclear given lack of member checks (potentially subjective)
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Further hand-search:

Several months after my initial systematic literature review, a 2-year report on children's communication, by Gross, 'Communication Champion' was published (2011). This includes reference to speech and language needs of children in PRUs and is therefore included in my literature review to support my research.

Author/s	Date	Article Title and Journal	Participants No., gender & age	Research area and psychologic al theory	Design	Measures & Data analysis	Findings	Critique
Gross, J.	2011	Two Years On: final report of the Communication Champion for children. Publishers?	2-year study. N = 105/152 primary care trusts Local authorities, members of government, voluntary services	Report from the national 'Communication Champion' following a 2-year post (during 2011 the year of speech, language and communication). Project involved following up on the Bercow report (2008), which noted that SCLN support was variable and	Mixed methods (largely qualitative)	Interviews with participants Review of records	<p>Relevant to PRUs and BESD:</p> <ul style="list-style-type: none"> • Increase in support for secondary aged children with SAL difficulties is reported • East Sussex – 1 in 5 primary children referred to behaviour support had a Specific Language Impairment • Some authorities provided specific SAL support for young offenders, with positive results and improvement in communication skills • CPD for teachers regarding implementation of requirement to promote communication in the classroom needs to take place 	<p>Sample size and sampling strategy is unclear.</p> <p>Whilst this report highlights the correlation between SCLN and academic progress and behaviour, the link with behaviour is limited. It would have been helpful to further consider the SCLN of excluded children and those in PRUS and particularly the type of support they receive. A missed opportunity given the report does note that the outcomes for this group are poor in terms of education, employment and potential criminality</p>

				<p>there was a need for a national ‘communication champion’</p> <p>Aim – to gather examples of best practice regarding SLCN and advise government</p>			<ul style="list-style-type: none"> • Gaps in services (front-line service cuts) and therefore support for children with SAL needs • Schools and community paediatricians are main source of referral to SALT (not GPs – as proposed by government) • 2/3 of children at risk of exclusion have speech and language needs • Evidence of correlation between limited academic progress and SAL needs (p.20) <p>Recommendations:</p> <p>‘I recommend that schools ...understand that poor language and communication skills affect every aspect of children and young people’s learning and behavior , so that improvements to language and communication are central to school improvement’ (p.50)</p> <p>‘..screen children with behaviour difficulties in order to identify any underlying SLCN they may have.’ (p.50)</p>	
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4. Methodological challenges in research with PRU attendees (2 papers)

Author/s	Date	Article Title and Journal	Participants No., gender & age	Research area and psychological theory	Design	Measures & Data analysis	Findings	Critique
Pirriea, A., & Macleod, G.	2009	Locked out: researching destinations and outcomes for pupils excluded from special schools and Pupil Referral Units <i>Emotional and Behavioural Difficulties</i> , 14 (3), 185–194	N = 30 young people permanently excluded from PRUs and special schools for BESD <u>NOTE:</u> research did not take place as the sample could not be identified or engaged with.	Research challenges (PRUs) from a DfES commissioned study into the destinations of excluded young people. Complexity of researching ‘messy’ real-life Discuss ‘BESD’ label and definition	Qualitative	Questionnaires Semi-structured interviews	Challenges in identifying the destinations of students permanently excluded from PRUs and special schools children, is data itself (rather than a lack of data). Disparity on using traditional research methods (epistemology) to study a ‘hard to find’ and ‘untraditional’ group. EBD provisions vary in quality. EBD needs of those in PRUs vary, but not identified what these needs are.	Sampling strategy is unclear – how were participants selected? Government ‘commissioned’ research – Research was not able to address the research questions, so instead appears to be published to account for reasons why research was not possible – is there another way? Invite letters to the young people via key workers rather than trying to gain their details (confidentiality issues) Ethics of obtaining children’s information via the local authority – child and parent consent not given and names not provided, but still high level of info gathered. It would be helpful to consider the ontological research position appears

								almost positivist, rather than considering the construct of 'BESD').
Pirriea, A., & Macleod, G	2010	Tripping, slipping and losing the way: moving beyond methodological difficulties in social research. <i>British Educational Research Journal</i> , 36 (3), 367–378	N = 30 NOTE: research did not take place as the sample could not be identified or engaged with and this article is a reflexive piece on the research journey.	An expansion on their previous research (2009, 3-year longitudinal study) (above) into the epistemological challenges of social research into the outcomes of young people permanently excluded from PRUS and special schools for BESD	Qualitative	Reflexive Field notes	New methodological and epistemological approach is needed in social research where participants are 'hard to reach' – e.g. anthropological and ethnographic Argue for attunement to social world, rather than a 'scientific' approach. Discusses the challenges of commissioned research where measuring 'outcomes' defined by another party (e.g. DfES) Social research – knowledge is built up, rather than along (phased approach to research). Use of literature, analogy and metaphor in social research considered helpful to capture elements which traditional methods miss – e.g. analogy of research of 'walking' if you slip, it	An additional expansion of their previous research in which they were unable to identify the participants – therefore is this an attempt to rectify or justify the previous methodology or a reflective and helpful article to consider alternative approaches? The literary approach adopted in this article, makes it difficult to read at times (e.g. p 370) – use literary information sparingly. As in the earlier study (2009), the researchers still appear not to acknowledge the ethical dilemma in obtaining participant information without informed consent – appears that as it is a government funded study, they feel this should allow access to personal information.

							<p>change your approach – reflexivity.</p> <p>Journey is part of data, rather than purely the end product.</p> <p>Limited research into the emotional impact of a study on the researcher/s.</p> <p>Key role of ‘gatekeepers’ in access to participants.</p> <p>Highlighted the number of professionals involved in the lives of young people with complex needs.</p>	
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Summary: Identified gaps in research

Relevant articles appear to be in education research, SEN or inclusion journals. Limited research on PRUs in psychology journals and therefore research limited on the psychological perspective of PRUs and the children educated within PRUs.

Appendix C

Initial letter to Head teachers of Pupil Referral Units (Anonymised)

Name of Head teacher Address	Name of Educational Psychology Service Address
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Ext: Telephone number
Your ref: Lucy Browne - Research
Our ref:
Date: 10th January 2012

Dear (Name of Head teacher of PRU),

Re: Invitation to take part in research into the characteristics and constructions of students in Pupil Referral Units (PRUs)

I am a Trainee Educational Psychologist working in (area) and a member of the University of East London. As part of my doctoral studies, I would like to carry out research into the cognitive profiles (strengths and difficulties), attitudes, and stories of young people in Pupil Referral Units.

Why research profiles and stories of PRU students?

There appears to be a lack of research into this area at present and with current government legislation reforms in the DfE SEN green paper, I am interested in the underlying needs of children with 'behavioural, emotional and social difficulties'. I am particularly interested in how Educational Psychologists can further identify the needs of these young people and engage in preventative work.

What would this involve?

I would initially like to meet with as many young people as possible to invite them to take part in the research and I will first need to gain parental consent for me to meet with them.

Therefore, I am writing to ask if you are happy to support the research. This would involve:

- Agreement to send out the attached parental information and consent letter
- Agreement to support this research and for me to come to your PRU to meet with the young people for the initial introduction to the research and then possibly for a further 2 meetings (totalling 3 hours) between starting in April 2012

How do you become involved?

If you are willing to take part, I would be extremely grateful to hear from you either by phone, email, or by returning the slip below **by Friday 17th February 2012**

I am incredibly passionate about this area and really feel it's an area that could support young people and all of us who work with them, so please feel free to contact me if you would like to discuss this further.

Thank you in taking the time to read this and I look forward to hearing from you.

Yours Sincerely

Lucy Browne
Trainee Educational Psychologist

**DOCTORAL RESEARCH INTO THE CHARACTERISTICS AND CONSTRUCTIONS
OF STUDENTS IN PUPIL REFERRAL UNITS (PRUs)**

Lucy Browne (Trainee Educational Psychologist)

Head of PRU REPLY SLIP

I have read your information letter and I am happy to support your research by sending letters out to parents and supporting you in meeting with the young people who agree to take part.

Signed:

Name:

Designation:

Date:

Please return to:

**Lucy Browne
Trainee Educational Psychologist
(Educational Psychology Service address)**

Alternatively, you can telephone or email Lucy Browne to confirm you are happy to support this research

Tel: (number)

Email: (email)

(Please see Appendix E for the Initial Parental letter and Parental Consent Form, which was attached to this letter)

Appendix D
Initial Letter to Parents and Parental Consent Form (Anonymised)

Name of Educational Psychology
Service
Address

Ext: Telephone number
Your ref: Lucy Browne – Research
Our ref:
Date: January 2012

Dear Parent or carer

Re: Invitation for you child to take part in a study!

I am a Trainee Educational Psychologist working in (area) and part of the University of East London. I would like to carry out a study about the learning, attitudes and stories of young people attending Pupil Referral Units (PRUs) and I would like to invite your child to take part.

Why study this area?

We know that school can be difficult for some young people who are then excluded from school. I want to find out more about which areas of learning they are good at and which areas they find difficult, as there's not much research into this. I'm also really interested in their views. The aim of the study is to better understand children in PRUs and for Educational Psychologists to think about how they can better support them.

What would this involve?

If you consent to your child taking part, I will include them in a short meeting in April or May 2012 to explain the research and ask them if they want to take part. I will then go back to their PRU another day and work with them on a computer questionnaire for about 20-30 minutes. I will then visit some of these children again another day to do some more work with them about their learning and also ask them what they think about school and their experiences. I will also look at your child's school files and records to try to gather information about their school experience.

What will happen to the information I collect from your child?

All the information your child tells me or we work on together will be 'anonymous'. That means that I will note down numbers and what they say, but not who said it when I write it up. Their information will also be 'confidential' to me, them, and people involved in supervising me with the study. I also intend to publish my research in the future, and again your child will remain completely anonymous if this happens. I won't share what they say with other adults (such as teachers or parents), unless there are concerns about their safety. All their information will be stored securely and retained for the duration of the study and for up to 10-years after the study.

What if my child changes their mind about taking part?

That's fine—your child can tell me they don't want to take part at any point in the study until August 2012, which is when I will then be writing up the study and will no longer know whose information is whose.

How do I consent to my child taking part?

To consent to your child taking part, you just need to complete the reply slip on the next page and return to the PRU who will pass it onto me, OR you can send it to me at the address above. I will then include your child in my introductory meeting in April-May 2012 to ask them if they are happy to take part.

If you would like to contact me any point in the study, please contact me on the details above or speak with the Head Teacher of your child's Pupil Referral Unit.

Yours Sincerely

Lucy Browne
Trainee Educational Psychologist

(Educational Psychology Service Logo)

**DOCTORAL RESEARCH INTO THE PROFILES AND NARRATIVES OF STUDENTS
IN PUPIL REFERRAL UNITS (PRUs)**

Lucy Browne (Trainee Educational Psychologist)

Parent/Carer REPLY SLIP

I have read your information letter and I consent to my child taking part in this study. I have full parental responsibility for this child. I understand that you will now meet with my child to make sure they are happy to take part and that my child can chose to withdraw from the research at any time, up until August 2012.

Child's details:

Name of child:

Address:
.....
.....

Date of Birth:

School/PRU currently attended:

Parent's details:

Signed:

Name of parent/carer:

Relationship to the child:

Contact telephone number:

Date:

Please return to:

Head Teacher at your child's Pupil Referral Unit

OR

Lucy Browne

(Educational Psychology Service address)

Appendix E

Information leaflet for participants

Examples of some of the questions you might be asked

Can you tell me about your previous school experience?

Can you repeat these numbers to me backwards: 2, 4, 5

What would you like to do in the future?

What will happen to the info I collect from you?

All the information you tell me or we work on together will be ‘anonymous’. That means that I will note down numbers and what you say, but not who said it when I write it up. Your information will also be ‘confidential’ to me, you, and people involved in helping me with the study. That means that I won’t share what you say with other adults (such as teachers or parents), unless it sounds like you or someone else is not safe or at risk of not being safe.

What if you want to change your mind about taking part?

That’s fine—you can tell me you don’t want to take part anymore up until August 2012, which is when I will then be writing up the study and will no longer know whose info is whose.

Lucy Browne—Trainee Educational Psychologist

Educational Psychology Service Address

Phone: (office telephone number)

Email: (email address)

What are the views, experiences and learning like for young people in PRUs?

Your Views!
You are invited
to take part in
some research!

Lucy Browne
Trainee Educational Psychologist
University of East London

What are the views, experiences and learning like for young people in PRUs?

My name's Lucy Browne and I'm just about to start a study with young people who go to school in Pupil Referral Units (PRUs) as part of training to be an Educational Psychologist.



What is the study about?

I'm really interested in what you think about school and yourself and I would also like to understand a bit more about how you learn.

Why am I interested in finding out more about young people in PRUs?

I've looked at some work that has already been done and it seems that not many people have found out about the views of young people in PRUs, or looked at how you might learn. I'd really like to understand a bit more and to then add this information to what is already out there to try and help other young people in the future

I'd like to invite you take part in this study!

What will it involve?

I will come to your school and work with you and possibly some other young people at your school on your own. I may come and see you a few times as there are three different parts to this study.

First, there is a computer questionnaire. Takes about 20-30 minutes.



Then I may ask if you would like to take part in a few games and tasks to look at your learning a bit more. Takes about 45 minutes.

After this, I'll invite you to take part in a discussion with me, which I'll tape to make sure I record what you say correctly. Takes about 45 minutes.



I'll also have a look at your school file to gather a bit more info.

How do you get involved?

We need your permission and your parents/guardian permission for you to take part. Parents have already been written to and if you have been given this leaflet, they will have given their consent for you to take part.

If you are also in agreement to take part, please complete the slip below and return to your school who will pass it onto me. I will then arrange a time to come and meet with you.



Consent form

I have met with Lucy and also read the leaflet about the study involving young people in PRUs and I'd like to take part!

Name: _____

Signature: _____

Date of birth: _____

Date: _____

School: _____

Appendix F
Ethical Approval for Research to be carried out (from the University of East London)

ETHICAL PRACTICE CHECKLIST (Professional Doctorates)

SUPERVISOR: Miles Thomas

ASSESSOR: Anna Stone

STUDENT: Lucy Browne

DATE (sent to assessor): 22/11/2011

Proposed research topic: Emancipatory Research into the Profiles of Pupil Referral Unit Students and their Narratives

Course: Prof Doc Ed Psych

- | | |
|--|---------------|
| 1. Will free and informed consent of participants be obtained? | YES |
| 2. If there is any deception is it justified? | N/A |
| 3. Will information obtained remain confidential? | YES |
| 4. Will participants be made aware of their right to withdraw at any time? | YES |
| 5. Will participants be adequately debriefed? | minor comment |
| 6. If this study involves observation does it respect participants' privacy? | NA |
| 7. If the proposal involves participants whose free and informed consent may be in question (e.g. for reasons of age, mental or emotional incapacity), are they treated ethically? | YES |
| 8. Is procedure that might cause distress to participants ethical? | YES |
| 9. If there are inducements to take part in the project is this ethical? | NA |
| 10. If there are any other ethical issues involved, are they a problem? | NO |

APPROVED

	YES, PENDING MINOR CONDITIONS	
--	-------------------------------	--

MINOR CONDITIONS: Please think about: 1. If the results of the research are published the journal may require storage of the raw data for a specified period that could be up to 10 years, so please make this clear to children and parents. 2. If the children are distressed by the interview or any of the tests perhaps staff at the Unit could be warned that this might occur. 3. You have offered to give a copy of your thesis to participants which is very generous, but perhaps an edited extract re-written for the audience might be more appropriate?

Assessor initials: AS

Date: 23 Dec 2011

RESEARCHER RISK ASSESSMENT CHECKLIST (BSc/MSc/MA)

SUPERVISOR: Miles Thomas

ASSESSOR: Anna Stone

STUDENT: Lucy Browne

DATE (sent to assessor): 22/11/2011

Proposed research topic: Emancipatory Research into the Profiles of Pupil Referral Unit Students and their Narratives

Course: Prof Doc Ed Psych

Would the proposed project expose the researcher to any of the following kinds of hazard?

- | | | |
|----|--|----|
| 1 | Emotional | NO |
| 2. | Physical | NO |
| 3. | Other
(e.g. health & safety issues) | NO |

If you've answered YES to any of the above please estimate the chance of the researcher being harmed as: HIGH / MED / LOW

APPROVED

YES		
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Assessor initials: AS

Date: 23 Dec 2011

Please return the completed checklists by e-mail to the Helpdesk within 1 week.

SCHOOL OF PSYCHOLOGY

Dean: Professor Mark N. O. Davies, PhD, CPsychol, CBIol.



**School of Psychology
Professional Doctorate Programmes**

To Whom It May Concern:

This is to confirm that the Professional Doctorate candidate named in the attached ethics approval is conducting research as part of the requirements of the Professional Doctorate programme on which he/she is enrolled.

The Research Ethics Committee of the School of Psychology, University of East London, has approved this candidate's research ethics application and he/she is therefore covered by the University's indemnity insurance policy while conducting the research. This policy should normally cover for any untoward event. The University does not offer 'no fault' cover, so in the event of an untoward occurrence leading to a claim against the institution, the claimant would be obliged to bring an action against the University and seek compensation through the courts.

As the candidate is a student of the University of East London, the University will act as the sponsor of his/her research. UEL will also fund expenses arising from the research, such as photocopying and postage.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Mark Finn'.

Dr. Mark Finn

Chair of the School of Psychology Ethics Sub-Committee

Stratford Campus, Water Lane, Stratford, London E15 4LZ
tel: +44 (0)20 8223 4966 fax: +44 (0)20 8223 4937
e-mail: mno.davies@uel.ac.uk web: www.uel.ac.uk/psychology

The University of East London has campuses at London Docklands and Stratford
If you have any special access or communication requirements for your visit, please let us know. MINICOM 020 8223 2853



Appendix G

Participants: Thank you letters and Certificate of Participation

Name of Child Address	Name of Educational Psychology Service Address
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Ext: Telephone number
Your ref: Lucy Browne - Research
Our ref:
Date: 20th December 2012

Dear (Name),

Thank you!

You may remember that, following your agreement, you helped me with my research between May and July 2012. It was a pleasure to meet you and I just wanted to say a **BIG THANK YOU** for your time to help me learn more about:

- What you think about school
- Your learning
- Sharing your experiences of school.

What now?

I've enclosed the ⁴leaflet to remind you about the research. As we talked about when we last met, I will not need to see you again now. At the moment, I am looking at what you and other young people told me to try to understand your experiences and put your views into my research. I will have written it all up by May 2013 and I'll send you a summary of what I've found out.

Private and anonymous

You will remember we talked about your information being 'anonymous'. That means I've given you and the other young people involved a number so that no-one can identify you or anything you said.

Certificate

As a thank you for taking part, I have enclosed a certificate of participation for you.

Without you, this research would not have been possible. Listening to your views, helps adults to understand what life is like for you and to think about how we might work to support other young people in the future.

If you have any questions about the research, you can contact me at the address and phone number at the top of the letter.

I wish you every success for your future!

Lucy Browne

Trainee Educational Psychologist

⁴ See Appendix E

Certificate of Participation

The certificate is presented to

In recognition and thanks for your participation and help with my research.

The research was about:

- Young people's views about school
- The learning of young people

Thank you for your time and participation in with this research!

Lucy Browne
Trainee Educational Psychologist



(Local authority logo)

(Educational Psychology Service Address)

Appendix H
Example of a full transcript with Foucauldian informed themes

TRANSCRIPT:
Foucauldian Informed Thematic analysis

Participant and interview details:

Date of interview	06.07.12
Participant number	4
Age	13:11
National curriculum year	9
Gender	Male

Key:

Correct punctuation and codes have been used to support reading.

I	Interviewer
P	Participant
...	(three full-stops) Unfinished utterance
[xxx]	Anonymised name (e.g. school, participant, teacher, other young people)
<i>Italics</i>	Used where words are emphasised
/	Interruption or overlap
(smaller font)	Information added to aid reading
<inaud>	Inaudible
word	Quiet voice

Participant No.	THEMATIC ANALYSIS: Objects, events and experiences identified	Time	Line number	Verbatim transcript of interview	FOUCAULDIAN INFORMED THEME
4		00.01	1	I – Ok. Right. Is that ok (Dictaphone position)? Right,	
4		00.07	2	what we're going to do [xxx] is, I just wanted to have a	
4		00.09	3	discussion with you. It's going to be the last time I	
4		00.11	4	see you today. Ok? And really this is an opportunity	
4		00.13	5	to find out a bit more about your school experience.	
4		00.17	6	Ok? So there really aren't any right or wrong answers	
4		00.21	7	to this, this is purely about your views. What you think	
4		00.24	8	about school. Ok? And there's a few things I'd like to	
4		00.28	9	ask you, but you're free to tell me what you might	
4		00.31	10	think is helpful as well. And the areas I'd quite like to	
4		00.34	11	cover are; what school was like before you came here (PRU)/	
4	Experience is 'mainstream school'	00.37	12	P - /Rubbish	Mainstream school constructed as 'rubbish' (negative view of social practice of mainstream school. Excluded from school – which may have affected his views – rejection, subjectification)
4		00.39	13	I – Ok. What's school's like now,/	
4	Experience is 'PRU'	00.41	14	P - /better, but still not really good.	PRU constructed as 'better, but still not good'

					(positive comment, in comparison to mainstream school, on dividing practice of PRU)
4		00.43	15	I – Ok. We'll talk a bit about that. And then, I'd, I'm	
4		00.44	16	also quite interested in your views about exclusions/	
4	Object is 'government'	00.47	17	P – If they changed the name and didn't say it's a	<i>Government constructed as 'they' ('others' with power – aware of social rules, power and authority)</i>
4	Object is 'PRU'	00.50	18	school in the first place, *it would be alright*.	PRU constructed as 'didn't say it's a school in the first place, it would be alright' (reference to label of PRU as school. Wants their to be an explicit divide between school and PRU. Dividing practice and labeling)
4		00.53	19	I – Ah, why do you think that?	
4	Object is 'PRU'	00.56	20	P – 'cause it's alright, but it's still a school. And when	PRU constructed as 'still a school' (social practice of PRU and education. Wanting there to be an alternative, something different to a 'school'? Technology of power of adults to decide on name/label – consultation with young people regarding name of PRU?)
4	Object is 'PRU'	00.58	21	they try and run it as a school it's boring and I don't like	PRU constructed as 'when they try and run it as a school it's boring' (technology of power of to 'run' PRU in similar way to schools – social practice of school systems the same within dividing practice of PRU)
4	Object is 'schools'	01.01	22	the way schools operate.	Schools constructed as 'operate' (social rules, social practice through technology of power of education system)
4		01.03	23	I – Ok. So what would you like it (PRU) to be called?	
4		01.06	24	... What do you think?	
4	Object is 'PRU'	01.09	25	P – I don't care.	PRU name constructed as 'don't care' – just does not want it to be called a 'school' (social practice – power of adults to decide name and young person disempowered, views not sought)
4		01.10	26	I – Just not a 'school'?	
4		01.11	27	P – Hmm.	
4		01.12	28	I – How about if it was called a centre, or just a /	
4	Object is 'PRU'	01.15	29	P – It is called a 'centre', it still same as you're at school	PRU constructed as 'a centre'

					(aware that this is similar to school and education system and would like it to be called something else – social practice)
4		01.18	330	I – Ok. So if it was called something else ... that might be helpful?	
4		01.23	31	P – I guess.	
4		01.24	32	I – Ok. So, can we go back, before you came here, can you tell me what life was like in school before you came here?	
4		01.25	33		
4		01.28	34		
4		01.32	35		
4	Experience is ‘mainstream school’	01.34	36	P – It was <i>rubbish</i> and depressing.	Mainstream school constructed as ‘rubbish’ (negative views of social practice of mainstream school)
4		01.35	37	I – Ok....Why was it rubbish?	Mainstream school constructed as ‘depressing’ (affect on young person, self) through social practice of mainstream school. Term used within medical model, associated with mental health and well-being – how is it possible for this young person to use such as term? Does it describe how he really felt about school and impact upon his emotional well-being?)
4	Experience is ‘mainstream school’	01.38	38	P – Because, like, I’m always like really behind with	(Lines 38 & 39) Mainstream school constructed as ‘really behind with the work’ (subjectification – ‘behind’ other peers – comparison, competition, set within context of social norms and social practice of school system)
4	Experience is ‘school work’	01.41	39	the work and the teacher’s got pissed off. Put me, like	School work (possibly ability?) constructed as resulting in ‘teacher’s got pissed off’ (Subject position assigned by teachers to participant. Subjectification – unable to keep up with mainstream school work. BAS 3 results?)
	Experience is ‘mainstream teachers’				Mainstream teachers constructed as ‘got pissed off’ (people who get annoyed with participant – subjectification. Relationships, attachment theory? Understanding of young person’s learning?)

4	Experience is 'exclusion'	01.44	40	er, exclusion, I refused to go in, I got sent home, and	Exclusion constructed as 'I refused to' (using own power against social and dividing practice of exclusion).
4	Experience is 'exclusion'	01.50	41	then, because, it was a cupboard, I refused to go in, I	Exclusion (isolation in school) constructed as 'it was a cupboard' (small space – social practice? Technology of power enacted by teachers – regulations on isolation and space?)
	Experience is 'self'				Self constructed as 'I refused' (Actively refusing to follow rule – subjectification)
4	Experience is 'exclusion'	01.53	42	got sent home, loop loop	Exclusion (informal?) constructed as 'got sent home' (sent – implies action done from one person to another. Sent away from others and mainstream)
		01.55	43	I – Right, ok./	Exclusion constructed as 'loop loop' (repetitive action – social practice and dividing practice)
4	Experience is 'self'	01.55	44	P - /I wasn't allowed back into lessons, and I <i>never</i> was	Self constructed as 'I wasn't allowed back into lesson' (Decision affecting participant as made by others – self as someone who is 'allowed' or 'not allowed' to engage in certain activities – technology of power of teachers and subject position)
	Experience is 'mainstream teachers'				Mainstream teachers as deciding what is 'allowed' (enacting powers given to them by government)
4	Experience is 'relationships'	01.57	45	getting bullied, exclusions. So I got sent home because	Relationships constructed as 'I never was getting bullied' (is he reflexively saying he was getting bullied? – technology of power of self and possibly of others)
	Experience is 'self'				

					Self constructed as 'I got sent home' (someone who is 'sent' to a place and away from a place by another [adult] – subjectification)
4	Experience is 'mainstream school' Experience is 'mainstream teachers'	01.59	46	of that, and then I came back in, they put me straight	Mainstream school constructed as 'I came back' (a transient relationship with school – being sent away and coming back as decided by adults – technology of power) Mainstream teachers constructed as 'put me' (adults doing act to participant – technology of power. Subject position)
4	Experience is 'exclusion' (internal school isolation)	02.02	47	back in, again, so I didn't go in,	Exclusion (internal school isolation) constructed as 'again' (repetitive act – social practice & dividing practice)
4		02.06	48	I – Right ok	
4	Experience is 'exclusion'	02.07	49	P – It just went on like that forever.	Exclusion constructed as 'just went on like that forever' (Repetitive act, associated with being eternal – no end in sight – social practice & dividing practice)
4		02.08	50	I – So it was a bit circle of exclusion, coming back in,	
4		02.10	51	in isolation,/	
4	Experience is 'exclusion' (internal isolation) Experience is 'self'	02.13	52	P – Yeah, I got put straight back in there.	Exclusion (internal school isolation) constructed as 'straight back in' (immediate response, 'in' implying there's an 'out' – dividing practice) Self constructed as 'I got put' (someone whom others make decision for and about – physical movement of put in another place – dividing and social practice and power of teachers)
4		02.15	53	I – Ok. And what were you excluded for?	
4	Experience is 'exclusion'	02.19	51	P- For not going in (to isolation).	Exclusion constructed as 'for not' (not following requests of teachers – not following a social and dividing practice of isolation which then has a consequence of a further dividing practice – levels of dividing practice)

4		02.20	55	I – For refusing to go in?	
4	Experience is ‘self’	02.21	56	P – Yeah, ‘cause it was like, I was getting pissed off	Self constructed as ‘pissed off’ (frustrated with the social and dividing practice of exclusion)
4	Experience is ‘self’	02.24	57	and that and I started getting aggressive, and then they	Self constructed as ‘aggressive’ (subjectification of self in response to social rules – knows there are rules, but unhappy to follow them due to repetitive nature of rules, and therefore subjectigate self).
4	Experience is ‘exclusion’ (internal school isolation)	02.27	58	put me in isolation.	Exclusion (internal isolation) constructed as ‘put me in isolation’ (Isolated for peers and social norms – subject position assigned via social practice and dividing practice of isolation)
4		02.23	59	I - *ok*. And what were you getting annoyed about,	
4		02.31	60	do you think?/	
4	Experience is ‘school work’	02.33	61	P – The <i>work</i> , and the way that teachers are and that.	School work constructed as affecting feelings ('annoyed') and behaviour (insight into self and some difficulties he experienced with school work – social practice of school work leading to another social practice of exclusion?)
	Experience is ‘mainstream teachers’				Teachers constructed as ‘the way teachers are’ which frustrated the participant (technology of power of teacher in their approach and frustrating eh participant leading to social practice and dividing practice of isolation and exclusions)
4		02.35	62	I – *ok*. What was it to do with the work that was annoying, do you think?	
4		02.37	63		
4	Experience is ‘school work’	02.38	64	P – Too much of it.	School work constructed as ‘too much’ (Social practice)
4		02.40	65	I – Too much? Ok., so might it have helped/	
4	Experience is ‘school work’	02.47	66	P – /Just the amount.	School work constructed as ‘the amount’ (social practice which affected young person)
4		02.48	67	I – Ok. So you were at the grammar school, so it was	
4		02.49	68	the amount of work, was it? How about the level of	
4		02.50	69	work? ... Was that ok, or ...	
4	Experience is ‘school work’ (level of work in a grammar school)	02.54	70	P – It was hard.	School work (in grammar school) constructed as ‘hard’ (social and dividing practice of the grammar

					system)
4		02.55	71	I – It was hard, was it? Ok. And where did you find it was a bit more difficult? Was it when you started or was it a bit later on?	BAS3 results? – How has this young person performed and how has he experienced the system of separating young people via their apparent cognitive abilities?
4		02.57	72		
4		03.02	73		
4	Experience is 'school' (grammar school)	03.03	74	P – Yeah it was later.	Grammar school constructed as harder 'later' (Progressively more difficult. Support available at grammar? BAS 3 results)
4		03.06	75	I – Do you remember what kind of year?	
4	Experience is 'school' (grammar school)	03.08	76	P – Through year eight, half way through.	Grammar school constructed as harder in 'year eight' (second year in grammar school found to be harder – social and dividing practice – pressures of grammar school, how appropriate is this system for young people – does it divide and marginalise them further?)
4		03.10	77	I – Half way through year 8, so year 7 was kind of ok?	
4	Experience is 'school' (grammar school)	03.13	78	P – Yeah.	Grammar school constructed as increasingly ok in year 7 – progressively harder (social and dividing practice of grammar system – impact on self identity?)
4		03.16	79	I – And then year eight was a bit more difficult?	
4	Experience is 'school' (grammar)	03.18	80	P – And year nine was just taking the mick.	Year 9 at grammar school constructed as 'taking the 'mick' (Social practice. Suggests that someone has decided on the system and he sees it as unfair and 'taking the mick', a joke)
4		03.19	81	I – Is that when you came here (PRU), in year nine?	
4		03.22	82	P –Er, yeah.	
4		03.23	83	I – Yeah. You're in year nine now?	
4		03.24	84	P – Yeah.	
4		03.25	85	I – Yeah. So when did you start here?	
4		03.27	86	P – er, last year. I think it was November, December.	
4		03.31	87	I – Ah ok. So November, December, so you've been	
4		03.34	88	here (PRU) ... about nine months?	
4	Experience is 'PRU'	03.39	89	P – Hmm.	Attended PRU for 9-months
4		03.40	90	I – Yeah. And what was it like moving from your other	
4		03.44	91	school to here?	
4	Experience is 'PRU'	03.45	92	P – ... *Better*	PRU constructed as 'better'

					(positive comment on social and dividing practice of PRU)
4		03.48	93	I – Better. What was better about it?	
4	Experience is 'PRU'	03.50	94	P – The work's easier and that ... get on with everyone	PRU constructed as 'the work's easier' (previously connected school work and behaviour so a positive comment on the school work being easier for him in PRU – BAS3 results?)
	Experience is 'relationships' (in PRU)				Relationships in PRU constructed as 'get on with everyone' (positive comment on social and dividing practice of PRU – subjectification – someone who doesn't get on with those in mainstream school?)
4		03.53	95	else more ...	
4		03.55	96	I – Ok.	
4	Experience is 'PRU teachers'	03.56	97	P – the teachers don't set out to wind you up, well	Teachers at PRU constructed as 'don't set out to wind you up' (implying teachers at mainstream try to wind you up – technology of power of teachers to use positively or negatively in participant's view)
4		03.58	98	some of them do.	
4		03.59	99	I – Ok. Is that how you felt at your previous school?	
4	Experience is 'mainstream teachers'	04.01	100	P – Some of them were picking on me.	Mainstream teachers constructed as 'picking on me' (technology of power of teachers over students)
4		04.04	101	I – Who was picking on you?	
4	Experience is 'mainstream teachers'	04.07	102	P – The teachers.	Mainstream teachers constructed as picking on the participant (technology of power)
4		04.09	103	I – The teachers?	
4		04.10	104	P – There was like this teacher called [xxx] and he was one of the top teachers. Everyone hated him.	
4	Experience is 'mainstream teachers'	04.12	105		Mainstream teachers constructed as hierarchical with a 'top' teacher (social practice and technology of power within teaching profession. Male constructed as the top teacher – gender?)
					Male mainstream teacher constructed as 'everyone hated him' (subject position given to teacher by participant – use of power available to young person via his feelings and views)

4		04.16	106	I - *ok*. And what made you think that they were	
4		04.18	107	picking on you?	
4	Experience is 'family' (mother)	04.19	108	P – Um, I don't know my mum said they were.	Family (mother) constructed as 'my mum said' (Parent influenced participants views of teachers. Two sources of power, which don't agree with one another within the participant's system – participant as passive to adults views and decision making –subjectification)
4		04.20	109	I – Your mum thought so?	
4	Experience is 'mainstream teachers'	04.22	110	P – Yeah , they gave me loads of work and because I	Mainstream teachers constructed as 'they gave me loads of work' (technology of power of teachers – act done to young person and seen by him as unfair)
4	Experience is 'self' Experience is 'discipline'	04.24	111	was behind, I got a detention and that. They sent me	Self constructed as 'behind' (with work, behind peers – comparison, social practice of 'nomalisation' affecting subjectification) Disciple constructed as a punishment for getting behind with work' (subject position – choice in getting behind with work and therefore not helped – attribution theory)
4	Experience is 'mainstream teachers'	04.27	112	the work home, plus the homework, literally,	Mainstream teachers constructed as 'They sent me the work home, plus the home work' (Act done to participant by teachers that crosses over into home life – technology of power of teachers via power of state and governmentality – power of social time)
4	Experience is 'school work'	04.30	113	apparently, um, I remember when I had a pile of work	(Lines 113 & 114) School work constructed as 'pile of work, that big, I had to hand in the next day' (technology of power of teachers – expectations, over the participant)
4		04.33	114	like that big, for, and I had to hand it in the next day,	
4	Experience is 'self' Experience is 'mainstream'	04.35	115	I didn't do it at all. And then they act all surprised that	Self constructed as 'I didn't do it all [work]' (Self as unable to meet the demands of the teachers – self-identity?) Mainstream teachers constructed as 'they act

	teachers'				all surprised' (Teachers as 'acting' – technology of power)
4		04.37	116	I didn't do it.	
4		04.40	117	I - *ok*. So was it perhaps a bit overwhelming the amount of work sometimes?	
4		04.42	118	P – Hmm.	
4		04.43	119	I – Yeah, ok. So here (PRU), how do you manage the work? How is it different here (PRU)?	
4	Experience is 'school work' (PRU)	04.49	122	P – Easier.	School work at PRU constructed as 'easier' (positive comment on social and dividing practice of PRU)
4		04.50	123	I – Ok... And the amount of work/	
4	Experience is 'school work' (PRU)	04.54	124	P - /Better	Amount of school work (PRU) constructed as 'better' (better than mainstream – positive comment on social and dividing practice of PRU)
4		04.55	125	I – It's a better amount? Ok. And how about the teachers here (PRU)? ...	
4	Experience is 'PRU teachers'	05.00	127	P – Hate some of them. Some of them are alright.	PRU teachers constructed as 'hate' and 'alright' (dichotomous views on PRU teachers – subject positions given to PRU teachers – use of power available to him)
4		05.02	128	I - *ok*. And so this school, this centre (PRU), is for	
4		05.08	129	young people who've been excluded from school.	
4	Object is 'PRU'	05.10	130	P – Yeah.	(Line 128-130) PRU constructed as place for young people who have been excluded.
4		05.11	131	I – Yeah. Or who are coming here for a time-out	
4		05.12	132	placement?/	
4	Experience is 'exclusion'	05.15	133	P – /Well, first of all I was expelled. Then they said I	Exclusion constructed as 'first of all I was expelled' (process of exclusions; 'first' then something else – social and dividing practice)
4	Experience is 'mainstream teachers'	05.16	134	could come back, and I didn't want to go back ...	(Lines 133 & 134) Mainstream teachers constructed as 'they said I could come back' (Teachers as deciding on school admission and inclusion – technology of power given to them via government – localised power).
	Experience is 'mainstream school'				Mainstream school constructed as 'I didn't want to go back' (Subjectification -self as not comfortable in the social 'norm' of mainstream school)

4	Experience is 'PRU'	05.24	135	didn't want to go really ... be here until the end of term.	PRU attendance constructed as 'here until' (temporary – social and dividing practice)
4		05.26	136	I – So you'll be here until the end of this term?	
4		05.27	137	P – This school year.	
4		05.28	138	I – Then you'll be in year ten in September, won't you?	
4	Object is 'PRU'	05.32	140	P – Year ten don't go here (PRU)	PRU constructed as 'Year ten don't go here' (PRU as age specific - transitions outside of standard secondary schooling – social and dividing practice)
4		05.34	141	I – Ok. So you've got a couple of weeks left in this year, haven't you? The end of year nine, and then it will be the summer, and then year ten. So in year ten, you won't be here (PRU), you'll be somewhere else?	
4	Experience is 'school transition'	05.50	145	P – Yeah, I don't know where [xxx] is, but I'm going (alternative curriculum)	<i>School transition constructed as 'I don't know where (alternative curriculum) is' (uncertainty, decision made for participant who has not visited or does not know about the alternative provision a few weeks before the end of the academic year – social practice connected to transition – power of who is deciding and involvement and preparation for young person?)</i>
4		05.51	146	there.	
4		05.52	147	I – [xxx]? Ah ok. Is that like/	
4	Experience is 'transition'	05.55	148	P – I don't know what it is. No idea ...	<i>School transition constructed as 'I don't know what it is' and 'No idea' (lack of information regarding own transition – involvement in own decisions? Decided by adults – power within social and dividing practice of transition and planning young person education and future)</i>
4		05.59	149	I – When do you think you'll find out?	
4	Experience is 'transition'	06.01	150	P - *I don't know*	<i>School transition plan as 'don't know' (Social practice - disempowerment of young person via non-inclusive social practice)</i>
4		06.04	151	I - *Ok*. How do you feel about moving on from here (PRU)?	
4		06.07	152	P - ... Alright.	
4		06.09	153	I – Yeah? Does it feel ok?	
4		06.10	154	P – Yeah.	
4		06.11	155	I – And how has it felt coming here (PRU), coming to	

4		06.12	156	school (PRU) where other children are who've been excluded from school?	
4		06.16	157		
4	Experience is 'PRU' transition	06.21	158	P – I just get on with it.	<i>PRU transition constructed as 'I just get on with it'</i> <i>(Subjectification within dividing practice of PRUs)</i>
4		06.24	159	I – How do you think other people might see it? ... Just in the public?	
4		06.27	160		
4	Object is 'public view' of PRUs	06.28	161	P – I dunno ...	Public views of PRUs constructed as 'I dunno' (Unsure or unwilling to think about views of public towards him – self-protecting, possible self-disciplining?)
4		06.32	162	I – How do you think they might see not <i>you</i> , but lots of other people who come here?	
4		06.35	163		
4	Object is 'public view' of PRUs	06.37	164	P – Don't matter.	Public view of PRU attendees constructed as 'don't matter' (implies he feels there is a negative view towards PRU attendees, but feel it doesn't matter. Possible self-disciplining?)
4		06.39	165	I – Do they think it's a good place to come? Do they know anything about it?	
4		06.41	166		
4	Object is 'public view'	06.43	167	P – Probably not.	Public view of attending a PRU constructed as 'probably not (a good place to come)' (subject position of public towards PRU attendees).
4		06.44	168	I – Probably don't know much about it (PRU)?	
4		06.45	169	P – Hmm	
4		06.45	170	I – Ok. How did you feel when you were excluded from the school?	
4		06.47	171		
4	Experience is 'exclusion'	06.49	172	P – Fine really, 'cause then I got sent back, then they	Exclusion constructed as 'fine really' (comment on dividing practice of exclusions)
4	Experience is 'exclusion'	06.54	173	put me straight back in isolation, so I didn't go and	Consequence of exclusions constructed as 'they put me straight in isolation' (repetitive and negative cycle of discipline and exclusions – social practice and subjectification)
4	Experience is 'exclusion'	06.56	174	then I got expelled.	(Line 173 & 174) Exclusion constructed as a response to participant 'I didn't go and then I got expelled' (social and dividing practice of exclusions – participant exercising power available to him via refusal to go into isolation within the school)
4		06.57	175	I - *ok*	
4	Experience is	06.58	176	P – I think that's 'cause I started getting aggressive and	(Line 176 -178)

	'exclusions'				Exclusions constructed as 'I think that's (exclusion) 'cause I started getting aggressive and threw a chair and locked two teachers in the cupboard' (participant break social rules and response is exclusion from mainstream school – technology of power of teachers to enact powers given to them from government)
4	Experience is 'behaviour'	07.02	177	I threw a chair at them and locked two teachers in the	<p>Behaviour constructed as 'threw a chair at them' and 'locked two teachers in' (acts done by participant towards teachers – others, connected to relationships). Technology of power of self towards others with power, the teachers)</p> <p>Behaviour constructed as violent 'threw', 'locked'</p> <p>Participant's behavior as mirroring and extending acts done to him (e.g. cupboard for isolation – locked teachers in the cupboard – technology of power of self)</p> <p>Power (reversed power re: cupboard scenario)</p>
4		07.03	178	cupboard.	
4		07.04	179	I - *ok*. So ... as you got more 'aggressive', that's	
4		07.09	180	when they excluded you?	
4		07.10	181	P – Hmm	
4		07.11	182	I – Ok.	
4	Experience is 'behaviour'	07.12	183	P – 'Cause they were in there (cupboard) all day. Was	Behaviour constructed as locking teachers in cupboard 'all day' (Technology of power - reversed power)
4	Experience is 'behaviour'	07.13	184	quite fun.	Behaviour constructed as 'quite fun' (Technology of power of self in reversing power teachers had over him in putting him in isolation)
4		07.14	185	I – The teachers were in the cupboard all day?	
4		07.15	186	P – Yeah.	
4		07.16	187	I – Ok. And how about, um, who decides on ... what	
4		07.20	190	behaviour gets you excluded?	
4	Object is 'exclusion' decision makers	07.26	191	P - ... Them.	Exclusion decision makers constructed as 'them' (people who make the

					decisions – technology of power available to others)
4		07.27	192	I – Who do you think's 'them'?	
4	Object is 'exclusion' decision makers	07.29	193	P - ... Like, head master, head teacher and that.	Exclusion decision makers constructed as 'head master, head teacher' (Aware of hierarchical structured within education and power to make certain decisions – technology of power and social practice)
4		07.32	194	I – Ok. And how does the head teacher know?	
4	Object is 'exclusion' decision makers	07.34	195	P – 'Cause she's been told by someone else.	Exclusion decisions constructed as head teachers being 'told by someone else' (Head teacher as enacting technology of power given her by another person/system. Social practice of exclusions)
4		07.37	196	I – Who do you think has told her?	
4	Object is 'exclusion' decision makers	07.39	197	P – I don't know. Someone in the head masters' ring	Exclusions decision constructed as decided by 'someone in the head masters ring' (group of people with power to tell others how to enact their power – governmentality)
4		07.43	198	thing.	
4		07.44	199	I – Ok. So somebody, there's a group of head teachers,	
4		07.46	200	do you think? ... and they decide that?	
4	Object is 'exclusion' decision makers	07.48	201	P – Yeah and then there's like a shriveled up old man	Exclusion decisions constructed as made by 'a shriveled up old man' (Decision made by one person in power, elderly person – perhaps reflecting an old fashioned system? Historical roots, and mystical, mythical systems of exclusions – governmentality and local social practice)
4	Object is 'exclusion' decision makers	07.51	202	who's like, the .. <i>master</i> of head masters	Exclusion decision maker constructed as made by 'master of head masters' (hierarchy, decisions made by one person and enacted by others – governmentality)
4		07.56	203	I – So there's one person who decides it, do you think?	
4	Object is 'exclusion' decision maker	07.58	204	P – Hmm. He's been there since the seventeen	Exclusion decision maker constructed as 'He's been there since the seventeen hundreds' (exclusion and education system decision as old practice - historical roots, governmentality and

					impact upon social practice)
4		07.59	205	hundreds.	
4		08.00	206	I – Ok/	
4	Object is ‘teachers’ (hierarchical system of teachers)	08.00	207	P - /and he like tells them all what to do.	Master of head teachers constructed as ‘he tell them all what to do’ (one person who has power over others to enact power – governmentality)
	Object is ‘gender’				<i>Gender constructed as ‘he tells them’ (male Master of head teachers who has power over others – social practice and comment on governmentality)</i>
4		08.03	208	I – Ok.	
4	Object is ‘teachers’	08.05	209	P – It’s a <i>cult</i> .	Head teachers group constructed as a ‘cult’ (Exclusive, affecting thoughts oft others – power over others – governmentality and social practice. Historical roots – mythical, magic, them/us)
4		08.05	210	I – A cult of head teachers?	
4		08.07	211	P – Hmm mmm	
4		08.08	212	I – And how about the government? How do you think the government might be involved?	
4	Object is ‘government’	08.12	214	P – They tell ‘em, tell the shriveled up <i>old man</i> what	<i>Government constructed as ‘tell’ the group of head teachers and shriveled up old man (master of head teachers) what to do. (governmentality –power to tell others what to do to enact power and social rules)</i>
4		08.14	215	to do.	
4		08.16	216	I – Ok … and who tells the government what to do?	
4	Object is ‘government’	08.20	217	P – Them.	<i>Government constructed as ‘them’ (them/us – other group who young person does not feel part of – subject positions of society and subjectification)</i>
4		08.22	218	I – Who’s ‘them’?	
4	Object is ‘government’	08.24	219	P – The <i>government</i> . They make …	<i>Government decisions as made by the ‘government’ (government as self-regulating and deciding social rules for other to enact – governmentality and technology of power available to the government)</i>
4		08.25	220	I – So the government, they decide, do you think?	
4		08.28	221	P – Probably.	

4		08.29	222	I – Right. Ok. I wonder how they know what's good behaviour and what's bad behaviour/	
4		08.31	223	P - /They think ‘well we’re gonna become popular to do	<i>Government decisions constructed as those which make them ‘popular’ (awareness of government power – subjective decision making, and politics – governmentality and social practice, subject positions developed based on government decisions)</i>
4	Object is ‘government’	08.33	224		(Line 222-225) Behaviour constructed as decided based on government ‘become popular’ (social rules for behaviour socially constructed based on government decisions – governmentality and subject positions)
4	Object is ‘behaviour’				
4		08.37	225	this and this.’	
4		08.38	226	I – Ok.	
4	Object is ‘government’	08.39	227	P – ‘We’re going to get money for this country if we do	<i>(Line 227 &228) Government constructed as ‘we going to get money for this country if we do this’ (government decision making connected to national finances – governmentality and influence upon policy making and social practice)</i>
4		08.40	228	do this, let’s do that’	
4		08.42	229	I – Ok. So how might they get money from deciding	
4		08.44	230	behaviour and exclusion?/	
4	Object is ‘government’	08.47	231	P - /If they’re make a good school system and that, then	<i>Government constructed as making decision about ‘school system’ (governmentality)</i>
4	Object is ‘school’				School constructed as a ‘system’ (containing structures and rules, decided by government – governmentality and social practice of education)
4	Object is ‘school’ system	08.49	232	the other countries will want to use it and then they	School systems constructed as ‘other countries will want to use it’ (competitive with other countries - Social practice)
4	Object is ‘school’ system	08.52	233	have to pay to get it.	School system, when ‘good’ constructed as ‘pay to get it’ (a commodity of the government which can

					be sold to other countries – connected to economics and politics – social practice and technology of power available to the government)
4		08.54	234	I – Ah, so it's not a <i>free</i> system, anymore, it would be something you buy into?	
4		08.56	233		
4	Object is 'school' system	09.00	234	P - ... Other governments would pay for it (school system)	School system constructed as 'other governments would pay for it' (education as a commodity the government has available to them for selling/trading – social practice and technology of power available to government. Economy, free- and competitive market based on countries with best school)
4		09.04	235	I – So other governments would pay for <i>our</i> schools?	
4		09.06	236	P- Yeah.	
4		09.07	237	I – Ok. That's an interesting idea, isn't it? Ok/	
4	Event is 'self'	09.11	238	P - /well actually I don't know where I'm going with	(Line 238 &239) Self (talking about government) constructed as 'I don't know where I'm going with this' (discussions about social practice and governmentality as new, unconfident in ideas. Experiencing questioning power and social practice)
4		09.13	239	this.	
4	Event is 'interview'	09.15	240	I – It's an interesting discussion. You're making <i>me</i>	
4		09.17	241	think about a lot of things by talking about that. So how	
4		09.22	242	about Um, things that <i>helped</i> you at this school?	
4		09.26	243	Just so I can understand why might help you and other	
4		09.28	244	young people? (Discussion paused. Adult knocks on door and enters to ask researcher about the time for seeing the next participant)	
4		09.57	245	I – So, finally, is there anything that helps you in	
4		09.59	246	school?	
4	Experience is 'help'	10.01	247	P – Hmm. Rewards.	Help constructed as 'rewards' (positive social practice of rewarding social rules adhered to)
4		10.04	248	I – Rewards? Ok.	
4	Experience is 'family' (mother)	10.06	249	P – My mum's out of order.	Family (mother) constructed as 'out of order' (subject position given to mother by participant. Out of order – not following social order?)
4		10.07	250	I – Why's she 'out of order'?	
4	Experience is	10.09	251	P – Because she says that, you get certificates on	PRU constructed as 'you'

	'PRU'				get certificated on Fridays' (positive social practice in rewarding when social rules are adhered to – positive use of technology of power available to PRU)
4	Experience is 'behaviour' rewards Experience is 'family' (mother)	10.12	252	Fridays, she said she'd pay me for it. She owes me	Behaviour rewards as 'pay me for it' (paid by mother for good behaviour – positive use of technology or power available to mother) Family (mother) constructed as 'she owes me' (feels finances owed to him as he followed the social rules set by mother regarding rewarding his behaviour)
4	Experience is 'behaviour' rewards	10.14	253	well over a hundred and twenty quid, but she still	Behaviour rewards constructed as 'a hundred and twenty quid' (monetary reward for behaviour - social practice)
4	Experience is 'family' (mother)	10.16	254	won't pay me.	Family (mother) constructed as 'won't pay me' (mother not seen to follow her social rules – technology of power available to mother and subject position given to mother by participant)
4		10.18	255	I – Wow that's a lot of money, isn't it.	
4	Experience is 'family' (mother)	10.21	256	P – But she keeps on saying she can't afford it, but still,	Family (mother) constructed as 'can't afford it' (family finances – mother unable to afford to pay reward for behaviour previously agreed – subject position of mother by participant)
4	Experience is 'family' (mother)	10.23	257	she should of thought about that, she should have	Family (mother) constructed as 'she should have thought about that' (subject position given to mother by participant – power of self via views towards mother)
4	Experience is 'family' (mother)	10.25	258	thought about the <i>certificate</i> before decided to go	(Lines 258 & 259) Family (mother) constructed as 'decided to go poor' (subject position of mother – mother as power over her own financial position)
4		10.28	259	poor.	
4		10.30	260	I – Ok. Do you think <i>she</i> decided to go poor? Or do you	

4		10.33	261	think/	
4	Experience is 'housing'	10.34	262	P – I told her the house we rent is rubbish. I want a	<i>Housing constructed as 'the house we rent is rubbish' (Unhappy with his housing situation – feels mother and others have power over this aspect of his life – assumed technology of power of mother and social practice)</i>
4	Experience is 'housing'	10.36	263	better one.	<i>Housing situation constructed as 'I want a better one' (Social practice – comment on finances and economy of family and impact on young person e.g. some housing better than others)</i>
4		10.39	264	I – Ok. And how can you get a better house?	
4	Object is 'housing'	10.42	265	P – Buy one. Or nick one from someone else.	<i>Housing constructed as 'buy one' or 'nick one' (use of money to get a better house, or alternatively steal one – two ways of getting a better house – disempowered? Subjectification within social system)</i>
4		10.47	266	I – I guess it's money isn't it?/	
4	Object is 'housing'	10.48	267	P – /Go and hold up the front and say 'Give me your	<i>(Line 267 & 268) Housing constructed as 'Give me your house' (demanding and taking a house from another – others have something he wants – subjectification of self as not having same or having less than others)</i>
4	Object is 'housing'	10.49	268	house'. No. Knock their head off, say 'fuck you'.	<i>Housing (gaining house he wants) constructed as 'knock their head off, say "fuck you"' (Violent acts to gain housing he wants – disempowered so talks about using power available to him – words and violence – technology of power of self. Social practice re: social housing and disempowerment)</i>
4		10.55	269	I – I think you might be evicted if you were to do	
4		10.56	270	that. And possibly arrested.	
4	Object is 'police'	11.00	271	P – No 'cause I'd knock the policemen to the ground.	<i>Police constructed as 'I'd knock the policemen to the ground' (Violent act towards those enacted power via governmentality. Considers us of power available to him – violence, physical acts)</i>

4		11.01	272	I – So, things that are going well for you generally are/	
4	Object is 'police'	11.04	273	P - /left them dead, then they can go like zombies and	<i>Police constructed as he would 'left them dead' (Violent and permanent act towards police, enforcers of the social rules – comment on power within society and possibly participants feeling of disempowerment resorting to using power available to him – violence)</i>
	Object is 'police'				<i>Police constructed as participant turning them into 'zombies' (Police still existing in after life – threatened, feared? Subject position given to police)</i>
4	Object is 'behaviour'	11.10	274	knock their head off and then you can, like with a	Behaviour constructed as 'knock their head off' (violent act towards another – and towards someone in authority: subjectification of self)
4	Object is 'police'	11.12	275	zombie you can knock them out.	<i>Police constructed as 'zombie' (police problematised and turned into zombies by the participant –enacting power: technology of power of self within fantasy)</i>
4		11.13	276	I – Ok, so you said to me is that, the rewards help you	
4		11.14	277	to concentrate? To get on well in school? Yeah? ...	
4		11.21	278	P – Yeah	
4		11.23	279	I - Ok that was really helpful to think about.... Is there	
4		11.25	280	anything else that might be helpful for me to think	
4		11.28	281	about or know about for what life's like for you in	
4		11.31	282	school?	
4	Experience is 'PRU'	11.33	283	P – Good	PRU constructed as 'good' (positive comment on social and dividing practice of PRU)
4		11.34	284	I – Good? Generally good?	
4	Experience is 'PRU'	11.35	285	P – Better than any other school *I've been to*.	PRU constructed as 'better than any other school' (Positive comment on social and dividing practice of PRU. Subjectification – self as enjoying PRU experience more than mainstream school experience)
4		11.38	286	I – Ok, so you're enjoying coming here (PRU)?	
4	Experience is 'PRU'	11.39	287	P – Yeah, sort of	PRU as place of enjoyment is constructed as 'sort of' (some enjoyment of PRU – social and dividing practice)
4		11.43	288	I – Are there any other questions, which you think I	

4		11.44	289	should have asked you, or I should ask other people	
4		11.45	290	when I'm doing this (discussion for research)?	
4	Experience is 'PRU peers'	11.46	291	P – I don't like [xxx].	Specific PRU peers constructed as 'I don't like' (self as views on PRU peers – different from him)
4	Experience is 'PRU peers'	11.47	292	She's really annoying. Can you tell her to stop being	Some PRU peers constructed as 'annoying' (Subject position given to other PRU peers by participant)
4	Event is 'interview'	11.49	293	annoying?	Interview constructed as 'can you tell her' (power of researcher within interview and purpose of interview? Subject position of researcher).
4		11.52	294	I – Your teacher?	
4		11.53	295	P – No, [xxx] (name of young person)	
4		11.55	296	I – Well I'm not here to do that. I'm here to do the	
4		11.57	297	thing that I've done with you. But, perhaps you can	
4		12.02	298	speak with your teachers about that?	
4	Experience is 'PRU peers'	12.03	299	P – Er, it's not, it's not, like generally against me, it's	PRU peers annoying behaviour constructed as 'not generally against me' (same behaviour towards everyone – subject position given by participant to peer and subjectification of self as same as majority of others in PRU -e.g. specific peers annoys other peers in PRU)
4	Experience is 'PRU peers'	12.06	300	just ... she's annoying.	Specific PRU peers constructed as 'annoying' (subject position)
4		12.08	301	I – Ok. Well maybe just have a chat to your teachers	
4		12.09	302	about that?	
4	Object is 'PRU peers' behaviour	12.10	303	P – I don't need to. It's not ...	PRU peers behaviour towards participant and need to tell teacher constructed as 'don't need to' (subjectification of self – self as someone who can manage the annoyance of others and subject position therefore given to other)
4		12.12	304	I – It's not that bad?	
4		12.13	305	P – No.	
4		12.14	306	I – So, it's just a bit annoying ... so is there anything	
4		12.18	307	you think I should ask other people about? ... If I'm	
4		12.20	308	seeing other people here or at another Pupil Referral	
4		12.22	309	Unit?	
4		12.23	310	P - *no*	
4		12.24	311	I – No? Or do you think I've probably covered most	
4		12.27	312	things I need to?	
4	Object is 'interview'	12.30	313	P – Umm ... you could ask people 'would you like a	(Line 313 & 314) Interview constructed as

					'you could ask people "would you like a million quid" (money and power of researcher? Self as motivated by money – subjectification via social norms?)
4		12.34	314	million quid and then give it to them'.	
4		12.36	315	I – Ah I'd love to be able to do that. I'd love to be able	
4		12.39	316	to give myself that, but, the conversation we're having	
4		12.45	317	would be ok to have with another person you think?	
4		12.47	318	P – Apart from the million quid thing.	
4		12.48	319	I – Yeah, apart from the million quid thing. Ok.	
4		12.49	320	Brilliant. Well I think we're done now [xxx] (name of participant)/	
4		12.52	321	P – /I think, you know when you can touch things and turn it to gold and that? That Midis or whatever his	
4		12.53	322	name is.	
4		12.56	323	I – Right.	
4	Object is 'self'	12.59	325	P – I would rather have that, but you can turn it on and	Self constructed as 'I would rather have that (touch things and they turn to gold)' (motivated by money and power? Subjectification within social norms of success linked with money?)
4	Object is 'self'	13.00	326	off. So you can turn it off and think I'm poor ...	Self constructed as 'turn it off (powers to turn things into gold) and think I'm poor' (technology of power of self enacted through fantasy. Power connected to money and decisions – deciding when you're poor – sees self and mother as poor?).
4		13.03	327	I – It would be a bit annoying if <i>everything</i> you	
4		13.04	328	touched turned to gold. Like if you were making your	
4		13.06	329	toast in the morning and that/	
4	Object is 'self'	13.07	330	P - /No that's what I mean you could turn it on and off.	Self constructed as 'turn it (turning things into gold on and off)' (fantasy to enact power and decisions regarding wealth – technology of power of self and self-discipline)
4		13.08	331	I – Yeah. Ok.	
4	Object is 'self'	13.12	332	P – Yeah it would be cool if you were like was able to	(Line 32 & 333) Self constructed as 'be cool if you were able to eat gold on toast' (fantasy to enact power – decadence of wealth and power: technology of power of self)
4		13.15	333	eat gold on toast.	
4		13.16	334	I – Oh, I'd really miss jam and peanut butter. We're	
4		13.17	335	done now [xxx]. Thank you. I'm going to turn this (Dictaphone)	
		13.19	336	off.	

Notes and observations of interview:

Initially reluctant to be recorded (Dictaphone). Once explanation given regarding it being for the researcher's information, he then agreed.

Previously attended grammar school

Articulate and able to manage abstract discussions (talked about government, who makes decisions, etc.)

Talks very fast at times when listing events.

Interesting constructs (mum 'deciding to be poor' and 'shriveled old man' who is the master of head teachers and makes all the decisions about exclusions).

Themes:

Exclusion as something done to him

Isolation as being put in cupboard

Revenge on teachers

Reverse power on teachers and police

Violent acts – gaining what he wants and language of exclusions towards him.

Government, cult of head teachers – power of others and influence on education

Power enacted through fantasy

Appendix I
Anonymised Example of a PASS Summary Report

PASS SUMMARY REPORT – (Participant Name)

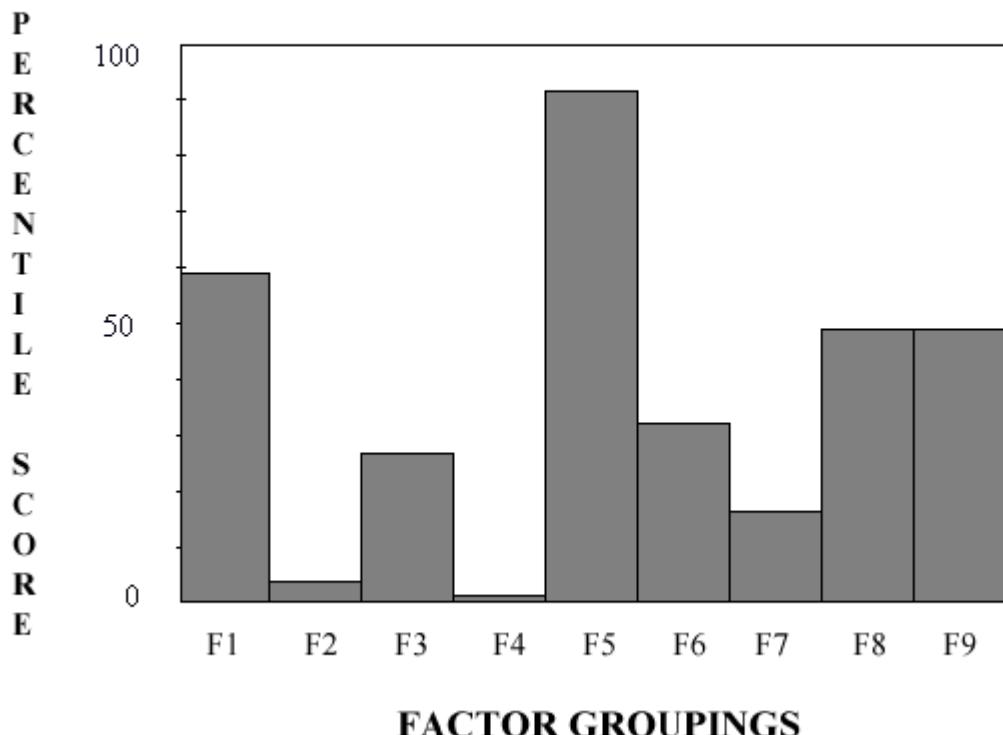
Pupil Name: (Participant 14)
Date of Birth: (removed for anonymity)
School: (Name of PRU)
School Year = 7.
Gender: Female.
Ethnicity: British.

Pupil Percentile Scores :-

(N.B. Higher the percentile score the more positive the pupil attitude / self-perception)

Factor 1 - Feelings about school - 58.8.
Factor 2 - Perceived Learning Capability - 3.6.
Factor 3 - Self-regard as a learner - 26.7.
Factor 4 - Preparedness for learning - 1.2.
Factor 5 - Attitudes to teachers - 91.7.
Factor 6 - General work ethic - 32.
Factor 7 - Confidence in learning - 16.2.
Factor 8 - Attitude to attendance - 48.8.
Factor 9 - Response to curriculum demands - 49.

PUPIL ATTITUDES TO SELF & SCHOOL:



Recorded Participant Responses :-

Factor 1 - Feelings about school
TOTAL SCORE = 25.

Factor 2 - Perceived learning capability
TOTAL SCORE = 21.

Factor 3 - Self-regard as a learner
TOTAL SCORE = 13.

Factor 4 - Approach to learning situations
TOTAL SCORE = 17.

Factor 5 - Attitudes to teachers
TOTAL SCORE = 15.

Factor 6 - General work ethic
TOTAL SCORE = 14.

Factor 7 - Confidence In learning
TOTAL SCORE = 14.

Factor 8 - Attitude to Attendance
TOTAL SCORE = 14.

Factor 9 - Attitude to work demands
TOTAL SCORE = 13.

Individual Item Responses:-

- Q1. I think carefully about my work. No, not at all.
- Q2. I worry about getting my work right. No, not much.
- Q3. I can ask my teacher when I am stuck with my work. Yes a lot.
- Q4. I enjoy doing hard school work. No, not at all.
- Q5. I can concentrate on my work in class. No, not much.
- Q6. I know how to solve the problems in my school work. Yes a bit.
- Q7. I like doing school work at home. No, not at all.
- Q8. This school is a friendly place. Yes a bit.
- Q9. Teachers explain things well. Yes a bit.
- Q10. My attendance at school is good. Yes a lot.
- Q11. Problem solving is fun. Yes a bit.
- Q12. I'd rather be somewhere else than in school. Yes a lot.
- Q13. I think the rules in school are fair. Yes a bit.
- Q14. I can read well. Yes a bit.
- Q15. I think this is a good school. Yes a bit.
- Q16. I like doing tests. No, not at all.
- Q17. I am lonely at school. No, not at all.
- Q18. My teachers expect me to work hard. No, not much.
- Q19. I behave well in class. No, not much.
- Q20. I like having difficult school work to do. No, not at all.
- Q21. I like discussing things. No, not much.
- Q22. I like using my brain. No, not much.
- Q23. I know how to be a good learner. No, not much.
- Q24. Learning is difficult. Yes a bit.
- Q25. I'm not good at solving problems. Yes a bit.
- Q26. I find school work too difficult for me. No, not much.
- Q27. I am bored at school. Yes a bit.
- Q28. My teacher notices when I have worked hard. Yes a lot.
- Q29. I am happy when I am in school. Yes a lot.
- Q30. I am on time for lessons. No, not at all.
- Q31. I like being at school. No, not much.

- Q32. When I get stuck with my work, I can work out what to do next. No, not much.
- Q33. I like having problems to solve. No, not at all.
- Q34. I need more help with my work. No, not much.
- Q35. My teachers tell me when I have done something well. Yes a lot.
- Q36. I feel safe when I am in school. Yes a lot.
- Q37. I get into trouble during breaks or lunchtimes. Yes a lot.
- Q38. Learning new things is easy for me. No, not much.
- Q39. I know the meaning of a lot of words. Yes a bit.
- Q40. I like my teachers. Yes a bit.
- Q41. I feel I belong to this school. Yes a bit.
- Q42. I am clever. No, not much.
- Q43. I make mistakes with my work. Yes a bit.
- Q44. Working hard in school will help me in the future. Yes a bit.
- Q45. The work I have to do in class is too easy. No, not much.
- Q46. Thinking carefully about your work helps you do it better. Yes a bit.
- Q47. I get anxious when I have to do new work. Yes a bit.
- Q48. I try to do my best in lessons. No, not much.
- Q49. I can do my homework easily. No, not at all.
- Q50. When I'm given new work to do, I feel confident I can do it. No, not much.

Appendix J
BAS3 GCA and cluster standard scores, percentiles and categories
(Elliot & Smith, 2011a, p. 85)

GCA and Cluster Standard scores	Percentile	Category
130 and above	98-99	Very high
120-129	91-97	High
110-119	75-90	Above average
90-109	25-74	Average
80-89	8-24	Below average
70-79	3-7	Low
69 and below	1-2	Very low

BAS3 Results Summary

ID number: Participant 10
 Child's name:

Date of birth:
 Date tested: 12/07/12
 Age at assessment: 14:07
 Address:

School / class:

Special needs: Behavioural, emotional and social,
 Home / first language: English
 Ethnicity: White British
 Psychologist name: Lucy Browne (Trainee Educational Psychologist)

GCA and Cluster standard scores

	CLUSTERS			SNC
	VERBAL ABILITY	NON-VERBAL REASONING ABILITY	SPATIAL ABILITY	
Recognition of Designs			53	53
Word Definitions	43			55
Pattern Construction			55	59
Matrices		59		40
Verbal Similarities	39			207
Quantitative Reasoning		40		
Sum of T-scores	82	+ 99	+ 108	= 289

	VERBAL ABILITY	NON-VERBAL REASONING ABILITY	SPATIAL ABILITY	GCA	SNC
Standard score	85	98	107	96	103
Confidence interval (95%)	78–95	89–107	96–116	90–103	95–110
Percentile	16	45	68	39	58



Comparisons of GCA and Cluster Scores and observed with predicted Achievement Scale scores

COMPARISONS WITH THE GCA	Observed difference	Significance?		Frequency (%)
		p=0.05	Y/N	
Verbal	11	8	Y	25
Non-verbal Reasoning	-2	8	N	>25
Spatial	-11	9	Y	25

BETWEEN CLUSTER COMPARISONS	Observed difference	Significance?		Frequency (%)
		p=0.05	Y/N	
Verbal vs Non-verbal Reasoning	-13	13	Y	>25
Verbal vs Spatial	-22	14	Y	25<>15
Non-verbal Reasoning vs Spatial	-9	14	N	>25

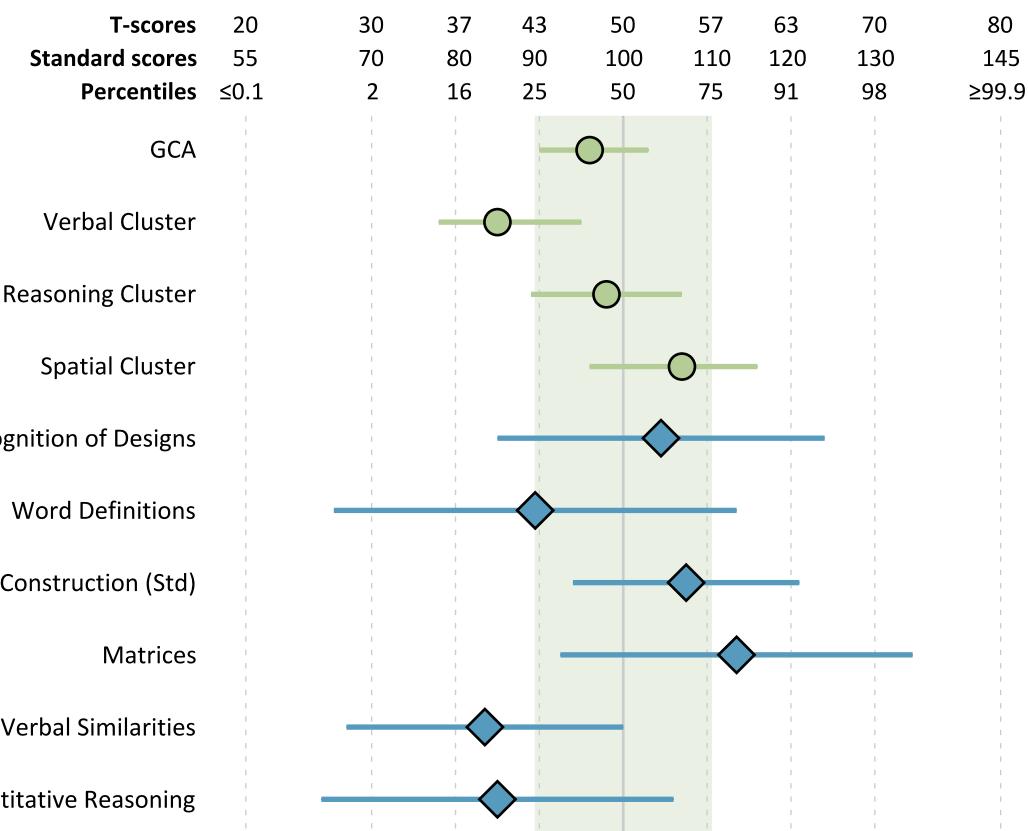
WITHIN CLUSTER COMPARISONS	Observed difference	Significance?		Frequency (%)
		p=0.05	Y/N	
Word Definitions vs Verbal Similarities	4	11	N	>25
Matrices vs Quantitative Reasoning	19	11	Y	10<>5
Recognition of Designs vs Pattern Construction	-2	11	N	>25

Summary of ability scores, T-scores, percentiles and age equivalents

Core Scales	Ability score	T-score	Percentile	Difference from mean core T-score	Significance?		Frequency (%)	Age equivalent
					p=0.05	Y/N		
Recognition of Designs	118	53	62	5	9	N	>25	18:00+
Word Definitions	136	43	24	-5	7	N	>25	12:09
Pattern Construction	218	55	69	7	6	Y	>25	16:09
Matrices	162	59	82	11	7	Y	15<>10	18:00+
Verbal Similarities	116	39	14	-9	8	Y	>25	11:03
Quantitative Reasoning	162	40	16	-8	7	Y	>25	11:03
Mean T-score =	48							



Profile of results



Green = GCA and Cluster Scores; Blue = School Age Core Scales;

The circle (standard score) or diamond (T-score) is the child's actual score and the whiskers on either side show the 95% confidence interval. Scores falling within the shaded band are considered to be 'Average'.

Individual scale data

Scales	Raw score	Item set	Ability score	Standard Error of Measurement	Lower limit*	Upper limit*
Recognition of Designs	17	15-34	118	6.5	112	125
Word Definitions	11	14-27	136	8.2	128	144
Pattern Construction	39	26-35	218	4.6	213	223
Matrices	12	37-51	162	7.2	155	169
Verbal Similarities	8	15-32	116	5.6	110	122
Quantitative Reasoning	8	25-40	162	7.0	155	169

* The lower and upper limits represent the 68% confidence interval for the obtained ability score.



Appendix L - BAS3 and PASS Conversion Data to Quartile Data for Box Plots

British Ability Scales 3 (BAS3) data (Conversion to quartile data for boxplot)									
Participant No.	Verbal ability	Verbal ability ordered	Non-verbal reasoning	Non-verbal reasoning ordered	Spatial Ability	Spatial ability ordered	GCA	GCA ordered	
1	25	0.4	25	1	27	0.6	21	0.3	
2	23	2	70	1	68	8	53	1	
3	12	2	2	1	55	10	10	2	
4	61	2	34	1	66	14	55	3	
5	2	3	1	2	0.6	27	0.3	4	
6	8	8	4	4	14	34	4	8	
7	16	12	37	4	50	47	30	10	
8	3	16	4	25	10	50	2	13	
9	2	16	1	27	8	55	1	21	
10	16	23	45	32	68	55	39	30	
11	0.4	23	27	34	47	66	8	39	
12	23	25	1	37	55	68	13	45	
13	2	30	1	45	34	68	3	53	
14	30	61	32	70	79	79	45	55	
Formula		Formula		Formula		Formula			
min	0.4	0.4	1	1	0.6	0.6	0.3	0.3	
q1	2.25	2	1.25	1	17.25	14	3.25	3	
med	14	14	14.5	14.5	48.5	48.5	11.5	11.5	
q3	23	23	33.5	34	63.25	66	36.75	39	
max	61	61	70	70	79	79	55	55	

	Verbal Ability	Non-verbal Reasoning	Spatial Ability	GCA
min	0.4	1	0.6	0.3
q1	2.25	1.25	17.25	3.25
med	14	14.5	48.5	11.5
q3	23	33.5	63.25	36.75
max	61	70	79	55

	Verbal Abi	Non-verba	Spatial Abi	GCA
min	0.4	1	0.6	0.3
q1-min (w)	1.85	0.25	16.65	2.7
med-q1	11.75	13.25	31.25	8.5
q3-med	9	19	14.75	27.5
max-q3 (w)	38	36.5	15.75	16

1	0.6	0.3
0	13.4	2.7
13.5	34.5	8.5
19.5	17.5	27.5
36	4	16

Participant No.	The higher the score the more positive the attitude/self perception																	
	Feelings about school	F1 ordered	Perceived learning capability	F2 ordered	Self-regard as a learner	F3 ordered	Preparedness for learning	F4 ordered	Attitudes to teachers	F5 ordered	General work ethic	F6 ordered	Confidence in learning	F7 ordered	Attitude to attendance	F8 ordered	Response to curriculum demands	F9 ordered
	F1	F2	F3	F4	F5	F6	F7	F8	F9									
1	71.9	4.4	13.1	3.6	39.5	2	16.6	0.8	29.9	5.2	63.7	7.9	18.5	4.5	47.5	3.2	20.7	0.4
2	96.5	10.6	93.2	4.8	65.2	6.5	71	1.2	100	15.4	54.2	8.5	100	8.1	100	11.5	65.6	12
3	71.9	20.5	23.1	5.1	39.5	11.5	41	2.7	78.6	29.9	95.4	18.1	85.8	11.4	86.4	25.1	52.5	12.6
4	4.4	47.2	6.8	6.8	55.1	26.7	2.7	7.8	5.2	45.1	7.9	32	11.4	16.2	3.2	25.1	52.5	20.7
5	66.3	47.2	5.1	9.5	6.5	28.7	17.8	10.7	91.7	74.4	75.7	42.5	42.6	18.5	48.8	35.2	12	35
6	47.2	47.2	24.2	13.1	11.5	39.5	28	16.6	74.4	78.6	81.4	54.2	77.1	38	35.2	35.2	12.6	49
7	90.8	58.8	9.5	13.3	68	39.5	10.7	16.6	96.3	87.2	81.4	63.7	8.1	42.6	73.6	47.5	83.8	52.5
8	10.6	66.3	48.6	23.1	55.1	55.1	16.6	17.8	45.1	89.9	63.7	63.7	90.9	77.1	11.5	48.8	84.6	52.5
9	47.2	71.9	13.3	24.2	2	55.1	65.2	28	87.2	91.7	18.1	75.7	84.1	84.1	25.1	48.8	0.4	52.7
10	79.1	71.9	97.2	30.6	93.2	65.2	51.9	41	97	91.7	95.4	81.4	99.5	85.8	86.4	73.6	84.6	65.6
11	89.6	79.1	40.4	40.4	93.7	68	80.2	51.9	89.9	96.3	42.5	81.4	92.7	90.9	98.4	86.4	72.5	72.5
12	47.2	89.6	30.6	48.6	28.7	68	7.8	65.2	96.3	96.3	81.4	81.4	38	92.7	35.2	86.4	35	83.8
13	20.5	90.8	4.8	93.2	68	93.2	0.8	71	15.4	97	8.5	95.4	4.5	99.5	25.1	98.4	52.7	84.6
14	58.8	96.5	3.6	97.2	26.7	93.7	1.2	80.2	91.7	100	32	95.4	16.2	100	48.8	100	49	84.6

min		4.4		3.6		2		0.8		5.2		7.9		4.5		3.2		0.4
q1		47.2		7.475		27.2		8.525		52.425		34.625		16.775		27.625		24.275
med		62.55		18.2		47.3		17.2		88.55		63.7		59.85		48.15		52.5
q3		77.3		37.95		67.3		49.175		95.15		81.4		89.625		83.2		70.775
max		96.5		97.2		93.7		80.2		100		95.4		100		100		84.6

	F1	F2	F3	F4	F5	F6	F7	F8	F9
min	4.4	3.6	2	0.8	5.2	7.9	4.5	3.2	0.4
q1	47.2	7.475	27.2	8.525	52.425	34.625	16.775	27.625	24.275
med	62.55	18.2	47.3	17.2	88.55	63.7	59.85	48.15	52.5
q3	77.3	37.95	67.3	49.175	95.15	81.4	89.625	83.2	70.775
max	96.5	97.2	93.7	80.2	100	95.4	100	100	84.6

	F1	F2	F3	F4	F5	F6	F7	F8	F9
min	4.4	3.6	2	0.8	5.2	7.9	4.5	3.2	0.4
q1-min=w	42.8	3.875	25.2	7.725	47.225	26.725	12.275	24.425	23.875
med-q1	15.35	10.725	20.1	8.675	36.125	29.075	43.075	20.525	28.225
q3-med	14.75	19.75	20	31.975	6.6	17.7	29.775	35.05	18.275
max-q3=w	19.2	59.25	26.4	31.025	4.85	14	10.375	16.8	13.825

Appendix M
Thank you and update letter to PRU Headteachers

Name of PRU Head Teacher Address	Educational Psychology Service Address
	<i>Ext:</i> (Telephone number) <i>Your</i> Lucy Browne - Research <i>ref:</i>

Date: 20th December 2012

Dear (Name),

Re: Thank you for your support with my research!

Thank you for supporting my research into the profiles and views of young people attending Pupil Referral Units (PRUs).

What happened during the research?

Following your support in obtaining parental consent, I met with the young people several times between May and July 2012. We completed a questionnaire to look at their views about school and also looked at their learning. This was extremely helpful and a pleasure to the young people and the staff in your PRU.

What now?

I have written to the young people and parents involved to thank them for their participation. As I explained to the young people, I will not need to see them again. At the moment, I am looking at what the young people told me to try to understand their experiences and put their views into my research. I will have written it all up by May 2013 and I will then send the young people and their parents a summary of the findings in September 2013. I will also send you a copy and would be happy to talk with you and other PRU Head teachers further.

Private and anonymous

You will remember that the research is anonymous. Therefore, all young people have been given a participant number so that no-one can identify them or the PRUs they attend.

Without your support, this research would not have been possible. Listening to the views of young people in PRUs, helps us to understand what life is like for them and to think about how we might work to support other young people in the future.

If you have any questions about the research, you can contact me at the address and phone number at the top of the letter.

Yours Sincerely,

Lucy Browne
Trainee Educational Psychologist

Appendix N
Thank you and update letter to participants' parents/carers

Name of parent/carer	Educational Psychology Service
Address	Address
	<i>Ext:</i> (Telephone number)
	<i>Your ref:</i> Lucy Browne - Research

Date: 20th December 2012

Dear (*parent/carer's name*),

Re: Thank you for consenting to your child taking part in my research!

You may remember consenting to (*Name of child*) taking part in my research. The research considered the learning, attitudes and views of young people attending Pupil Referral Units.

What happened during the research?

Since your consent, I met with (*Name of child*) several times between May and July 2012. We completed a questionnaire to look at (*Name of child*) views about school and also looked at (*his/her*) learning. This was extremely helpful and a pleasure to meet (*Name of child*)!

What now?

I've enclosed the leaflet (see *Appendix F*) and original letter to remind you about the research. As I told (*Name of child*) the last time we met, I will not need to see (*him/her*) again. At the moment, I am looking at what (*Name of child*) and other young people told me to try to understand their experiences and put their views into my research. I will have written it all up by May 2013 and I'll send you, (*Name of child*) and the school an anonymous summary of what I've found out.

Private and anonymous

You will remember that the research is anonymous. Therefore, (*Name of child*) has now been given a number so that no-one can identify (*him/her*) or anything (*he/she*) said.

Certificate

As a thank you for taking part, I have sent (*Name of child*) a letter and a certificate of participation.

Without your support and consent and the help of (*Name of child*), this research would not have been possible. Listening to your (*Name of child*) views, helps us to understand what life is like for (*him/her*) and to think about how we might work to support other young people in the future.

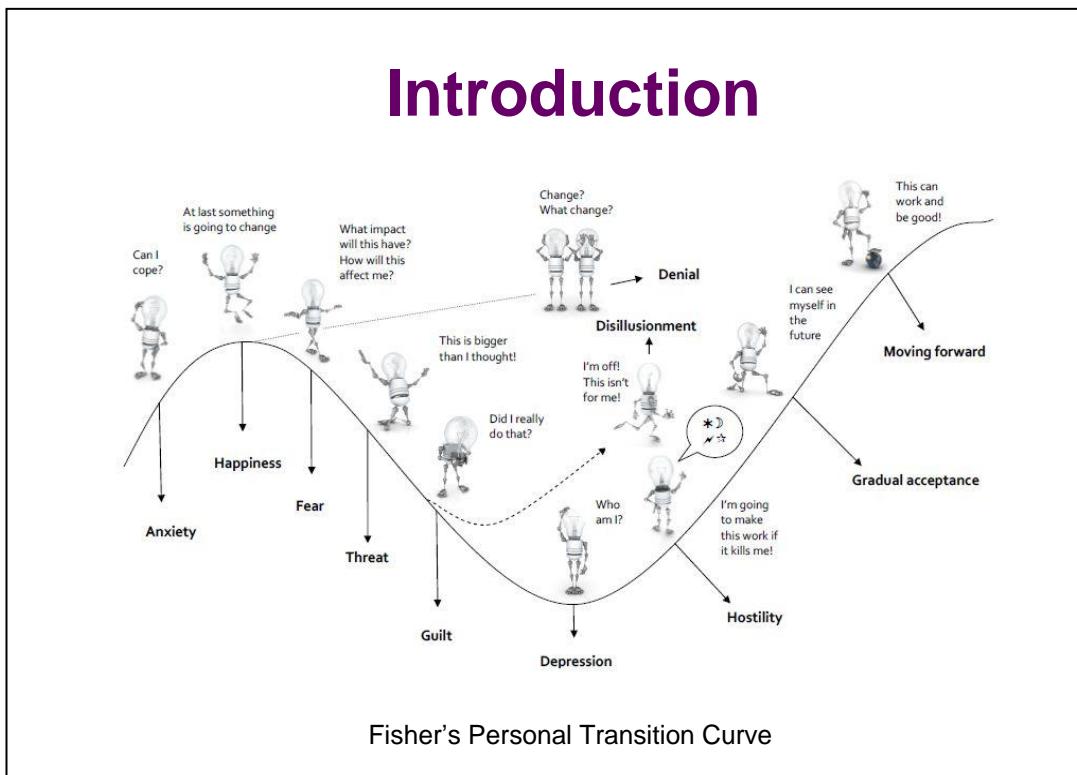
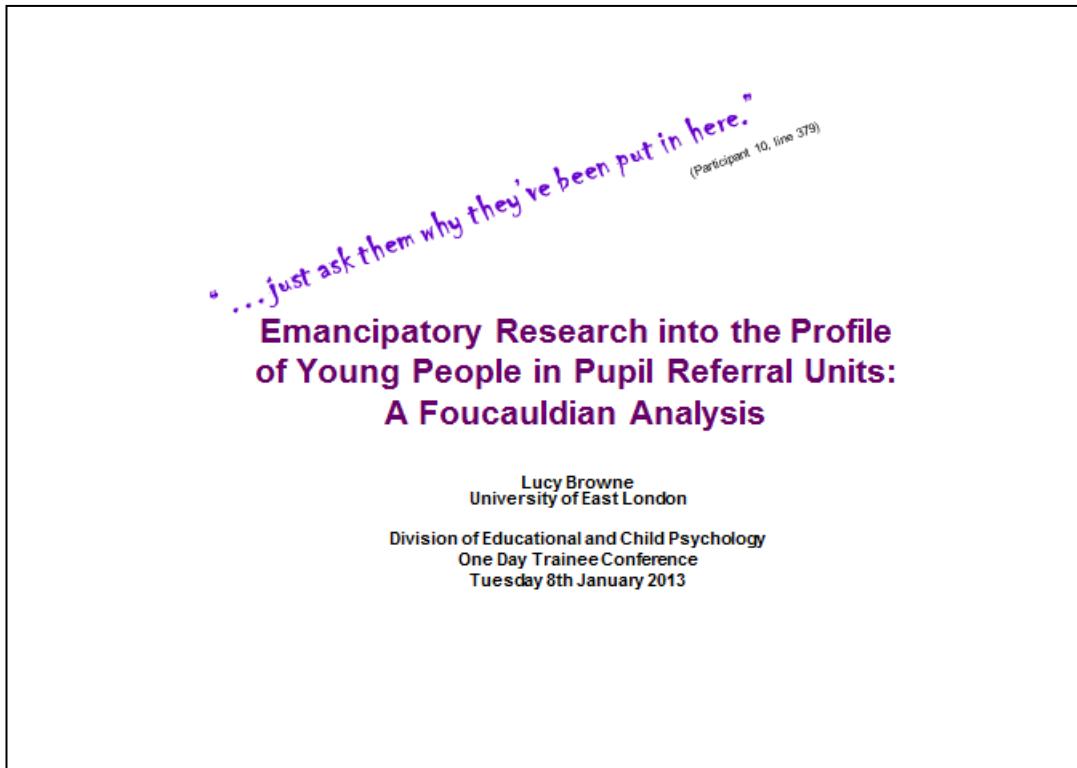
If you have any questions about the research, you can contact me at the address and phone number at the top of the letter.

I wish you and (*Name of child*) every success for your future!

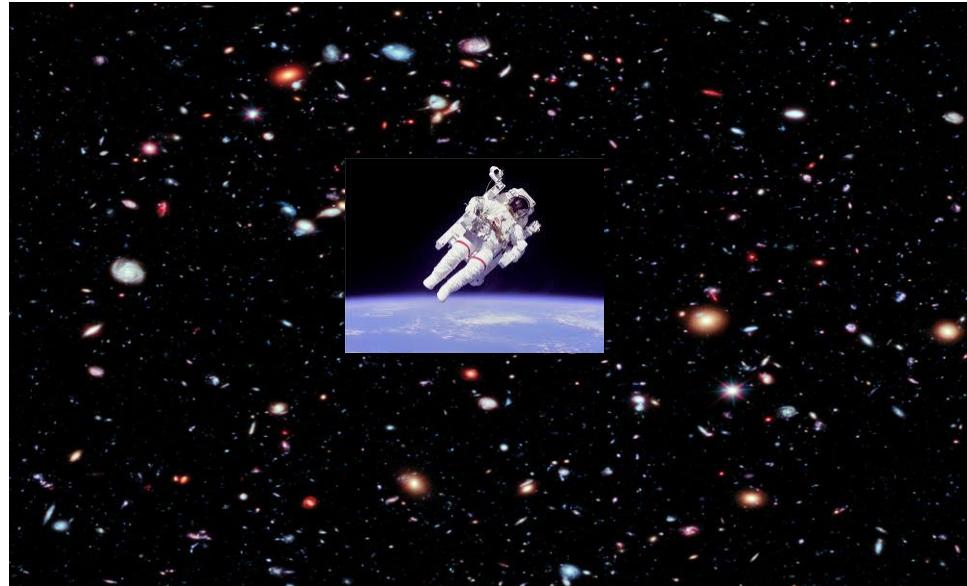
Yours Sincerely,

Lucy Browne
Trainee Educational Psychologist

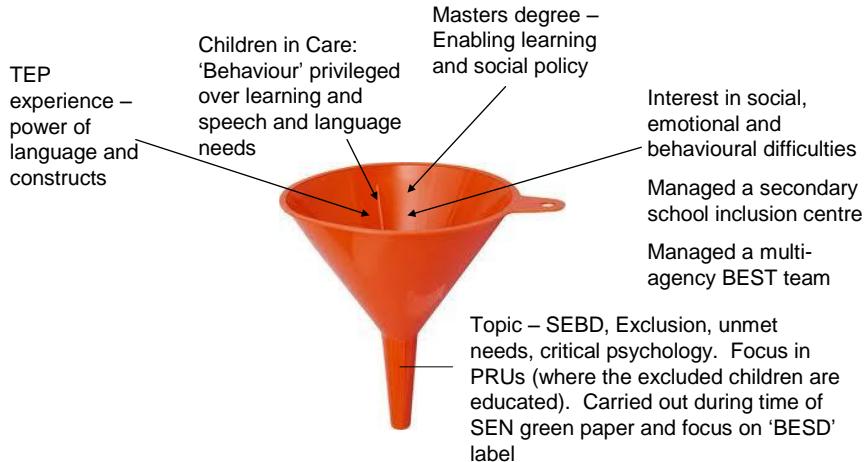
Appendix O
Research Presentation - DECP Trainee EP Conference 2013



The start of the thesis journey ...



My starting points: Funnelling my ideas



Foundations?

Theory? Evidence-base? Literature? Research?

Systematic Literature Review

Search date	27.09.11
Databases	Academic Search Complete, Education Research Complete, PsycARTICLE, PsycINFO, ERIC
Search term	Pupil Referral Units
Parameters	Full articles only Peer reviewed
Results	N = 59
Exclusion criteria	<ul style="list-style-type: none">• Repeated articles• Specific interventions in PRUs• Psychosis• PRUs for medical needs• Economics of PRUs (interesting, but dated, 2005, so need up to date figures)• PRU students included in other research which did not show affect related to them being in a PRU• IT in PRUs and Special Schools
Articles selected	N = 13 (from systematic literature review) (NB: 2 further articles were identified via a hand search following the systematic literature review. Therefore, the total number of articles in the literature review is 15, N=15) Total papers – N = 15

Themes identified from literature regarding 'Pupil Referral Units' (PRUs)

4 themes identified:

1. Pupil Referral Units (PRUs): Statistics, Effectiveness and Government initiatives (N=8)
2. Views of Young People attending PRUs (N=2)
3. Needs of Young People attending PRUs (N=3)
4. Methodological Challenges in Research with Young People attending PRUs (N=2)

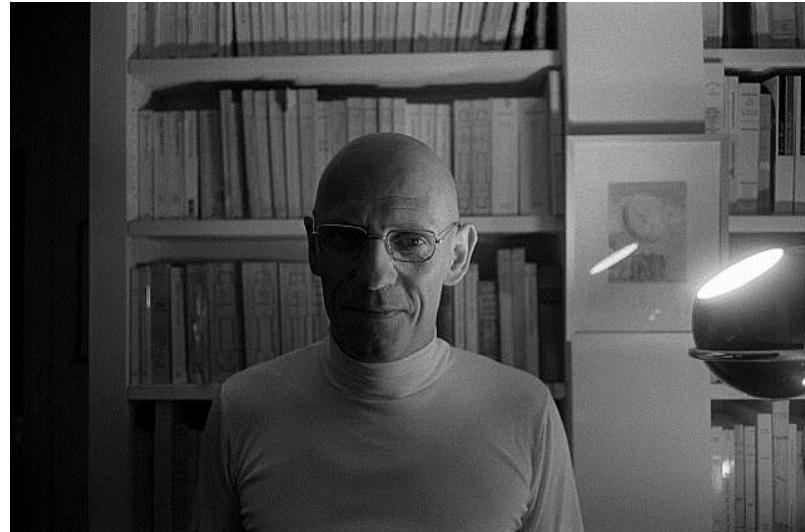
Literature summary

1. **Effectiveness of PRUs**
 - Some research into the effectiveness of PRUs (e.g. Garner, 1996; Ofsted, 2007)
 - Some research acknowledges the need for further assessment into the needs young people excluded from school (e.g. Gross, 2011; Taylor, 2012).
 - Methodological and interpretative limitations of the research
 - Billington (2000) – dividing practice of labels and impact on young people
2. **Psychological theory**
 - Lack of psychological theory applied or used to interpret the research
 - Simplified psychological accounts – limiting the potentially interactive nature of psychological theories to understand the complex strengths and needs of PRU attendees.
3. **Cognitive development**
 - Gap in the research around understanding the cognitive strengths and needs, or psychological 'profile', of children in PRUs
 - Problem solving identified as a possible area of difficulty for the young people in PRUs (Solomon & Rogers, 2001; Mainwaring and Hallam, 2010)
4. **Young people views**
 - Limited research into views of young people in PRUs (e.g. Hamill & Boyd, 2002 Solomon & Rogers, 2001; Mainwaring and Hallam, 2010).
 - Limited research into *how it is possible* that young people can talk about their experiences in the way they do (e.g. Foucault, 1977)

Research Gaps: Defining my thesis

- **Aims:** To provide a unique contribution to the field of educational and child psychology by addressing these gaps and adding to the current research into the profiles and discourses of young people attending PRUs
- **Purpose:** To support those in PRUs and inform preventative approaches.
- Adopting a Foucauldian lens to frame my research in order to consider how it is possible for young people in PRUs to use the discourses they do when telling their stories.

Introducing Foucault (1926-1984)



THE CHALLENGE!

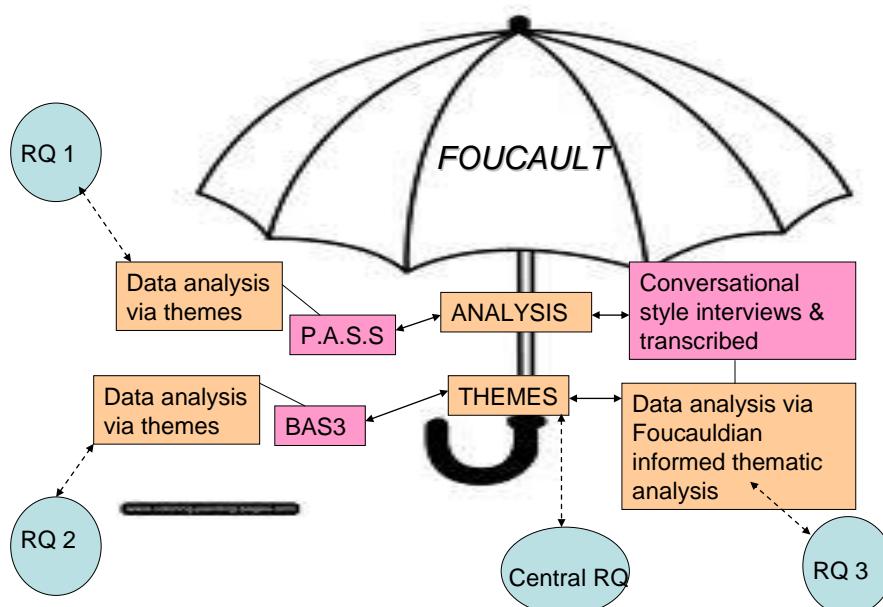
Foucault and psychology: Examples of operationalising his key ideas

Foucault term	Operationalising for use in psychology
Power	enacted by the state (PRUs, schools, EPs)
Governmentality	state power, social constructs, social policy
Subjectification	labelling
Subject position	social positioning
Social practice	accepted social practice influenced by government and power
Dividing practice	splitting society to maintain the status quo, 'normalisation'
Technologies of power	mechanisms, ways of enacting power
Self-disciplining	self-regulating & disciplining influenced by social world

Overview of research design

Purpose	To understand the psychological profile of young people attending Pupil Referral Units, including their discourses and societal discourses connected to 'SEBD' to add to the evidence base available to Educational Psychologists in order to support those in PRUs and inform preventative approaches.
Ontology and epistemology	Critical realism. Interest in the individual young person's cognitive attitudes (social construct) and cognitive abilities (positivist) and discourses (critical), and how the discourse influences them.
Theory	Self-efficacy theory (Bandura, 1994), cognitive psychology, and Personal Construct Psychology (Kelly, 1955) and Foucauldian (1977) ideas
Research question	Central research question: 'What are the characteristics, beliefs and discourse constructions of young people in Pupil Referral Units? Subsidiary research questions: RQ1. What are the beliefs and attitudes of PRU attendees towards school and themselves in comparison to a normative sample? RQ2. What are the cognitive abilities of PRU attendees? RQ3. What are the discourse constructions of PRU attendees?
Design	Mixed methods, Multiple case studies, Exploratory, Emancipatory
Participants	Purposive sampling strategy (non-probability), PRU attendees 10 PRUs in one local authority 12-15 years old, N=14
Data collection	Phase 1 – PASS Phase 2 – BAS II Phase 3 – conversational style interviews (recorded then transcribed) Demographic data collection
Data analysis	Phase 1 – Descriptive statistics Phase 2 – Descriptive statistics Phase 3 – Foucauldian informed thematic analysis (Data to be integrated following data analysis)

Foucauldian lens



Example of a transcript

Participant No.	Thematic Analysis	Time	Line	Verbatim Transcript	Foucauldian Informed Theme
	Objects, Events, Experiences				
2	Object is 'self' and 'public view' Object is 'behaviour'	06.23	155	But I'm not really, it's just how, the way I behave	<p>Public view of PRU attendees constructed as 'incorrect' (a comment on a social practice of public judgement)</p> <p>Self constructed as 'not really' letting down his school and 'just how, the way I behave' (subject position – suggesting there's an incongruity between expectations and actual behaviour - refers to normalisation of behaviour which limits and divides/subjugates socially constructed 'poor' behaviour – governmentality, power, dividing practices)</p>

Early findings & thoughts

Some early findings:

1. Attitudes: Range of attitudes and beliefs about self and school/PRU
2. Cognitive abilities: Range of cognitive abilities – incl. some young people with significant areas of weakness and without a Statement of SEN
3. Foucauldian informed thematic analysis:
 - PRU constructed as 'perfect' & 'dysfunctional family'
 - PRU attendees aware of negative public view of PRU and themselves
 - Exclusion constructed as repetitive

Early thoughts on my thesis

'Well, do you think I have worked hard all those years to say the same thing and not to be changed?'" .

(Quote from Foucault. David Gauntlett. *Media, Gender and Identity*, London: Routledge, 2002).

My reflections:

- Challenge of using two seemingly opposing ontological positions and remaining confident on purpose
- Managing the uncomfortable and critical (Fisher's personal transition curve)
- EP role as enacting government policy and social and dividing practices?
- EP role in preventative work to support young people at risk of exclusion or in promoting reintegration?

Discussion, questions & comments?



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