



**Inclusion and professionalism: reducing fixed
term exclusions in a South West secondary
school.**

*A Cultural Historical Activity Theory study of a
disciplinary Inclusion Room.*

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Abstract

This thesis presents an exploration of the nature, extent and characteristics of a disciplinary Inclusion Room (IR), from the perspectives of students and staff in a South West secondary school. Over the past five years, this school has significantly reduced fixed term exclusions and improved school attainment against Local Authority averages. This research presents an organisational response to a socio-cultural problem and the paradoxical lenses of social inclusion and discipline.

The research uses Cultural Historical Activity Theory (CHAT) as a theoretical and methodological framework. I explore inclusion and professionalism using the perspectives of nine students who entered disciplinary IR and nine staff who knew the students. Inclusion constructs explored include participation, equality and diversity. Professionalism is deliberated through a continuum of managerial control/discretionary judgement, individualistic models/collegial approaches and bureaucratic/continuous learning dimensions. Mixed methods used include document analysis, an on-line questionnaire, student and staff interviews, visual timelines and observations of the students in classrooms.

The analysis of IR considers primary, secondary and tertiary contradictions along with disciplinary rules, community and division of labour/power constructs amongst participants to develop a rich understanding of the context. Exploratory data, in the form of a questionnaire, suggests that the students and staff broadly share understanding of inclusion policy, practice and culture in this school. Interviews, further informed by examination of documents, student timelines and observations, show how a disciplinary IR is integrated into, and complements, educational processes; participation (being there), equality and diversity, within the school. Professionalism is characterised by discretionary lenses, collegial working and continuous learning governed by problem solving to support that educational vision. Findings from this work are generalisable as the research develops experience of the school in a naturalistic manner and is illustrative of expectations rather than formal predictions. Nevertheless, schools can use the findings to consider how a disciplinary IR can complement educational processes through increasing participation, equality and diversity. Goals for inclusion can be enhanced through collaborative partnerships and active, ongoing engagement amongst students and staff to develop the educational experience.



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I propose a quote from Harrison (2004, p.179) that summarises my way of looking at researching professional educational situations as they have been constructed during our professional work and this thesis.

The stories we tell are neither stable or universal, but constantly in play and always containing the seeds of their own contradictions, as well as the possibilities for 'thinking differently', for envisaging new ways of understanding learning and learners'.

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Table 1: Acronyms

Word	Meaning
ADHD	Attention Deficit Hyperactive Disorder
BIP	Behaviour Improvement Programme
BfL	Behaviour for Learning
CAF	Common Assessment Framework
CHAT	Cultural Historical Activity Theory
CS	Children's Services
CVA	Contextual Value Added
DfEE	Department for Education and Employment
DCSF	Department for Children Schools and Families
ECM	Every Child Matters
EIC	Excellence in Cities
FT exclusion	Fixed Term exclusion
IMD	Index of Multiple Deprivation
FSM	Free school meals
LM	Learning Mentor
GCSE	General Certificate School Examination
GTC	General Teaching Council
IEP	Individual Education Programme
IR	Inclusion Room
LA	Local Authority
MN	Methodological note
NAG	National Administration Guidelines
NEG	National Education Guidelines
NZ	New Zealand
Ofsted	Office for Standards in Education, Children's Services and Skills
PRU	Pupil Referral Unit
SEF	Self Evaluation Framework. A requirement on schools to support their reporting to Ofsted and continuous improvement and development.
SEN	Special Education Needs
SA	School Action
SA+	School Action Plus
SENCO	Special Education Needs Coordinator
SIP	School Improvement Partner
SW	South West
TA	Teacher Assistant.
TES	Times Education Supplement.
TN	Theoretical note

Table 2: Interpretations of key words

Activity	<p>Bannon (2008, p.1) notes activity emphasises the dual role of internal and external conceptual systems within an individual.</p> <p><i>'Internal activities cannot be understood if they are analysed separately, in isolation from external activities, because they are mutual transformations between these two kinds of activity'</i>.</p> <p>The structure of the activity is also constrained by social and cultural factors.</p>
Artefact/ Tools	<p>Hedegaard (2001b, p.20) clarifies traditions with an artefact can be identified in two ways. First, as the 'certain kind of practice'. The artefacts for disciplinary IR include using classroom materials to achieve some of the learning a student would have completed had they been in their normal classroom. Second, the context of room and processes for IR, the situation and condition of the IR itself. For example, the work needs to be completed in silence; there is minimal contact between the student and the manager of the room. Artefacts and tools are phrases used in CHAT to refer to a wide range of written, spoken or materials used in schooling situations. They frequently involve talk and language but can include any of the mechanisms used in the setting to achieve the particular practice. Bannon (ibid, p.2) proposes 'experience is accumulated in the structural properties of the tools as well as in the knowledge of how the tool should be used'. In this research into the nature, extent and characteristics of an IR tool/artefact include both the physical materials the students and staff use as well as the physical space and routines of the activity itself'. Hedegaard (ibid, p.26) extends this distinction to link tools to learning and the purpose of education. 'The aim of school education is that the subject-matter knowledge and skills acquired in school should become the person's own tools for future everyday practice'. Artefacts and tools are mediated by and support the gathering and communication of social knowledge.</p>
Community	<p>These are the people who support, or otherwise, the development of the IR activity. The focus in this research is on the students and staff themselves, but they talk about others who have influenced their views. A young person learns as a result of institutionalised practices with a particular community. Community practices are mediated by the artefacts (tools) and the rules as a social construction.</p>
Cultural	<p>Hedegaard (2001b, p.23) identifies how Bourdieu conceptualises cultural traditions and structures as being helpful in taking into account 'how traditions and structures in society create the conditions of socialisation necessary for a person's embodiment of these traditions and structures'. As Hedegaard (ibid) notes 'different positions in a cultural field lead to differences in the ideologies of how practice should</p>

	<p>be in the school'. In this research, a conceptualisation of practice as a result of differing cultural experiences and understandings of the young people and the staff is supported by the development of CHAT methodology to understand how different people bring different ideologies, perspectives, constructions and interpretations to the IR experience. She identifies a difference with Bourdieu's theory (ibid, p.23) in that she considers practice is situated within the institution rather than operating at a conceptual level.</p>
Dialectical Tradition	<p>Proposed by Chaiklin (1993) and linked to historical focus on practice and concept change, this perspective orientates research to consider contradictions and conflicts as a source of practice development and illumination. In this research, this was useful in understanding the school and changes of practice around the IR, pastoral and other organisational dimensions.</p>
Historical	<p>Hedegaard (2001b, p.21) identifies historical aspects of activity theory as being the 'tools and artefacts that result from previous traditions for use'. The disciplinary IR is the result of three years of previous debate, discussion and practice so exists in relation to previous history of staff and students. The tradition of IR use is at least as important as the IR itself. Likewise, the professional traditions and history are located within the institution and the individuals in the research.</p>
Inclusion	<p>I consider inclusion to be similar to the definition of Thomas and Vaughan (2004, p.ix) 'inclusive education is really about extending the comprehensive ideal in education'. Comprehensiveness refers to the inclusion of possibilities for social inclusion and reducing fixed term exclusion as well as improving the outcomes for those students who might be subject to these forms of social exclusion.</p>
Mediation	<p>The central concept to Activity Theory. The rules, the artefacts/tools, and the community are all mediated by engagement within the activity of the IR.</p>
Object orientation	<p>The activity of the staff and the students are undertaken for a particular motive. The motive is the object and usually has some form of problem or purpose. In this research, the object orientation is characterised as the disciplinary IR process. That is, in the minds of the schools cultural tradition the IR forms the basis of an ultimate punishment – a system to reduce fixed term exclusions.</p>
Practice	<p>Practice is informed and mediated by historical and social traditions, from the students and staff as well as the institutional practices. Chaiklin (1993, p.395) proposes that 'analytical descriptions are a means of identifying the problems from and the processes by which societal formulations and practices are constructed'. The solutions to problems, and the practice, become part of the criteria to solve the problem.</p>

Professionalism	Hargreaves and Goodson (1996, p.4) identify professionalism as it refers to the 'quality and character of people's actions within that group'. Whilst this is a somewhat contested notion which this thesis builds, the character of actions seems nevertheless a useful starting point for the activity analysis and theory building in the context of an Inclusion Room (IR).
Rules	As Ryder (ibid, p.3) indicates the 'structure of the activity is constrained by cultural factors including conventions (rules)'. In this research the rules can be understood both as the explicit and implicit ways the IR practice are articulated. Thornberg (2008) notes rule conventions are the guidelines for actions in a school setting and therefore form an important dimension to the analysis of a cultural historical situation
Theory	Ball (2006, p.20) notes the importance of theory in research is in providing alternative language that makes clear the assumptions and practices of participants, staff and students, the subjects. Carr and Kemmis (1986, p.77) make the similar point that 'attempts to relate theory and practice to a simple division between facts and values always makes some appeal to some sort of value-laden consideration'. In addition, Chaiklin (1993, p.394) proposes the goal of theory is to 'understand the principles that go beyond or underlie the particular practices' that are being researched.

Chapter One: Introduction and Rationale

This chapter aims to introduce the research. The rationale in this research is linked to Stake (1994, p.240) notions of interpretation as ‘the art of making sense of material’. I introduce my professional background and assumptions through the twin themes of inclusion and professionalism. This will support the development of the research questions on the nature, extent and characteristics of provision designed to reduce fixed term exclusions – an Inclusion Room (IR). Finally, I introduce the methodology in this research.

1 (a) Practice and theory from New Zealand to England to 2005.

Practice and theoretical experiences in this research are informed by 21 years of professional learning in secondary, primary and tertiary educational settings in New Zealand (NZ). This included experience as a Head of Department, teaching life skills, work experience, English, Information Communications Technology (ICT) and Economics between 1988 and 1999. To 2002, I also was a facilitator on a professional development programme to develop policy and practice for the newly emerging ecological practice for Special Education 2000 (SE2000) in NZ as well as being a primary head teacher for two years.

NZ schools, during this time, were funded with flexible transition and curriculum programmes, to provide programmes to ‘meet student need’. This ‘need’ was framed by a professionalism and inclusion policy in the school that meant that a majority of students, in my experience, were included within learning and teaching programmes and fewer students were excluded than in my English experience. The approach appeared to be achieved partially through policy and partially through practice. Overall governance guidelines, National Administration Guidelines (NAG) and National Educational Guidelines (NEG), put the child’s needs at the centre of discussions about curriculum and pedagogy.

A second professional practice strand experienced in NZ, developing internal school culture for inclusion, resulted from considerable professional flexibility and motivation to succeed. We seemed to be able to keep more young people within the education

system than my experience in England. A close collaboration with senior staff, a guidance counsellor, a careers teacher, and other staff occurred in a school where inclusion seemed influenced by change and development at all levels of the school. Practice appeared informed by an inclusive environment without participating in some of the theories on inclusion and professionalism I have subsequently developed in subsequent professional roles in the UK and theoretically within this research.

My other NZ educational experiences were informed by a short period with the Behaviour Services. Professional practice, working within a large number of primary and secondary schools, was informed by a wide variety of practice in behaviour management, curriculum, and pedagogy and teacher expectations of students. I developed aspects of thinking about how school environments interfaced with teacher and school knowledge to subsequently influence inclusion, or not, of children with a wide variety of needs.

Two years with Christchurch College of Education followed, supporting the development of the SE 2000 policy through a professional development contract in the top half of the South Island. I completed my Masters of Educational Administration during this period with a final paper on the impact of professional development from the SE 2000 contract on small rural head teachers. These experiences further reinforced my views about how policy influences were often at 'arm's length' from the professional practice and cultural influences within school settings.

A period leading a teacher-training programme was followed by new experiences as a primary head teacher in two small rural communities. With my colleagues and the families, I learnt new ways of working in primary settings, a fresh language for professionalism. I experienced translating the theory to practice and the principles from the SE2000 policy into action in a wider educational sense. A student, Brian, who had very high and multiple physical and learning 'needs' taught me this lesson about context. In practice terms it meant that 'Brian', a non-speaker when I started working, was speaking within six months from developing peer learning and changing the way we thought about his development as a school. The NZ policy construct for Special Education 'needs' (SEN) was bounded by considerations of environmental, social and cultural context. Mitchell (2000) develops this point further. This experience cemented many of my earlier views on Inclusion. That is, environment informed inclusion and

enabled, or otherwise, professionals to progress towards developing inclusive environments, changing expectations and working with all children and adults within the school.

Seeking further interesting educational experiences and opportunities for travel had always been on my 'to do' list. In 2002, I was offered an opportunity in St Albans to work in a Pupil Referral Unit (PRU). There were only 12 students. Although they had 'high designated needs' for behaviour and emotional learning, I reserved judgement on the labels. However, more problematic were the low professional expectations of students, targets, levels and inappropriate curriculum were contradictory in relation to my expectations for inclusion or professionalism.

A post in Stoke on Trent followed, managing a Behaviour Improvement programme (BIP) as part of an Excellence in Cities (EiC) project. The role was specifically tailored to support the reduction of fixed term (FT) exclusions and improve attendance. Two and a half years later I was appointed to a more extensive post, again supporting a cluster of schools, in a South West (SW) setting with a similar remit to reduce FT exclusions. Here, I had an additional school improvement role, raising attainment. I was accorded a senior post within the school improvement teams and line management from the Local Authority (LA). I was also provided with considerable flexibility by the cluster and expectations that the 'lessons learnt' from the project were shared with all schools in the LA. In 2005, my choices for professional development were framed by LA expectations to become a School Improvement Partner (SIP) or to do something else. I chose the 'something' else, an Educational Doctorate, and joined Exeter in 2006. I expand these key reflections from this experience in the final chapter below.

My current role provides leadership, support and challenge with 27 primary and three secondary schools in the SW. This role provides the starting point for a theme of paradox in discourse and practice. These contradictions, as a source of change and development, start with my professional background as a teacher, then a Head Teacher from NZ and now supporting schools in educational improvement in England. My role is different from being employed in a school, yet I am expected to provide an additional educational experience for the schools. Further, my educational background provides both a degree of similarity and points of contrast to understanding how educational and

professional values can be expressed and developed. This is particularly the case for developing inclusion in education and reducing FT exclusions.

1 (b) Rationale for research themes: 2005 to 2010

From 2005, my English educational experiences were leading me to consider the discourses underlying schools' practice in what appeared to be individualised, often medically related, solutions to attainment, behaviour problems and exclusion. White, working class boys from particular, poorer, areas of both LA settings and those with SEN were over- represented in the exclusion data and had lower educational progress. I had become familiar with inclusion concepts and discourse as developed through a working role in a PRU and school improvement roles working to support 'behaviour improvement'. Behaviour improvement was code for reducing exclusion in both EiC projects which I had led. I had become familiar with these official policies and discourse developed from my professional practice in supporting schools within these LA's Warnock (1978).

School improvement, reducing exclusions and improving attainment is part of the transformation of Children's Services directorates (CS). This integration of services is viewed as a structural development to support improved communication and outcomes for children and young people. The focus for education and learning development is a broader adherence to Every Child Matters (ECM) outcomes and meeting the needs of a child. By contrast to CS outcomes, some schools appeared to have a narrower target driven culture to improving attainment for children. However, it became increasingly evident that the three secondary schools in this SW partnership had reduced the FT exclusions and improved student attainment. This somewhat paradoxical result, increasing attainment and reducing fixed term exclusions seemed to go against much of the popular press on discipline and improving attainment.

The research school, one of the three above, appeared to encompass the concept of structural and cultural reform for inclusion, similar to that identified from my New Zealand experience by Mitchell (2000). Prosser and Loxley (2007, p.58) indicates that much inclusive practice is 'highly complex and elusive' and that everyday observations are particularly difficult. A number of questions remained within my professional practice. To what extent did a 'rights' discourse, as a theory, then become embodied in professional discourse and practice for inclusion in the disciplinary Inclusion room (IR) in

this SW secondary school? What is the nature of the disciplinary IR environment in which these students and professionals work towards achieving these outcomes? In addition, how does the paradoxical nature of the inclusion and professionalism discourse, as a result of my NZ background and experiences, impact on the students and staff and professional role in the partnership?

My rationale for this research on disciplinary IR was also informed by the Wellington et al. (2008, p.5) proposition which reflected 'involvement more with researching, reflecting upon and improving practice'. My past experience and knowledge seemed to provide opportunity to reflect and research a situation within my professional practice. As I note further, p.55, the notion of contradictions, combined with reflective thinking and practice seemed to bring other perspectives to the problems that may occur within a disciplinary IR activity.

As a result of thinking and writing during the initial modules of this EdD programme, I considered the McNiff (2001) proposal of educational enquiry as a living contradiction. As she explains, whilst we might observe and describe situations, to research a situation we need to extend the learning enquiry and move to a position where reasons are given for the situation and an explanation is made explicit. Stenhouse (1985a, p.19) makes this definition of research more explicit, 'systematic and sustained enquiry, planned and self-critical'. The concepts of inclusion and professionalism, within a Cultural Historical Activity Theory (CHAT) model seemed to not have been put together in any such framework before; they were concepts I was familiar with, and somewhat pragmatically, I had a situation where I felt further research and examination could be worthwhile and educational.

The point of examining an educational situation in an educational manner was further reinforced by Stenhouse (1985a, p.94) 'research is educational to the extent that it can be related to the practice of education'. The possibilities of extending research to professional practice, professionalism, and linking it to the provision for reducing exclusion, a disciplinary IR, seemed to be desirable from my perspective.

Characteristics of professionalism, nominated by Goodson and Hargreaves (1996), related to my initial rationale for research. The concepts of inclusion and professionalism were both relevant to my professional and emerging theoretical interests and also provided opportunities for reflective study related to my professional interests.

In addition, professional leaders in the partnership were encouraging of the research and its possibilities.

1 (c) Paradigms for the research.

Skidmore (2004) proposes three major theoretical paradigm traditions for the evidence of inclusive practice. The psycho-medical model following the positivist epistemology focused at the level of the individual, where the cause of learning or other difficulty is located within the individual, pupil diagnostic, particularly behavioural or clinical, models for intervention are developed to support the students. I reject this model in this research although there may be situations where individualised approaches might be useful as informational points.

A second level of research paradigm proposed is at the organisational level, learning difficulties arise from the way schools are organised, with a functionalist epistemology. Learning difficulties and subsequent inclusion or exclusion, are caused by the way schools are organised and prevention of exclusion is framed within the school restructuring. The disciplinary IR might be seen as one of these developments and I develop this narrative below on examining the history of EiC and the disciplinary IR in Chapter two.

Thirdly, a sociological model follows a structuralist epistemology and is focused at the systemic level of schools. Learning or social difficulties are caused by the reproduction of structural inequalities and solved by reform within the system. For example, teachers could change the way they adapt curriculum and pedagogy to meet student needs. The new requirements and obligations for schools to meet the *'Every Child Matters'* outcomes form part of this policy dialogue with schools in England Department for Education and Skills (2003).

Skidmore (ibid, p.11) acknowledges the limitations inherent in these large scale categorisations, he also notes the common fault of research in each paradigm of *'reductionism* which in turn limits the possibilities for examining the relationships amongst factors in different levels of analysis'. This research examines an organisational response, disciplinary IR, using analysis designed at different investigation levels. My research sets out to examine relationships amongst nine IR Year 8 and 9 students and nine staff to clarify the nature of the relationships within this organisation and system.

Students and professionals learn and practice within all these paradigms. Students will have experiences of being 'labelled', schools are complex organisations in which both structures of organisations and organisational cultures inform their hourly, daily and weekly experiences throughout their schooling careers. Staff are similarly informed by their cultural, social and historical experiences. Thus, there seemed to be an opportunity to examine the activities of inclusion and professionalism in depth, considering the nature, extent and characteristics of these experiences in a holistic manner.

An educational theory for discipline ought to be able to demonstrate what Slee (1995, p.18) identifies as 'consistency between the goals of pedagogy and curriculum and the processes of governance'. Consistency includes examining the learning and social context of young people as developed by Engeström (1987) building on Vygotsky's work in Kozulin (2000). Vygotsky advocated the linking of child development with factors within the environment, and considering historical, biological and psychological theory. Slee (1995) continues to make the point that this is in direct contrast to more traditional theories for behaviour which rely on control and conditioning.

In summary, my research interests intersected with practice contradictions and theoretical dilemmas. My next problem was to decide on a methodological approach for the research.

1 (d) Introduction to methodology.

My methodological perspective was informed by Hedegaard and Fleer (2008, p.28), who noted the 'researcher is not a full participant in the everyday activities because the researcher's social situation is also a research situation'. In this sense, I enter the world of this school's everyday activity with the intention of becoming a 'communication partner' during the interviews and observations I make during the research period. I am no longer the educational professional, I am a researching professional. The CHAT framework, and my professional role, enabled me to examine discipline from new perspectives.

Hedegaard and Fleer (2008) notes CHAT provides an opportunity to focus on the perspectives of the individual and the institution's construction of the activity; relations amongst staff and students in relation to practice, culture and policy. I expand on this proposition below in the literature, methodology and the research. The CHAT learning and development framework is linked to the Fulcher (1989, p.259) proposition indicating

education is a 'social practice; actual theory is about actual practices'. Thus, traditional divides between educational theory and practice are dissolved. I argue that schools and teachers are as much a site for educational change as are written policies. The social, historical and culturally constructed nature of the activity in the school, in this case a disciplinary IR, then becomes part of the solution to develop and implement new practice and understandings.

This research uses Cultural Historical Activity Theory (CHAT) as a framework for the theoretical development of key ideas from Inclusion and Professionalism in relation to the disciplinary IR. Claxton (2006) identifies three forms of learning and development which inform this research and the theoretical framework for the concepts related to the IR. First, the 'individual-developmental' dimension. Claxton (ibid, p.25) refers to this as 'the 'epistemic', aspects of a person's make-up that relate to the ways in which people learn and know'. The person has the experiences, the legacy of those experiences and strategies to enable them to take action. Second, that person's position within a 'social-historical' situation is framed by set of particular practices, ways of talking, acting and policies. This is the cultural dimension of development. Third, learning and development are affected by the way language is used, the way individuals within that context have their actions mediated by both the cultural setting and their own experiences.

Hedegaard (2008a) makes the key point about this theoretical framework that informed my development of this research. By combining different learning and development perspectives, there are several different pathways possible for a student or professional staff involved. In this way, a rich and informed view of a disciplinary IR could potentially be developed. I extend these considerations further in Chapter Four: Methodology.

1 (e) Aims and research questions.

Current policy documents on school improvement appear to have largely ignored developments within EiC projects and other work in reducing fixed term exclusions and raising attainment. This is despite findings by McKeon (2001), Parsons (2001) and Vincent et al. (2007) which show that locally developed, contextualised support and challenge can have a significant impact both on improving outcomes for students and system change and reducing fixed term exclusion. The selective framing of policy developments around practice contexts includes more recent developments within the

'Extra Mile project' Department for Children Schools and Families (2008). The annexes and appendices in this latter document make no reference to any research to support the policy principles. The rhetoric of this document and the policy work was essentially policy and practitioner led, rather than informed by robust research evidence or informed by the wider longstanding EiC policy initiatives. Policy changes appeared to relate more to market models for education provision than theoretical or research work by schools to retain education at the core of their responsibilities. This research could give a strong steer to the *how* and *why* for the development of improved professional and inclusion environments.

Tomlinson (2005) notes a mixed level of success at policy level on achievement and attainment standards in EiC areas, although she concedes that student 'self-confidence' was raised. In 2008, this research school was in the top 10 in the UK for contextualised added value (CVA). However, only a limited research on the impact of these initiatives seemed to have taken place at the systems or organisational level in a specific school setting. In addition, I have not found specific research of an EiC project disciplinary IR to support reducing fixed term exclusions. Thus, the opportunity, through research to support professional development and the development of policy in the LA seemed appropriate and timely.

The concepts of inclusion and professionalism in school contexts are rarely examined together at the practice interface. They were referred to by Fulcher (1989) and Slee (1995) at the broad policy level but not developed at the level of practice. My interest in professionalism, within a disciplinary IR, was also a result of three years of evaluative work in this and other partnership schools and in my professional, school improvement roles. During this time, I observed and considered how different staff worked with their students. However, I was puzzled by the degree, quality and environments for those contradictions. The staff and/or students may well illustrate views that are not particularly 'inclusive' in theoretical terms. Staff may hold to individualised notions on students which pragmatically result in situations where the students were included in the school regardless of staff views.

The SW research school had shown considerable progress in terms of school improvement, as currently measured through data on GCSE grades, FT exclusions and attendance. (See Tables p.28, p.29, p.30). There was an opportunity within this

research to clarify practice and potentially improve understanding of disciplinary IR as understood and interpreted by these participants.

Student voice, in the context of expectations for consultation and participation, is increasingly being given prominence within educational research and practice. For example, Todd (2007) and Thomson (2008). Flutter and Ruddock (2004).address the issue of impact of student voice on school improvement. However, Hughes (2007) challenges the nature and extent of this participation in schools and sets a challenge to assumptions about what students can offer about their own lives. This research incorporates a dimension of student participation in this disciplinary IR, in particular, interviews with some students who have been subject to this particular form of discipline intervention designed to reduce FT exclusions. In addition, this will provide further opportunity for the 'voice' of young people to be heard and to contribute to the body of knowledge on pupil voice on disciplinary situations.

Students with SEN are over-represented in national data on FT exclusions. See for example Department for Children Schools and Families (2009). Thus, pupils with SEN were part of this research. Prosser and Loxley (2007) identify the challenge to inclusive research to adopt inclusive methodologies which consider all students. As a researcher external to the daily school routine, there seemed to me potential for students to contribute their views on this educational situation, albeit as part of those who will have been in the disciplinary room. Thus, this research does not focus on students with SEN in particular, except as these students participate in this disciplinary IR as part of their mainstream situation.

Daniels et al. (2001), examine social processes related to students with SEN. They use a CHAT framework to illustrate how SEN practice amongst four schools was influenced by management policies and teacher practice. They do not focus on disciplinary issues as in this paper. However, Daniels et al.(ibid) point to research in successful school cultures where the predominate beliefs and values are that all students can learn, including those with SEN, and position teachers within that set of positive learning beliefs. This research will examine inclusion from a mainstream perspective, rather than with a SEN lens.

There is a large volume of quantitative research on exclusion. A smaller body of qualitative research uses the context to examine reducing FT exclusions. This SW

school seemed to offer an opportunity to examine dimensions of inclusion and professionalism from the lenses of students and staff.

In summary, the overall aims for this research include

1. Contributing to knowledge on inclusive policy, practice and culture; particularly the dimensions relating to reducing fixed term exclusions.
2. Clarifying how this school has overcome traditional structural barriers to support professionalism and inclusion.
3. Examining the participants' own goals for inclusion

I intend to provide feedback, direction, and clarity to the Partnership and LA policy and practice in developing reductions to FT exclusions.

1 (e) (i) Research Questions.

The research questions were developed from the context, Chapter Two, and the literature, Chapter Three. I have three key research questions in this research.

1. What are the nature, extent and characteristics of inclusion in this secondary school, from students and staff perspectives in relation to the disciplinary IR?
2. What are the nature, extent and characteristics of professionalism, in the same situation, from students and staff perspectives, in relation to the disciplinary IR?
3. To what extent does the interaction between inclusion and professionalism, through a CHAT framework, inform the goals for reducing fixed term exclusions in this secondary school?

They were adapted slightly during the process of thesis development. In particular, question two above, originally had a behaviour component to the question. During my early thinking about the IR and through the literature review, I felt general behaviour added another and wider lens to the thesis that could not be sustained and amended the question accordingly. I further defined and refined the meaning of inclusion and professionalism in the literature review and maintained this focus in the analysis in order to provide some coherence in the research.

Chapter Two clarifies the context for this research and builds on my own professional assumptions. Chapter Three explores CHAT methodological approaches and explains the research methods. Chapter Four provides a perspective from the literature on

inclusion and professionalism. Chapter Five explores some preliminary findings and gives a brief overview, after exploring school and LA documents, of the questionnaire results. Chapter Six examines question one in more depth, Chapter Seven, question two and Chapter Eight brings the lenses of inclusion and professionalism together in addressing research question three. Chapter Nine, the conclusions, brings further precision and direction as a result of the research.

In summary, this thesis reflects a background of educational experience from New Zealand. These lenses of inclusion and professionalism are informed by eight years of experience and practice in English educational settings. Thus, the research is influenced and developed through interplay amongst my own cultural-historical background from NZ and the UK and other experiences with the students and staff.

Chapter Two: The Research School Context

This chapter presents a review of the particular context, a room designed to reduce fixed term exclusions called an Inclusion Room (IR). The context provides a sense of place, time and represents a point of view – the students, the staff and myself. As Stake (2000, p.240) notes – ‘more will be pursued than was volunteered. Less will be reported than was learned’. This chapter locates the research.

In the following sections, I outline my professional background, locate it in the UK context and the research school contextual background in this examination of practice and theory for disciplinary inclusion. This research context was developed when the research sample of nine Year 8 and 9 pupils and nine staff had been selected for the in-depth study.

2 (a) Practice from New Zealand

The NZ reform of Special Education which occurred in 2000 (SE2000) placed the child at the centre of learning rather than a disability or label. SE2000 involved reform and restructuring for inclusion through examining the environment rather than the disability. Released as a policy document, *Special Education 2000* (2000, p.5) indicated its aim was

‘To achieve, over the next decade, a world class inclusive education system that provides learning opportunities of equal quality to all students’.

In NZ, I was directly involved in a professional development capacity with clusters of schools who were central to this educational change management process. Improving inclusionary practice was located at the interface of professional capacity building, developing strategies for SEN. By contrast, my professional experiences in the UK considering disciplinary IR and reducing exclusions- as many students who are part of exclusion experience-, seemed bounded by labelling and individualisation of pupils with SEN. Indeed, the over- representation of students with SEN in behaviour provision is a common feature of exclusion practice in England. The Department for Education and Skills (1997) shows they are more than eight times more likely to receive an FT

exclusion and students with Free School Meals (FSM) are three times more likely to receive an FT exclusion. Professional development and understanding of organisational change, in my experience, are significant factors influencing school culture. An issue in the research school, then, might be to consider factors from my NZ perspective relating to SEN, FSM and deprivation in relation to this disciplinary IR.

2 (b) Excellence in Cities: The National and local context.

EiC initiatives emerged from Education Action Zones and policy initiatives with the Government White Paper *Excellence in Schools* in 1998 and published by the Department for Education and Skills (1997). However, Tomlinson (2005, p.97) notes the initial development of these projects was intended for areas of urban deprivation and poor standards and was intended to involve business and the community in flexible funding arrangements to illustrate a 'commitment to equal opportunities for all students'. During the next seven years, these policies were pursued with extensions of these initial pilots in more areas, including this particular area of the South West, with *Excellence in Cities* Department for Education Employment (1999) in 2001. The Ofsted (2005) report is positive about the attainment outcomes from the first phases of EiC, citing improving GCSE results at a greater rate than other comparable schools.

In 2005, all the schools in this Partnership added BIP; an initiative aimed at reducing fixed term exclusions and improving attendance through dual internal and external capacity building Department for Children Schools and Families (2005). Funding was devolved internally to each school. A central multi-agency team was established for the wider Partnership, employing social workers, police and family support workers to support the overall objectives for improved attainment standards, reduced fixed term exclusions and improved attendance. The development of disciplinary IR in each of the three secondary schools was a result of an agreement by the Partnership to develop internal capacity and reduce fixed term exclusions and to meet this obligation.

This research takes place four years subsequent to my appointment in the spring and summer terms of the 2008/09 term. Table 3, p.28, below illustrates the broad attainment improvements, reductions in FT exclusions and improvements in attendance since 2005. The school is located in an area of 20-30 percent economic deprivation. This research school population (0.26) is one quartile above the national average deprivation (0.21) indicator, which means the school draws on its local population. Other measures of

deprivation, including FSM and Index of Multiple Deprivation (IMD), are broadly similar to the two other secondary schools in the Partnership. Thus, FT exclusions reduced and attendance and attainment improved, despite deprivation and during times when funding for internal and Partnership capacity had improved.

The school is also an active member of the local Behaviour for Learning (BfL) Partnership at the operational level and strategic level. Staff attend regular meetings and forums to identify and share good practice, examine issues and look to reduce exclusions and improve attendance in partnership with the other two secondary schools, Primary Head colleagues, the local Further Education College, Behaviour Support services, Education Welfare, Youth Services and Educational Psychology services.

This school was one of three in the Partnership which had illustrated reductions in FT exclusions and improved overall attainment. On one hand, all three schools could have been subject to the research on disciplinary IR as they have significantly reduced FT exclusions and improved attainment. However, on the other hand, this school had made their changes earlier, attainment results improved more and FT exclusions reduced to a greater extent than the other two schools.

In the sections below, I summarise overall school attainment and achievement, FT exclusions and attendance data. I assume that overall patterns of achievement and FT exclusion data are reflected in the pattern of improvement, or otherwise, for the Year 8 and 9 students, the subjects in this research. I develop an understanding of the wider school context and then focus on the specific research student narrative.

Table 3: Improving attainment and achievement for the research school.

	2005	2006	2007	2008	2009
5 GCSE A* - C	43.4%	49%	64.6%	68.6%	72%
<i>Partnership average</i>	<i>41.1</i>	<i>42.4%</i>	<i>55.1%</i>	<i>55.9%</i>	<i>58.6%</i>
<i>LA average</i>	<i>55.9%</i>	<i>57.3%</i>	<i>58.5%</i>	<i>61.4%</i>	<i>68.7%</i>
National average	55.0%	57.5%	60.1%	64.5%	69.8%
5 GCSE A* - C including English and Maths	n/a	28.8%	33.3%	34.3%	38.9%
<i>Partnership average</i>	<i>n/a</i>	<i>28.2%</i>	<i>34.6%</i>	<i>29.8%</i>	<i>36.7%</i>
<i>LA average</i>	<i>44.3%</i>	<i>43.9%</i>	<i>44.0%</i>	<i>43.5%</i>	<i>48.9%</i>
National average	42.6%	45.1%	45.9%	48.3%	50.7%

(Data taken from Raise on Line data February 2009/school and local authority records).

Table 3: Improving attainment and achievement, shows significant gains over the last five years in 5 A* to C and 5 A* to C including English and Maths. Since 2006, the number of students gaining 5 A* to C has steadily increased from 12 percent below National benchmarks (55 percent) in 2005 to 4 percent above these benchmarks at 72 percent. However, new GCSE benchmarks introduced in 2008 to include 5 GCSE including English and Maths provided the research school with additional challenges and targets to meet. They are making greater progress than the LA on this new 'target' closing the gap on National averages at twice the rate. (10 percent compared with LA 5 percent between 2006 and 2009).

The 2007 GCSE A*-C result was the first time ever a school in the Partnership had better results than LA average. The school is closing the gap on LA and National average attainment. The 6 percentage gain from 2007 to 2009 was better than the LA, which had a 5.4 percent increase in the same period. This analysis assumes that the students in Year 8 and 9, subjects in this research, are making similar attainment gains.

Table 4: Fixed Term exclusions in the last five years.

	2004/05		2005/06		2006/07		2007/08		2008/09	
	No of incidents	n/1000	No of incidents	n/1000	No of incidents	n/1000	No of incidents	n/100*	No of incidents	n/100*
Fixed term exclusion the school	158	199 (20%)	82	105.5 (10%)	12	12.9 (6%)	4	0.5 Less than 1%	2	0.1 Less than .05%
Total for BFL partnership	369	97.9 (10%)	229	64.3 (6.5%)	153	43 (4.3%)	90	2.6 (1.3.%)	7	0.4 less than .2%
Total for LA	2892	87.2 (9%)	2538	77.5 7.7%	1895	64.1 6.4%	1853	5.7 5.7%	1211	4.9 4.9%

*** In 2007/08 the indicator changed from a per 1000 pupil ratio to a per 100 pupil ratio. Percentages are rounded. Data taken from LA records.**

NB: Data includes all students in the school rather than just Year 8 and 9 students.

Table 4 shows the potential for a young person to receive a fixed term exclusion being reduced over time in this school. In 2005, the start for the BIP programme, a pupil had a 1:5 or 20 percent chance of receiving an FT exclusion. During the following four years the figure halved each consecutive year. For the past year, this is now at a 0.1 level, or less than 0.05 percent chance of getting an FT exclusion. This shows the school to be significantly below LA and National exclusion data from the 2004 figure, which was double LA levels. The latest Department for Children Schools and Families (2009) exclusion data released shows 9.86 percent of students in the secondary populations can receive an FT exclusion. However, this is variable, depending on a large number of factors including ethnicity, FSM, SEN status and the LA as illustrated by Parsons (2009).

Attendance can be an issue in schools and FT exclusions. If the students do not attend, but are on roll, then it is self-evident they cannot be excluded or included. Table 5 below illustrates the broad improvements in attendance the school has made, particularly in the last two years.

Table 5: Overall Attendance.

Academic Year	Total % absent	Total % attendance	Improvement %	Agreed target Absence	Target Success %	LA Absence %	National Absence %	Persistent Absence + %
2004/05	9.81	90.19	0.79	10.20	+0.39	7.93	7.82	n/a
2005/06	8.94	91.06	0.87	9.90	+0.96	8.3	8.24	10.5
2006/07	8.50	91.50	0.44	8.50	0	7.71	7.86	9.0
2007/08	7.65	92.35	0.85	8.40	+0.75	7.18	7.37	9.4
2008/09	6.30	93.7	1.35	7.90	+1.60	6.77		4.7

Data taken from LA records.

Table 5 identifies an improving pattern of attendance, which until the 2008/09 period, was below the LA average. Indeed, the school was notified as requiring additional input from the LA by the DCSF for its unauthorised absences during 2007/2008. In addition, the school was identified by the DCSF during 2008/09 as a school with a ‘persistence absence problem’. In 2008, the DCSF developed a new trigger for intervention in schools called persistence absence. This occurred when schools had a cohort of students who were frequently absent 20 percent of the time. Schools were targeted for further intervention and this school was identified to be amongst this group. By 2010, this is no longer the case and the school is fourth in the County for their overall attendance and persistence absence data.

Attendance can be an issue in examining inclusion and discipline practice. Some cohorts of students may be on roll but not attend the school and therefore, not ‘included’ in the research or school based analysis. For example, one student who I had initially selected for the research with a disciplinary IR record because he also had a poor attendance record, left the school to become ‘home schooled’ before I started the student research in January 2009. Thus, his views on the IR experience are unrepresented within this research.

Table 6 below summarises attainment, attendance and exclusion amongst the nine Year 8 and 9 students selected for the research. It shows the group to be similar in many characteristics, attendance and attainment to the rest of the Year 8 and 9 population in this SW school. I clarify the rationale for their selection on page 68 below.

Table 6: Research student attainment, attendance and Inclusion Room

	Current overall attendance	Attendance (absence is reported here as the indicator used in Education Management systems)		Reason for previous fixed term (FT) exclusions (where relevant) and IR, n of referrals,	Attainment (Based on LA assessment coded in line with National Strategy guidance materials).				
		Summer 2009	Autumn 06		Summer 08	English	Reading	Writing	Maths
Lewis**	98.7% (1.3%)	0	3.3%	Assault 1 day	Green	Green	Green	light blue	Green
James	93.1% (6.9%)	4.93%	1.61%	Behaviour 2 days	Green	Green	Yellow	Green	Green
Ronaldo	94.4% (5.6%)	2.86%	3.2%	Behaviour 1 day	Green	light blue	Green	Green	light blue
Sam	93.3% (6.7%)	0%	11%	Behaviour 1 day	Yellow	Yellow	Green	Green	Yellow
Chris**	79.5%+++ (20.5%)	0%	12.9%	2001: 5 days FT exclusion. 2002: 5 days FT. 2003 – 20 days to PRU. IR - Behaviour 2 days IR failure so repeated 2 days.	Green	Green	Green	Green	light blue
Callum**	92% (8%)	10%	8%	1 day (fighting/illicit subs) 1 day other	Yellow	Green	Red	Yellow	Yellow
Leny**	96.2% (3.8%)	2.14%	0%	2 days (fighting/illicit subs)	Green	Green	Yellow	Yellow	Yellow
Peter**	96.2% (3.8%)	5%	16.3%	Endangering others 1 day.	Green	Green	Yellow	Green	Green
Bob**	100%	1.9%	4.5%	2007 4 days FT (previous school) 2 days - assault.	Green	Green	Yellow	Yellow	Green

The latest data for all students is Key stage 2 from their primary School Assessment Test – (SAT). Classifications are a summary only based on these judgements – Red = less than expected, Yellow = just below expected level, Green = on track and light blue = more than expected. In Autumn 2009 I reviewed their reports and there was no significant change in the attainment data.

NB: With Chris, the absence Autumn 06 should be treated with caution as he was excluded from primary school at this point.

** These students received an IR intervention during the period of the research – spring or summer 2009. +++ Student would be now classified as persistent absence.

2 (c) So what is a disciplinary Inclusion Room?

This school is allocated funds from the EiC Partnership to develop its internal provision, reduce FT exclusions and improve attainment. This school spends approximately 20 percent of this allocation (£95,000) on directly staffing the IR. The balance of this fund supports other pastoral staff like Learning Mentor (LM) and social, emotional well-being approaches like Learning Support Units (LSU) and some Gifted and Talented (G & T) provision.

The room was developed in a period from 2004 to early 2005 in three phases. First, the previous partnership leader worked to national guidance documents with this and the other secondary schools in partnership. Second, internally, the school invested time in reviewing other facilities and provisions regionally. Thirdly, the school consulted the rest of the staff and governors to develop the ethos and principles around the work. This is an ongoing process and the systems are reviewed each year with staff and on a continuing basis with students through individual feedback from them.

The physical space is uninviting and unattractive, a judgement backed up by the students and staff in this research. The students sit in individualised booths with little stimulus other than the rules. The day starts at 12pm and finishes at 5pm with one break during the day. This means that students arrive when other students are in class. Their only break is when the rest of the students are leaving school. The room is located in the middle of the school near other pastoral services.

Students complete the lessons they would have had that day. Students with SEN do not usually have a teacher assistant with them and the materials are expected to be adapted by their teachers to suit them in an IR. I address this as a dilemma in the research findings.

Since the numbers who receive an FT exclusion in this school are so small, I completed further analysis against SEN, FSM and reasons for those who attended the disciplinary IR during the Autumn 2008. These results are presented in Table 7 below

2 (d) Why do students go to the Inclusion Room?

Students attend the disciplinary IR for two reasons. First, where the normal detention system procedures have not been followed. These are usually for homework or general matters for which a disciplinary response is considered appropriate. Second, for matters of more serious discipline where formerly students would have received an FT exclusion. The issue of an FT exclusion is largely contextual.

Table 7: Reasons for Inclusion Room use.

(Numbers of students in the IR during autumn 2008. Data from school records.)

Autumn 08	Behaviour Referral	Assault / Fighting	Verbal to Staff	Truancy	Lying	Inclusion failure	Racism	Forging signature	Theft/Stealing	Bullying	Computer/electronics abuse	Smoking	Behavioral	Endangering others	Defiance	Persistent disruptive behavior	Failure to keep to report	Total for disciplinary IR
34	16	9	7	9	5	3	3	3	3	3	2	1	1	1	1	1	1	66

Autumn 2008 data. 34 behaviour incidents are for homework and less serious general matters. 66 students attended the IR for reasons the school considered might have been FT exclusion prior to 2005.

Students attend the disciplinary IR for two reasons. First, where the normal detention system procedures have not been followed. These are usually for homework or general matters for which a disciplinary response is considered appropriate. Second, for matters of more serious discipline where formerly students would have received an FT exclusion. The issue of an FT exclusion is largely contextual.

Table 7 above illustrates the reasons for the disciplinary IR in Autumn 2008. As previously noted, there are two overall reasons for disciplinary IR use. First, 34 internal behaviour referrals were part of the new behaviour management system: the behaviour referrals (no shading above). Sam, Ronaldo and James were students who took part in the research on this basis. See table 6 above. Second, more serious reasons for which in 2005, students would have received an FT exclusion such as fighting or assault. Sixty-six students had a

disciplinary IR on this basis. Callum, Leny, Lewis, Peter, Chris and Bob were research students from the group who would previously have received an FT exclusion. The assault, endangering others and fighting for the four students in the research were all for non classroom- related incidents. Leny and Peter were involved in what the school considered computer- related incidents.

Professional notes indicate Spring and Summer 2009 data shows a similar pattern to above with little decline in the numbers as a proportion of the school population during this period. The category most used in Ofsted (2006) data, sets of persistent disruptive behaviour, is not used for IR. This category is part of the behaviour referral system and is therefore managed by this school, within an earlier behaviour management system. Truancy, seven students, is a category used when students register at the beginning of the day but then leave the school grounds.

Other points are also evident from my professional notes and Table 7 above. First, the school takes issues like racism seriously and explicitly. Callum was a student interviewed who was referred to IR during this year for this reason. Second, the dual purpose of the room for some more and some less serious incidents raises some questions over whether some incidents might have been dealt with at other layers of discipline. It would also be possible to argue the reasons that Leny and Peter were in the disciplinary IR, computer-related incidents, could have been dealt with at the level of a general behaviour incident. Nevertheless, the research is intended to clarify the nature and characteristics of the disciplinary processes rather than examine the reasons for particular student's disciplinary IR experience.

When students are in the IR for more than five days during a term, in this school their 'cases' are re-examined by the senior staff to ensure there are no other underlying pastoral matters that in their judgement require attention. This proviso is important in reading this IR data. The school exercises considerable discretion with the use of this room. For example, one pupil with a statement for a particular form of SEN, autism, liked the room for its quiet atmosphere. The SENCO intervened and alternative arrangements within the school were made for this pupil. This occurred for other students as well, although not to their recollection for Year 8 and 9 students.

In Spring 2010, I received an update on Autumn 2009 data for the disciplinary IR. In the past year, the school roll had increased by 100 students, so whilst the total numbers in the IR have remained much the same, as a percentage of the school population the numbers are declining. As with the Autumn 2008, the students with FSM are no more likely to go into

the room and students with SEN appear to go in more than might be expected as a proportion of the SEN register in the school. Appendix thirteen provides a summary follow up to February 2010 of these groups of student disciplinary IR. This table illustrates some pupils have been back to the IR.

In summary, analysis of the overall school data shows attainment and FT exclusions by the FSM cohort are better and lower than might be expected from LA data and national trends for formal FT exclusions. This is unusual and developed in the research. Attainment, as reflected in Table 3 above, has improved, and FT exclusions have reduced through the use of this disciplinary IR. Attendance has also improved significantly, although professional notes shows the FSM cohort are more likely to have persistent absence. The research sample of students, Table 6, shows the research sample are similar to overall school attainment and disciplinary IR use trends.

Chapter Three locates the literature for inclusion and professionalism within secondary schooling contexts.

Chapter Three: Literature review

This chapter aims to establish the theoretical framework for inclusion and professionalism within a secondary educational setting. I consider some aspects of inclusion and professionalism in a contested storyline. As Carr and Kemmis (1986, p.33) identify, the purpose of educational theory must be 'orientated towards transforming the situations which place obstacles in the way of achieving educational goals'. Whilst a literature review of itself does not transform the school, it sets possibilities for change and development in achieving improved educational situations.

This research considers the perspectives of students who have participated in a disciplinary IR experience as a result of a disciplinary system developed in a school to reduce fixed term exclusions. Staff perspectives on inclusive practice, policy and culture are also examined as part of a Government initiative to improve standards and reduce exclusions in areas of deprivation.

The purpose of this literature review is two-fold. First, it proposes a contribution to theory development. For example, Hilton (2006) below, notes in her policy summary the tendency for existing systems of schooling to exclude particular groups of young people. However, one point that is missing from policy research are examples of situations examining both organisational and socio-cultural responses to theory on FT exclusion.

Second, the literature provides what Boote and Biele (2006, p.31) identify as 'relevance to subsequent research'. The McKeon (2001) evaluative case study provides a description of provision set up for a similar purpose, to reduce FT exclusions. Thus, there are some similarities within this research to literature, including the type of staffing used, but some differences in policy and culture in that literature. This IR intervention appears to be different and embedded within the school system. However, McKeon (2001) may provide some relevance and external validity as defined by Cohen et al. (2000, p.109) 'the degree to which results can be generalised to a wider population, case or situation'. Thus, I have selected the literature with view to wider theoretical audiences, but those relevant to the research situation as much as to 'intellectual communities'.

A critique of using largely contextual literature drawn on the qualitative tradition could be that the subsequent research becomes too inward- looking and intellectually restricted. Boote and Biele (2006, p.33) argue literature reviews also often fail to account for

‘social and communicative practices with the intellectual resources of research and scholarly literatures, the candidate participates in the knowledge construction of those intellectual communities’.

In order to address the potential issue of a ‘limited review’, this literature draws on a wide international intellectual tradition, including my New Zealand Masters experience. Nevertheless, as I note at the beginning, ‘more will be learnt than is written’.

There are three sections below. Firstly, the literature on policy for discipline, EiC and specific discipline constructs. Secondly, I consider literature on inclusion concepts, specifically in relation to the exclusion/inclusion debates. Thirdly, I develop an understanding of literature on professionalism in relation to disciplinary IR.

3 (a) Policy for discipline.

Ball (2006, p.20) notes the importance of theory in research is in providing alternative language that makes clear the assumptions and practices of participants, staff and students, the subjects. He questions the critical distance of researchers from the practice interface but identifies some possibilities for new ways of ‘seeing’ situations through developing theory in practice contexts. Quantitative research on pupil exclusion and the impact of BIP by Hallam et al. (2005) reflects a large scale approach to research which subsequently makes theory difficult to implement in practice. In addition, this scale of this quantitative research fails to make links to other forms of EiC initiatives like these forms of locally- driven practice for disciplinary inclusion, Learning Mentors (LM) and the expectations of improving attainment and achievement alongside the Gifted and Talented strand of work.

Slee (1995, p.8) proposes public educational policy as ‘constructed upon a matrix of contest, interest and influence’. Students and staff are clearly part of that competition. Carr and Kemmis (1986) extend the notion of a contest to assert that the purpose of developing educational theory is to support changing situations so that educational purposes are made stronger. Their assertion also resides on notions of a contest for compliance and this concept is considered within this research. This literature examines the rules, discourse (language), the community, the influence and power of those involved in interpreting the situation. Whose interests are served in the construction of the IR educational policy - the professionals, institutions or the students?

Policy for reducing FT exclusions represents a challenge to education for student difference. Student difference also represents a considerable test to schools' professionals and management within a contest for position on league tables, Ofsted inspections and performance management. Difficult students, those potentially likely to have FT exclusion, correspond with additional layers of power, control and surveillance. Slee (1995, p.68) notes the beneficiaries of managerial forms of professionalism provides increased potential for

'compliance, provide less disruption to the organisational tranquillity of the school by removing pedagogy, curriculum and organisation from the field of therapeutic vision'.

Hughes (2007) offers a similar critique of therapeutic approaches that further construct particular students, including students who are likely to be part of a disciplinary IR provision. Current policy constructs being seen to do something on the basis of 'evidence', labelling, getting expert professional opinion, completing a Common Assessment Framework (CAF) protocol, potentially keep control and compliance framed within the professionals as 'experts' rather than drawing on wider student, professional or systems level change. Harris et al. (2006) offer a somewhat pessimistic critique of this failure of educational reform to promote inclusion on this basis and note how 'markets were dysfunctional in terms of 'raising standards' for all'. By bringing the activities of inclusion and professionalism together through the lenses of students and staff, this research could provide a perspective on policy challenging student difference and disciplinary IR in relation to expert or structural change models.

Qualitative research on exclusion appears to promote medical and individualised approaches to solve the exclusion problems and are largely about groups of 'disaffected', 'vulnerable' or 'hard to reach' students. For example, Batten (1993) and McKeon (2001). The 'blame' for the situation appears to be on the student. Systems for improving outcomes and reducing the need for exclusion are infrequently considered. Vincent et al. (2007) further elaborate on the contested nature of inclusion by further examining how schools are working collaboratively to meet the challenges of inclusion from both the staff and student's perspectives. However, the bigger challenge may be to work within the schools for systems change and examine the assumptions within the school environment that promote pupil inclusion. Harris et al. (2006) reflect with students on the process of managed moves amongst schools and the increasing expectations and obligations of schools for students 'vulnerable' to FT exclusions and hence subject to these arrangements. However, research by Harris et al.(ibid) does not indicate what schools might consider, within its own systems and organisation, to ensure students are retained and included within their systems and what they might do to support them.

The smaller body of qualitative research uses the practice context to examine the concepts of inclusion and professionalism in schools and largely examines either the young person's perspectives Kane (2006) or the professional's perspectives Rustique-Forrester (2001). By contrast, this research puts the perspectives of young people and the professionals together to examine concepts of professionalism and inclusion.

Parsons (2009) identifies a number of strategies that appear to work to support the reduction of exclusions in schools. They include heads who regard permanent exclusions as 'admissions of defeat', professional development for staff, education welfare staff or others who 'mediate' the relationship with schools and families, alternative provision in colleges and on-site behaviour systems, as in this research, that reduce FT exclusions. He challenges existing multi-agency support structures to be more supportive within the schools, schools to put in earlier intervention and strategies and for changes in 'culture' around exclusion. There is an opportunity in this research to consider whether any aspects of disciplinary IR contribute to these strategies.

Black-Hawkins et al. (2007) note that measures of inclusion, including reducing exclusion, are multifaceted and contested in the literature. Results of Dyson et al. (2004, p.12) report 'generally there is little or no relationship between inclusion and achievement'. Further, they find 'there is considerable variation in the performance of schools with similar levels of 'inclusivity', suggesting that school level factors, perhaps as the IR in this research, may be more important than levels of inclusivity as such'. The implication of this finding is that there may be something to learn from an individual school where practice for inclusion to reduce FT exclusions has resulted in fewer FT exclusions and improved attainment.

3 (b) Excellence in Cities and the development of Inclusion Rooms.

Ball (2006), critiques how policy research fails to mediate and identify assumptions and practices of participants. EiC projects reside in the contested territory of social policy, reducing exclusions and educational practice, improving attainment, which are located in areas of social deprivation and lower educational attainment standards. This school practice is located in social policies for the 'poor', those in deprived areas and lower educational achievement, which, from 2000 to current, have included Sure Start programmes, Childcare strategies, Early Years initiatives, and Extended Schools. Department for Education Employment (1999) *Excellence in Cities* promised to extend social policy and turnaround these areas with sustained educational expenditure aimed at restoring the confidence of parents to engage in these schools to raise attainment and behaviour. Kendall et al. (2005) note simple cost benefit analysis of EiC at KS3 showed potentially significant wage gains for students as a result of improved attainment with the initiative. Further multi-level analysis by

National Foundation for Educational Research (2007) showed students in EiC schools, on average, made more progress than similar students in non EiC schools.

Mittler (2001) notes the disconnection between the policy documents for EiC and its various component dimensions like learning support units and overall policy for SEN. Within the BIP requirements for reducing FT exclusions, schools were given considerable flexibility to develop their own provision and this disciplinary IR is the result of government policy devolved to local levels. What was unclear, within EiC policies, was the impact of the development of IR provision.

Tomlinson (2005, p.114) identifies the period when EiC and BIP initiatives were developed as being a 'divisive rather than cohesive force'. She challenges the effectiveness of focused and centralised attention on teacher professionalism, supported by new government agencies for regulating affairs with a General Teaching Council (GTC). At the same time, she observed performance contracts resulted in increased scepticism in the modernising of the teaching profession. Ball (2006, p.120) summarises this pressure as 'prescriptive and highly technocratic' with targets and greater use of contracting and private providers.

Brettingham (2007, p.11) identified parental dissatisfaction with 'inclusion' rooms such as the one under consideration. Parents were reporting distress and potential 'breaches of human rights' with similar 'isolation units', to support 'behaviour improvements' as a result of the EiC initiatives. In the same article, the general secretary of the teachers union was identified as saying 'they were the only way to control unruly students'. A school responded, again in the same article, to note they were not merely a 'sin bin'. They were a mechanism to support students to 'think twice'. The dialogue above does not reflect the responsibilities schools might have to maintain students within their systems. This research could clarify the progress or otherwise of these types of provision, or potential breaches of rights.

A key pressure for ongoing reform for schools within EIC areas since 2005 appears to have been generated by DCSF Policy on Behaviour for Learning Partnerships, Ofsted, Local Authority (LA) partners for improving attainment and other schools wanting the funding. In 2008/09, this came in the form of the National Challenge for Secondary Schools and the 14-19 curriculum reform. Other pressures have come from within the partnership arrangements with ongoing uncertainty of funding and LA Partnership arrangements for the development of Locality services and multi-agency working. In this LA, pressure to transform to develop structural arrangements supportive of Children's Trusts also generated organisational pressure on school partnerships to deliver change.

Thus, EIC and BIP policies may have provided elements of cohesion within schools and Partnerships, but practice, particularly on inclusion, appears to have had little impact or recognition on the wider national policy stage. Further, where benefits, evidence analysis and general support strategies are identified for interventions in deprived areas, such as the EiC identified by Kendall et al. (2008), these appear to be difficult for practitioners to translate into classroom practice.

By contrast, learning environments were the centre of the NZ policy discourse rather than resource allocation. This aim was further refined by Davies (2000) who identified inclusion as 'a total practice and belief'. Inclusion reform was developed by the New Zealand Government within policy texts and discourses through curriculum, administration and educational guidelines. However, it was framed as a challenge to schooling to examine learning as the environment for the development of inclusion. As a policy to practice facilitator, my role is to develop a discourse emphasising learning for all students. This contrasts directly with policy texts emanating from England since Warnock (1978). As Dyson (2005, p.75) notes, the discourse of Warnock is 'one of help and support offered to individuals who are deemed in need'. Therefore, in developing practice for inclusion and professionalism and a disciplinary IR, the experience of this SW school was different from my NZ professional experience of inclusion, which was located in systems and organisational change. There appeared to be a different discourse on possibilities for learning between the two countries.

Finally in this section, Kegan (2000, p.49) suggests learning can be informative and/or transformative. Informative learning changes 'what' we know. He indicates this is typical of much teaching work in that it 'changes aspects of direct knowledge, confidence as a learner, and motives in learning'. Thus, the students may receive the IR experience in an informative sense but it may not change what they actually do. Transformative learning changes 'how we know' but expands that knowledge into new forms of thinking or action. Further, Mezirow (2000, p.5) indicates learning 'may be intentional, the result of deliberate inquiry; incidental; a by-product of another activity involving both intentional learning; or mindlessly assimilative'. Students may experience neither, either or both. Informational learning about the IR: 'the room may be a punishment and *'I learnt I didn't like it but not to necessarily do something about it'*? On the other hand it may be a transformational place. The experience may change the student in ways that makes them think in different ways so they are motivated to change? Or it may be that changes are short term and not sustained because others need to learn as well. It may well be that systems and events after the IR intervene to support the experience.

3 (c) Disciplinary Inclusion: reducing exclusion in a secondary school.

In policy terms, Ainscow (1999) and Ballard (1997) describe inclusive education as an elusive and unclear concept. Slightly more specifically, Slee (2000) notes inclusion has the overall purpose to be 'about all students and against social exclusion'. However, Slee, (ibid) also refers to the need to improve understanding and the use of language to be clear about the purposes of inclusion through listening to those who are part of the processes. His challenge is to institutional assumptions about continuing the language of disablement and individual defects. This research provides possibilities for examining and clarifying the nature and extent of student and staff perspectives through language and discourse on the IR experience.

The concept of inclusion is acknowledged, in this research, as problematic and multi-layered. In discourse, the conceptual relationship between the word and the idea of inclusion is applied to different groups, for different purposes and functions. It is linked with the notion developed by Lewis (2005) and Thomas (2004) that inclusion becomes a means, of itself, in promoting the ends of education.

I consider disciplinary inclusion to be similar to the definition by Thomas and Vaughan (2004 (ibid, p.38) 'inclusive education is really about extending the comprehensive ideal in education'. Comprehensiveness refers to the inclusion of possibilities for social inclusion, above, and reducing fixed term exclusions as well as improving the outcomes for those students who might be subject to these forms of social exclusion. An example of social exclusion might be to consider the nature of participation, who the school 'includes' and an examination of equality. By this, I take the key principles for disciplinary inclusion in this secondary school to be about participation, equality and diversity and extend these concepts in Table 8 below.

Discipline in this research is reconstructed following Slee (1995) as a challenge 'to *retrieve and reconstruct*' discipline as an educational concept and process. In particular, I examine the processes within this school that influence inclusion and professionalism through this disciplinary IR. Can a disciplinary IR, in the educational sense, influence attainment? As Black-Hawkins et al. (2007) identify, the concept of participation from student and staff perspectives, further developed within this research, offers possibilities for bringing achievement into a narrative on a disciplinary IR.

In this research, participation examines the student's perceptions of their role within the school: including their choices in discipline and the way they perceive the staff in that school.

Also, in examining an IR, I have included principles related to social justice and equality after Hughes (2007) recognised that in a total student body there will be variations in characteristics and inclusion principles representing diversity. Participating, exercising choice and promoting education appeared to be key principles to meaning and discourse associated with disciplinary inclusion.

Hughes (2007, p.5) identifies how the language for 'disaffection', 'vulnerability', 'excluded', 'special education needs' and 'hard to reach' develops problematic relationships with professionals or within the child or family. The language of risk, 'a vulnerable child' or 'behaviour disorder', hides an essential power over those to whom the words describe. The concept of 'need', for example, reinforces the concepts of shortcoming and deficit in the individual(s) concerned. As Slee (1995) also powerfully argues, deficits provide a distraction from the potential for change in the organisations themselves. School or organisational structures have plenty of potential to create and maintain inequality. The school focus tends towards deficits within the individuals concerned need for support. Disciplinary IR characteristics, in this SW secondary school, may clarify the extent to which students and staff use and apply the language of disaffection or SEN to others.

Finally, Norwich and Lewis (2005) proposition is that all children are similar as they are different is relevant in a discussion about discipline and inclusion. Thomas and Vaughan (2004) make a similar point from within the lenses of SEN. Thus, through considering the professionalism and inclusion activity within the IR, we might question how the nature of student or staff differences then relate to the nature and extent of disciplinary inclusion.

Section Two of this literature review below considers some specific dimensions of disciplinary IR. Table 8 below summarises those factors for disciplinary IR that seemed relevant to me from the literature, above, and my professional reading. Equality and diversity emerged during the research period as issues associated with those who were most vulnerable, or not, to exclusionary practice. Participation is similarly summarised as it relates to engagement in education. Disciplinary IR clearly increased participation within the school and changed the nature of FT exclusion provision.

Table 8: Concepts for disciplinary Inclusion Room

Concepts based on
<p>Participation – includes the principles of social justice after Thomas and Vaughan (2004.p.183)– and articulated in the 1989 United Nations Convention on the Rights of the Child – Article 12 ‘ the views of the child – children have the right to be heard and to have their views taken seriously in matters affecting them’. Black-Hawkins et al.(ibid, p.49) consider participation to means learning alongside others and sharing the learning with others. Black-Hawkins et al. (2007) extends participation to include access (being there), collaboration (learning together) and diversity (recognition and acceptance). This construct is intended by Black-Hawkins et al.(ibid) ‘to re-define inclusion and achievement’.</p>
<p>Equality– a relational concept linked to enhancing opportunity Thomas and Vaughan (2004) This principle is linked to a more traditional notion of ‘removal of barriers to learning’. Black-Hawkins et al. (2007, p.49) note this includes concepts of rights and responsibility where the quality of relationships amongst students and staff is about recognition and acceptance.</p>
<p>Valuing diversity – allows for differences of character and educational achievement. Rawls quoted in Thomas and Vaughan (2004, p.23) notes ‘the difference principle requires that inequalities in wealth and social position (which are inevitable) be arranged to benefit the worst off group in society’. Norwich and Lewis (2005) ‘common to all, specific to group and unique differences’ position accepts that while ‘all learners are the same they are also all different’. In this research this concept challenges traditional notions associated with the focus on individuals or students with SEN. Rather, I adopt Black-Hawkins et al. (2007, p.46) proposition that diversity refers to those ‘activities which increase the capacity of a school to respond to student diversity’. As noted above, Thomas and Vaughan (2004) this construct also contains aspects of recognition and acceptance of all students in the community.</p>

3 (d) Concepts for inclusion, participation, equality and diversity.

3 (d) (i) Participation and disciplinary Inclusion Room.

Thomas and Vaughan (2004), in citing the 1989 *United Nations Convention on the Rights of the Child*, ‘children have the right to be heard and to have their views taken seriously in matters affecting them’, cite a core principle from my NZ experience for disciplinary participation. The literature review illustrates how participation by students in their own discipline became an important theme for improving situations for students. For example, Pomerantz (2007) makes it clear that discourses of exclusion, which this provision is set up to minimise, are bounded by control through practice and procedural documentation. It also means, in the context of research examining a disciplinary IR, considering characteristics the students learn within that setting and what forms of learning are worthwhile and could be

shared with others. In addition, methodologically, students participate alongside the staff in this research.

Black-Hawkins et al. (2007) bring achievement and inclusion together in a framework for participation similar to the *Index for Inclusion* of Booth and Ainscow (2002). Indeed, both frameworks indicate and 'imply learning alongside others and collaborating with them' as being central to the concept of inclusion. In addition, Ainscow et al. (2006) notes the limited representation of participation approaches to the development of learning contexts. In both the *Index* and the framework for participation, inclusion and achievement comprise interrelated and endless processes. Thomas and Vaughan (2004, p.19) note how exclusion and inclusion are interlinked. 'Inclusion involves the overcoming of exclusionary pressures; reducing exclusion involves finding ways to increase participation'. What is the extent and characteristics of the student's participation in the IR as a control, learning or educational experience? What is the nature of the staff participation in the disciplinary IR? Does this enhance or hinder student education?

3 (d) (ii) Equality of opportunity and disciplinary Inclusion Room

Thomas and Vaughan (2004, p.19) note equality of opportunity is a 'relational concept linked to enhancing opportunity'. Disciplinary inclusion, framed as a prospect, is in contrast to the 'needs' and context related concepts threaded through this literature review and research. It is unknown how disciplinary inclusion strategy might augment improved possibilities for students or staff. As Booth and Ainscow (2002) indicate, opportunity is not necessarily associated with more individual support, but rather improving the capacity of school staff to plan in new pedagogic practice or look for other ways for students to enhance their understanding. Equality is conceptually linked to how the students perceive their opportunities and how the staff view the opportunities provided for the students. What is the nature of the opportunities the IR provides for students? Is there any sense in which staff use the IR to enhance opportunities and if so what are these?

Complexity and contradiction applies both to New Zealand and England school contexts for disciplinary inclusion. As noted above, inclusion is used in the same sense that Mitchell (2005, p.xiv) uses it 'all students belong and can learn in regular schools and classrooms'. It is the concept of 'rights and entitlement' for all to education that I bring from my New Zealand knowledge and experience. Mittler (2001, p.2) also identifies inclusion as having a broader educational function.

'The process of reform and restructuring of the school as a whole, with the aim of ensuring that all students can have access to the whole range of educational and social opportunities offered by the school'.

The concept, entitlement for education and enhanced opportunities, is applied to those who are excluded from much of mainstream education for behaviour in this literature review. The implication and intention is that schools offer all children and young people the opportunities offered by education. An examination of some of the discourse constituents, within theories and practice, may be useful in clarifying educational possibilities including professionalism around preventing student exclusion and promoting inclusion.

3 (d) (iii) Diversity within a disciplinary Inclusion Room

Diversity, within a disciplinary IR, allows for differences of character and educational achievement. Rawls (1972) identifies the difference principle as recognising that inevitable inequalities in wealth and social position to be arranged for the worst off in society. Further, he indicates this principle may be an ambition, as it presupposes 'wealth' to include access to all that education can offer. Resources are allocated on the basis of ensuring all students are valued and have ongoing access to education. This might mean that value is placed, by students and staff, on all students' access to education, including through promoting diversity in relation to this IR provision. Administrative convenience could be less important than the meeting of student needs. As noted above Norwich (2008) observe in their unique differences position that 'all learners are the same as are also all different'.

In England, as Brown (2005, p.143) and Slee (2005, p.258) identify, the language of managerialism, competition, choice and standards all impacted by limiting the potential for many of the principles of inclusion to be applied. Mandated, narrow curriculum levels and high stakes performance testing has resulted in more separate provision for those unable to cope with competitive classroom cultures. Slee (ibid, p.20) notes, somewhat laconically,

'typically there was a retreat to the disciplinary canons, within defined cultural parameters that sponsor students from privileged backgrounds'.

Learning diversity, under these circumstances, would be less likely to occur with those to whom privilege is extended in prescribed educational settings. Therefore, in the context of the disciplinary IR experience, to what extent do staff consider the diverse nature of student achievement and behaviour to influence their decisions and judgement? How, and in what ways, do students consider any aspects or dimensions of diversity in relation to their IR experience?

The inconsistency and contradictions between experience and discourse are illustrated and critiqued in the context of this SW secondary school. Mittler (2001, p.77) identifies a central dilemma presented by exclusion and judgements made by schools' inclusive practice. 'At one level, a school can fully meet all the criteria for an effective school and still exclude a substantial number of its students'. Certain forms of practice, from my experience, result in

exclusion from education for some groups of students. For example, labelling some pupils vulnerable to exclusion and commissioning services external to the school is a practice that to me, excludes some pupils. Certain forms of professionalism, ascribed to my current role, are not necessarily educational. For example, developing ever more complex forms of paperwork for 'accounting' outcomes and commissioned services links to more managerialism and reduced professionalism in my NZ terms. Education is often conceived of as a process to be done to others including the staff and students. Inclusion and professionalism concepts similarly are not necessarily about learning and helping people learn. As McNiff (2001) notes, educational knowledge in this form is developed in a vacuum. Education refers to something 'out there', not our own property, but to which we must gain access. The development and improvement of educational discourses for inclusion and professionalism, theory and practice, cannot be necessarily described as educational.

In section three below, I extend this discussion on disciplinary inclusion concepts to clarify professionalism concepts in relation to the disciplinary IR.

3 (e) Professionalism and the disciplinary Inclusion Room.

Helsby and McCulloch (1996, p.56) indicate professionalism refers to teachers 'rights and obligations to determine their own tasks in the classroom, that is, to the way in which teachers develop, negotiate, use and control their own knowledge'. Hargreaves (2000, p.152) concurs when he refers to professionalism as 'improving the quality, conduct and standards of teaching practice'. This has some similarities with my earlier proposition that in developing educational purpose, the roles and tasks of the practitioners themselves should be educational.

Schon (1987, p.36) specifically identifies further characteristics of educational professional practice as including 'the practitioner's reflection-in-action a *constructionist* view of the reality'. Reflection-in-action is further identified as an embedded and tacit concept enabling practitioners to use experience, develop skills and bring perspective to the educational profession. On the face of it, professionalism for education can be perceived as something desirable and directly related to teaching practice and improved educational outcomes for students. This could result in teachers improving outcomes for all students through developing more inclusive curriculum and pedagogy. It could also result in staff developing improved curriculum and pedagogy for particular groups of students with a different set of assumptions being reserved for other groups of students.

The view that professionalism for disciplinary education refers to a personalised and internal set of constructed concepts is contrasted by a more familiar discourse for professionalism as

a set of technical requirements. Ofsted inspection frameworks and checklists for teachers in performance management are particular examples. Schon (1987, p.36) identifies this as professionalism related to seeking instrumental problems. 'In this view, professional competence consists of the application of theories and techniques derived from systematic, preferably scientific research'.

This is similar to the McNiff (2001, p.25) critique and consideration of prepositional forms of professional knowledge guidelines that help teachers become 'better', following certain procedures to enhance learning, the three part lesson, and the advancement of the idea that learning includes an accumulation of knowledge. Similarly, Slee (1995, p.18) identifies 'school disciplinary processes that are simply a mechanistic euphemism for operant condition then the educational value of the process is compromised'. Externally imposed, 'systems', diminish the potential for the construction of professional and educational learning environments. The Skidmore (1999a) paper, likewise, challenges organisational responses that call for simplistic assumptions about the need for 'complete clarity and certainty and complete consensus amongst staff' in order for a school to develop 'inclusion'.

Disciplinary inclusion, in a discourse for professionalism, is also challenged by Fulcher (1989). Professionalism becomes part of the system that ensures theories for 'rights to participate' in education are held in abeyance through alternative discourses of 'disability, needs, vulnerability and impairment. The discourse of disability

'suggests through its correspondence theory of meaning, that disability is an observable or intrinsic, objective or characteristic of a person, rather than a social construct'.

Fulcher (1989) argues professionalism has developed the language of persuasion. The professionals will know best. Student 'voice' is, at best patronised, and at worst marginalised, through procedures, protocols, appointment systems and paperwork. Responsibility for change is on the individual concerned rather than on the system. Professionalism in a disciplinary IR situation may require something of a balancing act to consider the most familiar language used in school settings about students, the need to reject a technical view of the educational role and to develop increased ownership of the knowledge, skills and values.

Fulcher (1989, p.262) further identifies a professional 'discourse of need' in which the institution and services define the needs rather than the children or families. In this way, she identifies 'resource allocation has been made in welfare states on the basis of 'need', groups so defined, participants, become marginal members of society'. This can be verified by the

increasing and variable numbers of students who are excluded or who are identified with SEN Department for Children Schools and Families (2009). As Codd (2005) notes, the theme of 'needs' in professionalism discourses points to the way language 'is used both as an instrument and object of power'. The rights of the child to education are distanced by the needs of professionals and services to provide 'efficient' and 'effective' management methods. Needs often become time limited by service structures based on the needs and skills of expert professional services.

The final points in this discussion of professionalism are informed by the more recent remodelling of school staff, particularly pastoral and teaching staff. EiC funding resulted in the employment of a number support staff who supported the wider pastoral functions associated with disciplinary IR. This occurred at the same time as the implementation of the remodelling policy. Whilst this research does not address the remodelling agenda, I do consider the cultural, policy and practice dimensions of both teaching and non-teaching professionals in this school. Pastoral managers, the IR manager and the pastoral worker interviewed in this research are part of that school environment. The relationship between, and amongst, teachers and these pastoral staff could be an important dimension, specifically in relation to power constructs. Hammersley-Fletcher and Qualter (2009) argue that workforce remodelling may have 'led to the development of complex distributions of power operating at both the whole school level and within staff sub-groups'. These authors further question the impact on learning outcomes for students as a result of this redistribution of power.

In addition to the general debate on professionalism above, I used three key texts Goodson & Hargreaves (1996), Goodson (2003) alongside Hargreaves and Goodson (1996) to clarify principles and values for professionalism in this research. Hargreaves and Goodson (1996, p.21) identify professionalism as referring to the 'quality and character of people's actions within that group'. Whilst this is a somewhat contested notion on which this research builds, the character of actions seems nevertheless a useful starting point for the activity analysis and theory building in the context of an Inclusion room (IR).

3 (e) (i) A continuum of professionalism in disciplinary Inclusion Room

In building this theory, it seemed useful to look at a continuum of professional concepts as the literature review already identified a number of different ways of viewing professionalism. This is to assume there are not discrete 'categories' or characteristics of professionalism. This intends to give a perspective on the character of actions within the group in order to pose questions to framework the research design. As Hargreaves and Goodson (1996) note, policy and social and community contexts influence teacher professionalism. They

note further, (ibid, p.22) 'the experience of professionalism and of its denial are to be found by studying the everyday work of teaching'. This research then provides an opportunity to examine in further depth the social and occupational dilemmas that exercise the minds of students and professionals in developing this 'inclusion provision'. I summarise these overarching concepts in Table 9 below.

Table 9: Professionalism in a disciplinary Inclusion Room

Professionalism – a continuum of contradictory discourse on forms of knowledge and practice	
Managerial control —after Fulcher (ibid, p.263) 'the claim to <i>know best</i> ', the exercise of power – linguistic and technical constructions of IEP, curriculum and pedagogy. Pedagogical de-skilling after Hargreaves and Goodson (1996)	Hargreaves and Goodson (1996) exercise of discretionary judgment over issues of teaching, curriculum and pedagogy. Also occupational heteronomy – authority from the collaborative partnership with students and parents rather than power over students.
The Individualistic 'gaze' Hargreaves and Goodson (1996) assessment, selection and allocation to different educational pathways. Medical models for practice. The individual has the problem. Ecclestone (2004b) diminishing professionals and student through a therapeutic external gaze. A modern bureaucracy gives way to 'low expectations and introspection' and 'diminished self' of students' and professionals. Also in Slee (1995)	The collegial 'gaze' – commitment to working with colleagues to share practice, joint work as the motivational base for enhancing professionalism and solving problems. Hargreaves and Goodson (1996) A commitment to active engagement with all dimensions of an educational experience – cognitive and social, emotional dimensions of learning.
The bureaucratic 'gaze' . Fulcher(ibid) contributing hierarchical authority systems, technical competence and defined areas of responsibility. Market driven models for outcomes.	Self-directed and continuous learning Hargreaves and Goodson (1996) related to own expertise and values for practice. Teacher agency- scope for action and responses to develop roles. Issues of trust, accountability, standards and the new managerialism. Parsons (1999) High task complexity with status and reward for that complexity.

As with the inclusion concepts, p.44 above, the professionalism concepts above are illustrative of some possibilities of interpretation that might arise from the questionnaires, observations and interviews of students and staff. The principles for professionalism are potentially informed by overarching principles including the values, rights, responsibilities and obligations of staff to determine tasks and the embedding of tacit knowledge of the craft as part of a continuum to following technical requirements.

In policy terms, the overarching debate on professionalism is between whether staff follow technical and mandated policy as suggested in the left hand of the table above or construct and 'interpret' policy at the practice interface as proposed by the suggestions in the right hand. Student views of professionalism are informed by their views on teacher practice.

The continuum above is intended to summarise possible dimensions of professionalism in this research.

3 (e) (ii) Managerial control or discretionary judgements for disciplinary Inclusion Room?

Managerial control considers professional values offered by Fulcher (1989, p.263) 'the claim to *know best*'. This results from the exercise of power through linguistic and technical control. Robertson (1996, p.40/51) refers to this as the 'pressure from management, time constraints, larger classes and the management of other workers'. At another end of a continuum of professionalism concepts, I consider an alternative form of professionalism, the extent to which students and staff refer to 'discretionary judgement' as considered by Hargreaves and Goodson (1996). That is, the extent to which staff are able to operate in a manner that enables them to be flexible and work in an open-ended manner. Students might illustrate this through the interviews in the manner of their talk about their teachers.

As noted above, Slee (1995, p.28) considers 'discipline to complement the process of teaching, whereas control assumes a conflict of interest, disagreement concerning goals and is tangential to the aims of education'. The process for improving school's inclusive contexts and reducing FT exclusions are further identified by Slee (1995, p.3) as opportunities to 'retrieve and reconstruct discipline as an educational concept and process'. That is, learning may be part of the disciplinary IR process, rather than an imposed, and therefore controlling, system of management. .

Slee (1995, p.34) identifies the centre of the debate surrounding inclusion and professionalism when he observes

'exclusion, suspension and the growing professional industry and technical 'science' of behaviour management are substituted to maintain old power relationships'.

In other words, whose interests in this school are being served for what purpose? His debate is both a question and a challenge, for both the professionals and the students, in developing and improving educational situations. He views, somewhat sceptically, the growing numbers of professionals and paraprofessionals who maintain control and order in the journey towards self-management and individualism. His metaphor of the disciplinary 'gaze' sets the challenge in relation to the intensity, purposes and functions of educational institutions. Control and order may be one side of a schooling journey, student learning, rights to participation, respecting diversity and success for all, may be quite another.

3 (e) (iii) An individual or collegial gaze?

Fulcher (1989, p.176) identifies that the main discourse of theory and practice for inclusion in schools in England is an individualised and deficit model. That is, if we fix the child we will fix the problem. The child has a deficit, either tested or perceived, and therefore if the adult professionals solve the problem, the difficulty will be solved. Mittler (2001) and Slee (2001) concur. Structures and discourses to make a child fit a system identify the problems and means the onus is on the child to change, not the system. As Dyson and Artiles (2005) also argue, the principle focus of SEN at the individual level 'has effectively disqualified it from contributing to whole-school reform efforts or to the development of new pedagogies'. Discourse for inclusion and theory relate to acts of governance and the powerful professionals rather than perspectives of students.

Neilson (2000) makes a linked point about the discourse of deficit as 'the potential to influence people's attitudes, feelings and actions'. She expands the deficit discussion in a closer examination of the 'medical model' for disability: the assumptions about what is 'normal' and what is not – and what needs to be fixed to make learning or behaviour 'normal'. Under this regime, professionals use their expert knowledge to solve the problems, and fix the individual's deficits. In this discourse, participants hold a passive role in the fixing of problems. Solutions are offered from the perspective of the powerful. Services are offered to the recipients through the lenses of government acts of parliament, LA intervention and Ofsted guidance. Foreman (1996) & Fulcher (1989) & Skidmore (2004) & Slee (2001) & Thorburn (1997) all variously challenge the individualised deficit discourse. Instead, they consider institutional and systemic responses to inclusion and reducing exclusion more powerful.

Slee (1995) acknowledges the 'medical model'; the normalisation of populations, labels and diagnosis industries as part of the intensification of control aimed at reducing 'behaviour' incidents in schools. Booth and Ainscow (2002) & Skidmore (2004) & Thomas and Vaughan (2004) similarly reflect on the 'medical model' and the impact of labels and diagnosis on students. These arguments clearly stand to benefit the professionals at the expense of the students. A CHAT methodological framework which examines the rules and the power bases from both the young people and the professional's interpretations of a disciplinary IR could provide some insights into the extent of Slee and others challenge.

Ecclestone (2004a) extends the consideration of medical models to consider the diminishing of professionals and students through a 'therapeutic external gaze'. A modern bureaucracy gives way to 'low expectations and introspection', diminished self of students and further diminishing of 'self'. She notes further 'negative images of dysfunctional people, together

with ideas about lasting emotional or psychological damage caused by a growing range of dysfunctional categories', offer potential to change 'peoples sense of agency and that of others'. She extends her consideration of the problems this may generate to challenge claims made on '*behalf* of marginalised groups' Ecclestone (2004a, p.127). This consideration of professional perspectives also offers this research new possibilities for how students and staff interpret their change and development.

Hargreaves (2000) & Hargreaves and Goodson (1996) by contrast, refer to the potential for collegial commitment to work amongst professionals to sharing practice and experience to solve internal problems rather than the external and mandated problems and expectations of others. This model for development and learning is potentially informed by moral and social purposes for inclusion as discussed above.

Ainscow et al. (2003) identify social and collaborative networking that might support the development of practice to support inclusion. They noted the need to move away from 'recipes' provided in much of the literature to making better use of the resources within the school context to move participation and practice forward. They note in this paper Ainscow et al.(ibid, p.231) and the further presentation of this work Ainscow et al. (2004, p.9) that 'external agenda cannot simply be 'imposed' on communities of practice'. They also reflect how inherently diverse the nature of responses to the challenge of inclusive practice undertaken in each school is in their research.

Ainscow et al. (2008) also examine collaboration and improving participation through improved ownership of school inclusion processes in an action learning project. They use a CHAT framework to clarify some of the possibilities for school change. Proposals to move inclusion forward, including processes that challenge teachers' perceptions about some of their students and small scale specific change on matters that are relevant to teacher's practice were more effective than large scale imposed change. For some children more of the same did not indeed amount to improved learning. The latter is also a principle implemented within the Department for Children Schools and Families (2008) *The Extra Mile* project.

3 (e) (iv) Bureaucracy or continuous learning in professionalism?

A third dimension of professionalism considered in this research is the continuum of practice between the 'bureaucratic' gaze from Fulcher (1989, p.246) and the self- directed or continuous learning models advocated by Hargreaves and Goodson (1996). The former considers the impact of technical, externally imposed hierarchical authority systems which prefer authority systems and market- driven models for outcomes. The latter aspect also considers issues of trust, accountability, standards and the new managerialism after Parsons

(1999). This section takes the perspective that professionalism for education is a reflective, collaborative and professional practice that will ultimately influence improved educational values and principles. Carr (1995, p.x) supports proposals that education is extended into school settings through a research investigation

'a form of inquiry designed to empower teachers to reconstruct their professional roles and work as an educational practice through a process of reflective understanding and rigorous critique'.

Armstrong (2005, p.135) challenges the rhetoric of inclusion in policy papers including *Excellence in Education Department for Education and Skills (1997) & Department for Education and Skills (2001)* and notes a shift in policy discourse to 'technical' school-based solutions to the problems of inclusion rather than acknowledging the wider moral and political issues associated with communities. In particular, Armstrong (ibid) notes the policy targeting children, schools and families as normative and proposes that particular communities have become increasingly subject to intervention, labelled as 'early intervention'. Schools or children are increasingly 'blamed' for their failures or inadequacies and inclusive education is used to justify increased managerial solutions, in the form of 'expertise'. More specifically, he observes inclusive policies have become 'structured by the values of performativity that legitimate state regulation and control'. This research proposes to clarify the characteristics of inclusion and professionalism, considering the nature of bureaucracy or continuous learning, from the perspectives of students and staff in the context of a secondary school.

Hargreaves (2000, p.152) identifies how 'inclusive education is commonly thought to concern a group of students already distinguished, and singled out for potential exclusion by their categorisation as having 'special needs'. Hargreaves (ibid) challenges this restricted notion and clarifies the need to analyse on the basis of 'the experience of all students and staff within a school'. Two processes, inclusion and exclusion, are interwoven. In the context of this research, CHAT appeared to be an opportunity to bring school related processes, learning and discipline together. Linking the concept of disciplinary inclusion through examining student participation within a strategy to reduce exclusion, potentially provided perspective on these processes. Research into dimensions of professionalism, through student and staff perspectives, offered opportunity to clarify the nature of categorisation and designation by professionals.

In summary, professional aspects of knowledge development, social and historical factors in a discourse for professionalism are considered and this knowledge becomes educational.

Practitioners understanding of their knowledge is made explicit and helps others grow and improve. However, the concept of professionalism is not unproblematic and the research considers possibilities within this situation.

3 (f) Cultural Historical Activity Theory. A framework for research.

This research, through the framework of CHAT, clarifies how students and staff and my professional reading reflect a fundamental contradiction in how key educational concepts are articulated and implemented. Language identifies problems, perspectives on problems and therefore, potential solutions. Further analysis reveals how externally mandated power bases and lack of sufficient theorising and understanding for inclusion and professionalism mean some of these inherent dilemmas, can and should, be resisted and influenced by the schools.

This research is underpinned by acknowledging the role of CHAT as both a theoretical and methodological construct in examining school systems for reducing fixed term exclusions. As Mittler (2001, p.2) acknowledges, examining social theory provides potential to 'draw attention to aspects of practice that are ignored by policy makers and practitioners'. I examine the perspectives of staff and students where two activities are potentially occurring simultaneously in this disciplinary IR system. First, I consider the activities or systems of including students in the IR who might previously have been given an FT exclusion. Second, I consider the activities, rules, community, and the division of labour within an overall concept of professionalism. The two systems overlap, interact and are mediated by each other. This presents opportunities to reflect on contradictions and dilemmas potentially inherent in this social situation.

As I have indicated above, there is a significant critique of individualism in the context of school activities for behaviour and professionalism. Learning activities and development, including activities that shape discipline and in this research, inclusion and professionalism, can be seen in relation to, and interwoven with, the values, engagement and intentions of those individuals in the situation. An alternative consideration of the IR situation might be to consider the qualities of social interactions, the language, the policy and the motives of those in the IR context instead of more typical behavioural or psychoanalytical approaches.

Whilst there are various perspectives on the meaning of Activity theory and the enhanced theoretical perspectives of CHAT as Ryder (ibid) makes clear, there are some key theoretical principles that are used in research to enhance understanding of activity and situations. In this research, as in much of the literature, the terms Activity theory is used interchangeably with CHAT to illustrate the general CHAT perspective based particularly on

Daniels (2004) & Edwards (2005) & Engeström (1987) & Engeström et al. (1999) & Fisher (2008) & Fisher (2009). Nevertheless, in this research I shall focus on the similarities and contradictions of the social situation of a disciplinary IR where the participants, students' and staff bring different cultural and historical traditions of the rules, different motives and values for learning activity. Activity is conceptualised as a collective strategy in terms of disciplinary IR, with the dimensions of inclusion and professionalism examined within the overarching concept. The individual's, staff or student's interpretations of the IR are mediated and informed by the cultural historical context.

The social, cultural and historical practices of inclusion and professionalism are concepts in this research. Chaiklin (2009) notes how the theoretical concerns of socio-cultural and Activity theory 'acknowledges the mutual shaping of a person through cultural mediating tools'. Students and staff learning are theorised as situations in which learning activity is a collective process. The history and culture of staff and students are in turn influenced by the socio-cultural nature of the collaboration.

My theoretical position is influenced by reading and thinking within the CHAT framework in considering the development of the disciplinary IR activity system after Chaiklin (2001) & Chaiklin (2009) & Daniels (2004) & Daniels et al. (2007) & Edwards (2005) & Engeström et al. (1999) & Fisher (2008) & Fisher (2009) & Hedegaard (2001a) & Hedegaard and Fler (2008). Whilst there is a volume of work that explains this framework, the following points are relevant to this research.

First, the CHAT model implies learning is a social and culturally- related activity. Edwards (2005) notes traditional models for learning consider participants as relatively passive recipients of that knowledge. A CHAT approach to learning in the disciplinary IR situation might enable an examination how staff and students actively construct the learning using their culturally developed rules, community and power bases. The University of Helsinki (2003-04, p.5) model assumes 'a constant construction and renegotiation within the activity system'.

Second, the CHAT model enables a multi-layered analysis of an activity, in this case a disciplinary IR, through the division of labour. As the University of Helsinki (2003-04) in expanding on Leontiev (1978) explains, there will be a horizontal division of tasks and a vertical division of power and status amongst the students and staff or the community of participants. Thus, the students infringe the disciplinary code, participate in the IR activity, complete the work in the room and follow a form of reconciliation with the knowledge and understandings in that situation. The staff, for their part, send students to the room after

some negotiation with other staff, set the work and complete the necessary reconciliation. The staff have the power and authority in this activity, the students complete the activity.

Agency is a further dimension linked to power constructs. Ratner (2000) illustrates 'agency is constructed as an active element of culture'. Thus, it is possible that in the socio-cultural situation, the different activities of inclusion and professionalism, the students or staff might illustrate how the IR experience operates at different levels in different situations. Agency is a multi-faceted concept.

Third, the object of the activity is connected with a community of others and the motives of those within that activity. Boag-Munroe (2004) in expanding on Chaiklin (2001) notes an 'object is both something given and something projected or anticipated'. In this disciplinary IR situation, the students might anticipate a period in the room as a result of a disciplinary action by staff. Staff, in turn, make judgements on student participation in the IR as a result of their understanding of the purpose of the room or other historical and cultural understandings. Staff may be guided by management rules or their assumptions about the students. Students might also be guided by their understandings, from previous experience, about the staff judgements. Bringing together thinking about inclusion as part of an Activity system within the IR situation and the concepts of professionalism as another Activity system, I may be able to examine the similarities and contradictions within policy and practice constructs.

CHAT assumes contradiction in perspectives to be central to the theory. Boag-Munroe (2004) and Chaiklin (2009) illustrate four levels of contradiction within an activity system that may support understanding of the paradox and tensions that exist within an activity system. Tensions may undermine an activity system but not necessarily change the activity. In particular Chaiklin (2001) notes

- *Primary contradictions may arise within constituents of the activity, for example between one rule and another.*
- *Secondary contradictions may arise between the components of the activity,. for example between rules and the community.*
- *Tertiary contradictions may arise between the object of an activity and an emergent or other activity.*
- *Quaternary contradictions may arise between new activities and overlapping activities.*

This research proposes to analyse the students and staff perceptions of the IR activity within this framework of contradictory analysis. Engeström (1987) notes contradictions are resolved through the adaptation of new tools which can potentially lead to a redefinition of the object and new learning. These contradictions are expanded in the methodology and chapters Six on Inclusion, Chapter Seven on Professionalism and the discussion chapter, Chapter Eight.

I also propose a wider lens on discourse in the sense nominated by Skidmore (2004) as a concept for recognising language diversity. He discusses contradictory constituents of discourse on inclusion practice for learning, specifically those related to student 'educability', as being 'mutually constituent' of each other Skidmore (1999b, p.25). This disagreement, and paradox, provides possibilities for considering processes in this school situation. He notes further, 'the co-existence of discord did not preclude the possibility of collaboration amongst different members'.

Hedegaard and Fler (2008) note the intentions and motives of the participants are central to the theory. Shared activity between the adults and the young people are therefore central to the research design. In this research, the focus is the shared or contradictory motives of students and staff, as a result of the disciplinary IR situation. As Hedegaard and Fler (ibid, p.20) indicates, complex motives are not necessarily shared and therefore the research might inform us of some of the contradictions and dilemmas faced by the participants in the activity systems.

Finally, and linked to intentions and motivations, Venkat and Adler (2008) use the activity theory framework to analyse the participant's experiences of a school situation; specifically to examine the boundaries and mechanisms for the resolution of the dilemmas raised through examining participant's viewpoints. Their data suggested that 'boundaries were co-constituted' at the policy and practice level'. In this disciplinary IR situation, the motives of students and staff are interpreted to clarify the nature of these boundaries. Social meanings are reconstructed to make personal choices. Disciplinary choices, by the students and staff, are informed by collective influence of school culture and history.

The CHAT framework potentially enables the research to examine the characteristics for inclusive practice, culture and policy, in relation to the IR, at the boundaries for inclusion and professionalism. Viewing the IR from the perspectives of the young people and adults gives the possibility for understanding how further learning and contributions might be made towards developing more inclusive and professional practice in relation to the object of the

research; disciplinary IR. I address theoretical limitations to CHAT theory in the final chapter, Chapter Nine.

In summary, dimensions in this thesis include similarities and contradiction in educational discourse amongst the students and professionals. Theory, practice, values, experiences and understanding result in an ambiguous discussion for inclusion and professionalism; the central concepts in this thesis. I examine these differences with particular reference to the McNiff (2001) perspective that a model for education will be shaped by personal experience, and is the result of applying that direct experience, skills and understanding. Stenhouse (1985b) simplifies education further as 'substantive acts that are intended to help people to learn'. Substantive acts identify the importance and significance of that learning activity. Policy is intended to be the solution, not the problem. The educational discourse for inclusion and professionalism in this research is reflexive with my experiences in schools and university and those of the students and teachers within the research. Contradiction relates to the identification of different attitudes and values, shaped in two different countries, as contained in the concepts of inclusion and professionalism in this SW secondary school.

Ball (2006) questions a policy-practice gap arising from a singular focus on the implementation of policy constructs. The result is a lack of conceptualising of 'uncoordinated or contradictory' policies within the school situation. Ball (ibid) notes further, a lack of understanding that policies are 'awkward, incomplete, incoherent and unstable' and the need to track the influences, the texts, the practices and the outcomes of the policy in order to track the process of development. This research examines cultural and historical dimensions of the EiC and Behaviour BIP policy influences that have, in turn, been constructed and developed by staff and students.

This literature considers inclusion and professionalism possibilities of an IR experience and the principles and values in the disciplinary framework for a school, with students and staff. This is the result of my professional assumptions considered in the context above and the opportunity, building on this literature through research to construct and deconstruct the social situation. These ecological dimensions inform the inclusion and the professionalism of those concerned. There are basic assumptions and observations about the development and perspectives of students and staff that are underpinned by Hedegaard (2008c) in her observations whereby the interplay of system perspectives are examined in the situation. As with Hedegaard (ibid) I approach the research by examining the discourses through the CHAT framework, the activities and institutional practices. I extend this discussion below.

Wilde and Avramidis (in press) indicate that many of the general factors listed in literature to support inclusion in schools, which could also be considered to support reducing pupil exclusion, are so general as to overlook the uncertainty, contradictions and pressures on schools. This research proposes to examine, through the lenses of students and staff, some of these school level factors in more detail using CHAT as a theoretical model.

Schools and professionals need to change and adapt their practice for improved inclusion and professionalism. On one hand, this critique of professionalism suggests that the site for educational change is within professional practice rather than imposed externally. On the other, discourses for professionalism in the context of inclusion, particularly in England, appear to have excluded internal systems, curriculum and pedagogy from growth and development. Fulcher (1989) & Slee (1995) identify a significant challenge to professionalism for education. This is particularly the case of inclusive practice, where a discourse of professionalism, managerial and technical language, 'needs' and individualised programmes teaching based on expert decision making, excludes significant numbers of children from education. Development may be more than a technical process to be imposed externally by bureaucrats or external experts.

This research examines disciplinary IR from the perspectives of Year 8 and 9 students and staff in one secondary school. Practice, in some situations may be offered as 'inclusive' but in reality, against other theories, could be described as exclusion practice. What theories, and therefore what discourses and tactics, are reflected in the views of participants for inclusion? Competing and contradictory policies and discourses for improving educational outcomes for children and their families do not help schools to develop inclusive practice and professionalism.

Chapter Four: Methodology

Cultural Historical Activity Theory (CHAT) Hedegaard (2008a) provides an opportunity to focus on the perspectives of the individual and the institution's construction of the activity. In this research, the activity is the Inclusion Room (IR). This methodology examines relationships, rules, community practice amongst staff and students in terms of inclusive policy, practice and culture.

Methodology explains the research processes. As Wellington et al. (2008, p.97) indicate, 'methodology refers to the theory of acquiring knowledge and the activity of considering, reflecting upon and justifying the best *methods*'. (Italics in the original). Silverman (2006, p.16) extends this concept to include

- The theoretical assumptions made during the research – the epistemology, the ontology, the researcher role and the ideas or concepts devised from using a particular research model.
- The rationale for the choices made during the research and the research questions
- The procedures undertaken once methods had been selected including validity and reliability
- A sample of the solutions to problems during the research

4 (a) Assumptions in Cultural Historical Activity Theory.

Epistemology concerns the theory of knowledge. The epistemological point to building knowledge in this school is that basic reality can be thought of as an everyday experienced reality Hedegaard (2008b). There are three lenses to theory building in this research. First, the young people who support and inform theory through questionnaires, drawings, interviews and my observations. Second, staff who inform institutional practices in different ways as a result of different perspectives, different social knowledge, and different origins of that knowledge and different circulation of that knowledge from questionnaires and interviews. Third, my previous professional experience and understanding developed within this research project. Ryder (2009) notes 'the structure of the activity is constrained by cultural factors including conventions (rules) and social strata (division of labour) within the context'. Disciplinary IR practice experiences are controlled through school rules; articulated by the young people and the staff illustrating how the rules are developed within the school.

The initial frame for the inquiry is transactional and subjectivist as explained by Guba and Lincoln (1994, p.110) in that the

'Investigator and the object of the investigation are assumed to be interactively linked so that the findings are literally created as the investigation proceeds'.

Staff inform institutional practices in different ways as a result of different perspectives, different social knowledge, different origins of that knowledge and different circulation of that knowledge. As Cohen et al. (2000, p.115) note, theory is 'not more or less 'true' in any absolute sense, but simply more or less informed and/or sophisticated'.

4 (a) (i) Rationale for a CHAT methodology.

Students who attend disciplinary IR and the staff who interact with students going there are essentially in a form of conflict for discipline purposes. The introduction and literature on exclusion notes that this was largely quantitative in nature and I felt there was sufficient information on the nature of exclusion and on the nature of particular groups in the external process. Examples include Department for Children Schools and Families (2005) & Hallam et al. (2005) & Parsons (1999) & Robinson and Thomas (1988). Parsons (2009) used a mixed methodology to examine exclusions in wider LA settings but aimed at strategic solutions rather than pupil- related perspectives.

I also considered another field of qualitative literature on inclusion although the lenses were again more particularly on wider inclusion processes than reducing FT exclusions within school settings. In particular: Ainscow (2007) & Ainscow et al. (2004) & Allan and Brown (2001) & Armstrong (2005) & Artiles and Dyson (2005) & Black-Hawkins et al. (2007) & Charlton et al. (2004) & Dyson (2003) & Foreman (1996) & Leeman and Volman (2001) & Mitchell (2000) & Mittler (2001) & Parsons (1999) & Rouse and Florian (1998) & Sebba and Ainscow (1996) & Skidmore (2004) all consider broad inclusion concepts including a dimension on exclusion of students in various ways. Few of these considered actions by schools to reduce exclusion other than wider inclusion lenses. However, they were useful in grounding some of the literature and contained clues to developing a methodological approach in examining disciplinary IR.

A third field of literature I examined was more quantitative in nature but researched the position of students, either excluded or studied in terms of processes to include already disaffected students, or examined the perspectives of staff in the situation. Avramidis et al. (2002) & Barton (1997) & Batten and Russell (1993) & Booth et al. (1998) & Charlton et al. (2004) & Jull (2008) & Kane (2006) & Lloyd (2008) & Macrae et al. (2003) & Riley and Docking (2004) & Schnelling and Dew-Hughes (2002). Few examined the dual perspectives of students and staff or investigated how schools might consider measures to reduce student exclusions and improve pupil attainment at the same time.

As noted above, I developed an interest in the nature of the interaction between staff and students to gain an understanding of the nature and characteristics of conflict during the preliminary EdD research and through considering professional practice dilemmas. A CHAT framework seemed to provide the possibility of examining staff and students' perspectives. The theory recognised conflict and motives as part of the social situation experienced by the child and potentially staff Hedegaard (2008a, p.25). As Hedegaard (ibid) explains, this was in contrast to more traditional developmental crisis theories where the problems are located in the child 'either as functional-cognitive or emotional' crisis. My interest was primarily on conflict in the wider systems dimensions, the contradictions of inclusion and professionalism within the IR and examining the motives of staff as participants in the process. Hedegaard (ibid) notes further 'the dominating conflict can also be a drawback when the conflict does not proceed to a solution for the child'. In the context of a disciplinary IR, I considered a similar proposition might also be if the conflict does not proceed to a solution for either students or staff we may have an equally unsatisfactory situation in educational terms. Adults who cannot share the perspectives of students might also end up in permanent conflict in a school situation.

A CHAT perspective on theory development is that learning takes place in collaboration with others. Fisher (2010) argues 'human beings have the ability to shape and influence their lives, this capacity is circumscribed by the context within which their activity is located'. CHAT appeared to provide an opportunity to illuminate the dynamic between the collective and the individual in the IR situation. Further, Fisher (2009) noted the theory shifted the 'focus to learning at the level of the system, provided a framework of possibilities to examine the interaction between individuals and society'. Researching interactions between students who had participated in a disciplinary IR experience and the staff who sanctioned this intervention seemed a valuable way of supporting understanding of the activity.

Boag-Munroe (2004) offered further possibilities for examining the interface of two activity systems, inclusion and professionalism, within this school's IR provision. Also, like Boag-Munroe (2004), I felt the most appropriate way of examining the situation, since I clearly could not engage in talk, conversations and observations whilst students were in the IR, was to interview students and staff about the IR situation. As Kozulin (2000) notes of Vygotsky there 'is a close amalgam of thought and language that is hard to tell whether (a word) is a phenomenon of speech or a phenomenon of thought'. Thus, I adapted the framework used by Boag-Munroe (2004, figure 2) to this situation. See Figure 1: A Cultural Historical Activity Theory model proposed below.

Figure 1: A Cultural Historical Activity Theory model

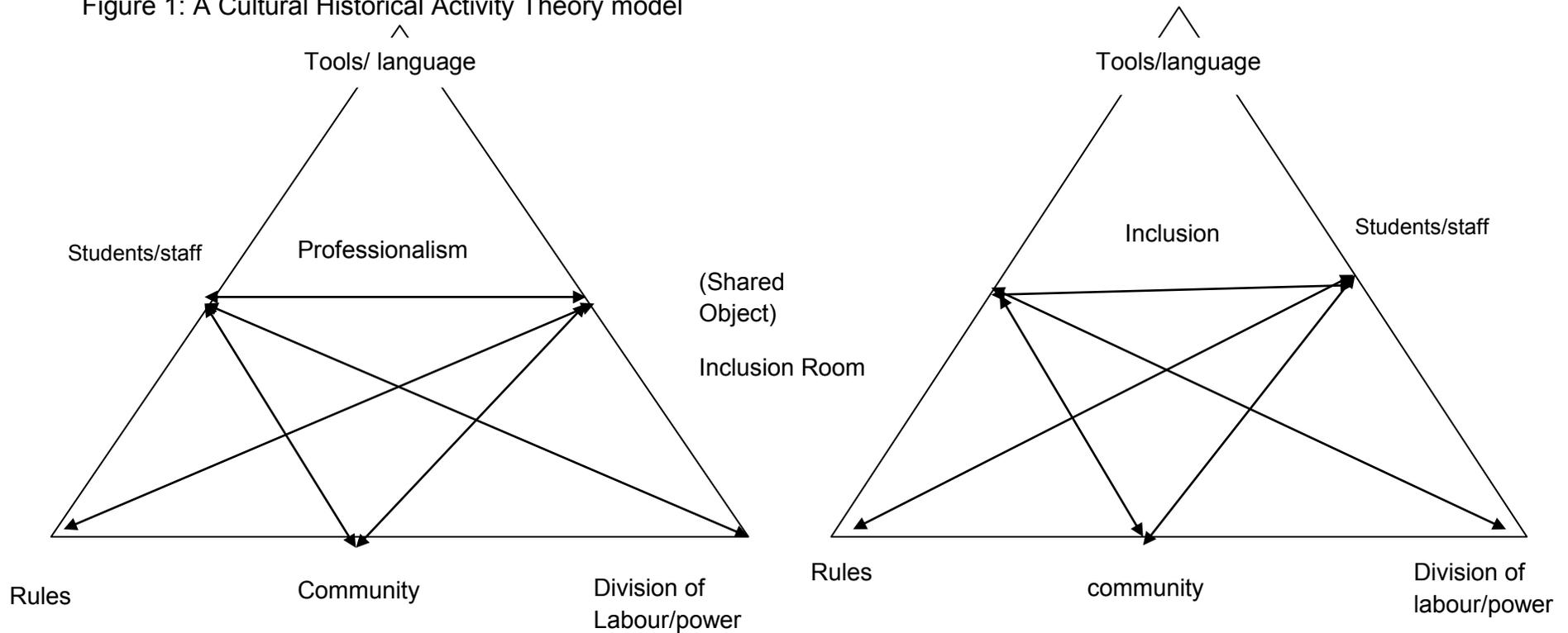


Figure 1: A Cultural Historical Activity Theory model is a construction of a disciplinary IR illustrating how the research themes; inclusion and professionalism, might be portrayed by the students and staff in the school. As Artiles and Dyson (2005, p.47) indicate, 'cultural historical analyses of inclusion need to document how people participate in inclusive practices as they use their cultural toolkits'. A cultural-historical methodological approach enables researcher and participants to co-construct the research situation. The figure models an activity system, in terms of the rules, the community and power bases. The methodology enables an illustration of the contradictions amongst the students and professionals in relation to disciplinary IR. What are the contradictions in practice in the school as a result of the IR practice, policy and culture?

4 (b) Methodological procedures and principles.

A mixed methodology- documentary analysis, on-line questionnaire, interviews, visual timelines and classroom observations were intended to provide opportunity for the students and staff involved in the IR to participate using a variety of approaches to draw out a more critical approach to the research situation. Wells and Claxton (2002) indicates, young people as well as adults have different experiences, opinions and modes of expression. A mixed methodology appeared to improve the possibilities within an overall design to clarify similarities and differences amongst and between students and staff, alongside the potential dilemmas and contradictions in the IR situation.

Secondly, inclusion and professionalism are key concepts within the thesis. Hammersley (1989, p.194) challenges interpretive research to develop theory that precisely corresponds to relevant aspects of the phenomena that is being described when the phenomena being examined is determined by factors beyond the situation or context. Thus, examining the social and historical construction of disciplinary IR and gaining wider student and staff perspectives on the concepts of inclusion and professionalism was important. In response to Hammersley, (ibid), I developed an on-line questionnaire for the group of Year 8 and 9 students and the wider staff in the school. The questionnaire responses are explored in Chapter Five below.

Table 10: Summary of research methods, principles, below, illustrates the range of methodological principles adopted during the research. The observation notes and reflections below demonstrate these principles through examining student interactions, participation, and in a more limited sense, 'diversity'. Here I have adapted Hedegaard (2008b, p.38/39) Table 3.1, explaining the research methodology and applied it to my own research and focus. Principles, column two, indicates the research values in summary form. Supervision feedback indicated the headings clarified key procedures followed during the research.

In addition I completed the ethical approval in November 2009, appendix one, following submission and acceptance of my research proposal in June 2009. Pupil ethical consent, appendix two and parent consent, appendix three, were obtained before the commencement of the research. Staff ethical consents followed the guidelines from the overall procedure and were similar to the student consents. I discuss the ethical procedures for consents more fully below in section 4(g) below.

Table 10: Summary of research methods, principles and data journey.

Timeline	Research method	Research principles	Research outcome	Knowledge content
Ongoing throughout 2008/2009 to February 2010.	Documentary analysis. School website, policy documents, school and pupil records, and follow up of professional note taking.	Richness and detail to the contextual findings.	Triangulation and credibility to the research findings	Exploration and description of the context.
Spring 2009 for students. IR Student profiles table 6.	Student Questionnaire On-line, using surveymonkey.com administered to all Yr 8 & 9 students n=160 (49%). and the IR research group of n=9 students (9% of pupils in the IR). Recorded on computer files. For questions see appendix four	Summary of overall perceptions of conditions for inclusion; policy, practice and culture by the students. Questions posed using the practice, policy and cultural <i>Inclusion Index</i> framework proposed by Booth and Ainscow (2002).	Computer generated summaries. Text integrated into individual case studies for each student. Tables 13 and 14	Exploration and description of pupil's/staff perspectives of inclusion and professionalism.
Spring 2009	Student Interviews – N=9 (9% of autumn 2008 IR cohort) Participant experience. Three interactive semi-structured interviews of approx 30 minutes each with young people. appendix five. Reflecting on summaries of interviews. Transferred to encrypted files. Transcribed by external with transcriptions reviewed again by researcher and validated by participants.	Questions framed using the practice, policy and cultural <i>Inclusion Index</i> framework with focus on the IR room concepts of participation, equality and diversity. Validated by supervision.	Digital recordings. Sample tables for each student developed. Used research concepts (inclusion, professionalism) Exceptions examined and noted. Table 12 below is a sample of thematic approach from one student (Lewis).	Relations between the conditions in the IR, their classes and the young people's perspectives Student thinking about their future life projections.
Completed directly following student interviews.	Visual lifeline from each student. Students generated a graph or chart of their choice after prompt to consider their previous learning and behaviour and to think about their future learning and behaviour.	Students drawing of life-lines projecting previous and predicted learning and behaviour projections.	Decisions on data used were informed by literature, supervision and professional judgement. See examples in the student case studies appendix eleven	Develops richness of perspectives on IR students.
Spring 2009	Observation of research students. N=9 students: total of one hour each student in two different lessons of their choice. Appendix six Note letter to staff on the observations appendix seven.	Researcher observation of lessons of students. One hour total noting critical incidents – judgements on participation in class. Initial notes taken then integrated into case studies. Professional judgement for inclusion or exclusion of data.	Summary information from questionnaires, interviews, timelines and observation integrated into case studies developed sample of Chris and Callum in appendix eleven.	Accounts for the diversity of conditions to show interconnection between activities
Spring 2009	Piloting the staff questionnaire. Appendix eight	<i>Inclusion Index p.90</i>	Amended layout, confidence in timing and questions.	Appendix eight for results from pilot school.
Summer 2009 for staff	Staff Questionnaire administered on-line/paper copies to all staff. N=30 (30%) teaching and pastoral staff.	Summary of overall perceptions of conditions for inclusion; policy, practice and culture by the staff. Booth (2002, p.90)	Questionnaire summary Table15	Relations between the staff and their context
Summer 2009. Staff profiles table	Staff interviews- semi-structured. N=9 (10 percent of staff). Staff selected on basis of knowledge of students, or where student interview had indicated, in my professional judgement, staff might have contradictory views on student.	Leading questions/dialogue around a semi-structured framework. Appendix nine for interview schedule. Appendix twelve for exemplar staff case studies	Digital recordings. Summary generated from key concepts of inclusion and professionalism. Appendix ten Followed practice, policy and culture principles from Booth and Ainscow (2002) with additional questions relevant to inclusion and professionalism concepts.	Accounts for the diversity of conditions. Show interconnection between activities
Spring 2010	Data checking and review	Review of research concepts	Student follow-up. Appendix thirteen informed by literature and supervision.	The Thesis document.

NB: Hedegaard (2008b, p.35) explains further 'the aim is to research the conditions as well as how children participate in activities'. Table 10 was further informed by supervision, recorded in appendix fourteen, and a research chronology, appendix fifteen. The shaded area represents staff input in the research chronology.

Theoretical-dialectical knowledge is understood here as explained by Hedegaard (2008b, p.38). This type of knowledge is developed through the interface of 'practice and the ideals of the activity/concepts'. More simply, knowledge generation is connected to the function of the problem areas that have produced the knowledge. Since it was not practicable to observe the students directly in the IR, then an inference is made, examining and analysing the 'dialogue' from the interview, visual timelines and observational data in conjunction with the young people and the adults to develop theory. There could be a direct relationship between the young people's construction of the conditions and rules for punishment and behaviour management, the problem of the IR and professionalism.

Hedegaard (ibid) identify *theoretical-dialectical (italics in the original)* as 'knowledge generation is connected to the content of the problem areas that have produced the knowledge'. In this case of an IR, a student's knowledge of it has been generated through their own participation in its practices, rules and ways of working. More powerful adults might make the rules, but the students may have rules that need to be considered in developing an educational approach to solving educational disciplinary problems.

The social, cultural and historical practices of inclusion and professionalism are the subject this research. Thus, Hedegaard (2008b, p.19) notes the intentions and motives of the participants are central to the methodology. Shared activity between the adults and the young people are therefore central to the research design. In this research, the foci area are the shared motives, students and staff, as a result of the IR provision. Further, Hedegaard (2008b) indicates complex motives are not necessarily shared and therefore the research might inform us of some of the contradictions and dilemmas faced by the participants in the activity. Viewing the IR from the perspectives of the young people and adults gave me the possibility for understanding how further learning and contributions might be made towards developing more inclusive practice and professional practice in relation to the object of the research; disciplinary IR.

Hedegaard (2008d, p.56) suggests further, that developing research protocols enables the researcher to 'transcend the specific situation'. Protocol writing extended the thematic work of Gibbs (2007) and enabled me to develop different levels of interpretation within the CHAT framework in Chapter Six, Seven and Eight.

The large amount of data and information resulted in the development of case studies, see appendix eleven and two, to enable more focused thinking on the disciplinary IR. Stake (2000, p.237) identifies this form of case study as an '*instrumental case study* examined to provide insight into an issue or refinement of theory'. (*Italics in the original*). Yin (2003, p.5) notes case studies answer 'how' and 'why' type questions as in this research. Yin (2003, p.7) also considers 'a case study is preferred in examining contemporary events when relevant behaviours cannot be manipulated'.

There were a number of advantages and disadvantages to an interview approach with the students. The interview process gathered material at greater depth than a questionnaire. First, I had to gain some trust in the real- life world as described by Kvale and Brinkmann (2009, p.29) and as such, methodologically gave 'privileged access to people's basic experience'. The disadvantage with interviews and close interpersonal relationships as noted by Cohen et al. (2000) is that a different interaction may well have generated different responses. I controlled this as much as possible by firstly, spending time with the students in the field, conducting up to four interviews and data gathering situations with each student during the Spring term so I felt I was able to go back to some questions and seek clarification of ideas. I also double- checked factual information, the reasons students were in the IR with school records and then used my professional judgement for the inclusion of material in the final research.

In this research, there were nine students whose motives and intentions for their disciplinary IR experience were initially unknown. As Cohen et al. (2000, p.143) note, where the characteristics of the population are not necessarily known then 'typical case sampling' is more appropriate. That is, as Cohen et al. (ibid) identify, 'those people who display the issue or set of characteristics in their entirety or in a way that is highly significant for their behaviour'. These young people go to the IR, the school disciplinary system, for a variety of reasons. The school identifies the purpose of IR as reducing fixed term exclusions, what are the student's motives?

4 (c) Students and staff in the research

4 (c) (i) Students in the research: Year 8 and 9.

I summarise the sample of students and staff in the research on

Table 11: Research student and staff information below.

Year 8 and Year 9 students were chosen for the research as they represented the second most likely and the second least likely group to be referred to the provision. Year 10, as a percentage of cohort were the most likely to be in the room in Autumn 2008 and Year 9 the

next. However, Year 10 were involved in exams, the difference in percentage with Year 9 was not significant. Due to exam pressure, Year 10 could have been less available for interview. Year 7 were the least likely, followed by Year 8. As I wanted to gather information on a specified group, then pragmatically, Year 8 and Year 9 had less pressure for exams and were therefore more available for interview from lessons. Booth and Ainscow (2002) note this as purposive sampling; where the sample is handpicked on the basis of 'judgement and typicality'. The students contribute specifically to the intervention strategy and the research through their experiences.

One hundred and sixty students in Year 8 and 9 completed the on-line questionnaire representing 47 percent of this population. The results are presented below in Table 13. I completed the same questionnaire, by hand, with the IR students. The results and analysis for this group are presented in Table 14.

Nine students from Year 8 and 9 were interviewed for the research and a case developed for each. I was guided by Yin (2003, p.13) in this decision making process, who noted the purpose of research is to 'investigate a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident'. For example, a re-examination of the individual student cases after an initial theoretical examination showed that some students, who were in the IR for behaviour related instances at the lower end of the scale, homework for example, showed similar views on the nature of the provision to those who were in there for more serious matters. This proved useful for clarifying key concepts and ideas, and thinking about what was missing from the data. Yin (2003, p.15) notes further, they 'can be used to *explore* those situations in which the intervention being evaluated has no clear single set of outcomes'.

However, whilst the individual case studies themselves seemed interesting, my judgement was that interweaving these cases into a more comprehensive analysis using CHAT and key concepts of professionalism and inclusion would illuminate this research situation enabling theory to emerge from the practice. Thus, this research reflects critical incidents from these cases. I provide a sample of two cases from students and staff in the appendix eleven and twelve.

The sampling period was from those who attended the IR during Autumn 2008. The final sample of nine students was selected from those who had been in the IR for a range of reasons for differing periods of time (from 1-5 times). They had a variety of academic attainment targets. A summary table of their overall attendance, reasons for IR and attainment are presented below in p.31 above.

- Only one girl was selected as she was the only female who had been in the room in the selection period (Autumn 2008). This reflects the proportion of girls/boys 'using' the room.
- One student was reluctant to participate and was substituted with another pupil who had come from another school with similar 'inclusion' provision and Behaviour Improvement Programme (BIP) targets.
- Attendance ranged from 79.5 percent to 100 percent with a mean of 90.3 percent - below the current school attendance. Eight of these students, excluding Chris, had an average of 95.4 percent above the school average.
- FSM is an increasingly used measure of deprivation. As a percentage of this school's FSM, these students were *less likely* to be in the IR. This group are over-represented in the research interviews but *are less likely* to be in this IR than national data indicates. This is in direct contrast with Booth and Ainscow (2002) National Data (Table 15) in 2007/08 where students with FSM are more likely than others to receive an FT exclusion. (23.07 percent compared with all others at 7.83 percent)
- Half in the research group had a SEN statement. These were for a variety of reasons including social, emotional and behavioural and a variety of Statement, School Action plus or and School Action level. Students with SEN are over-represented in this research as a proportion of these students in the IR as a proportion of this school population (17.4 percent).
- These students had used the school IR for a total of 15 days at the time of selection.
- One was a child in care.
- Attainment. The local authority provided individualised reports for this group. Their attainment profile was broadly representative of the year level.

The interviewed group was broadly representative of the school population, representing a range of achievement, attendance and FSM. The exception was the higher than average number in the research who had identified SEN *and* who were also over-represented in the statistics for being in the IR. That is, the research sample reflected the broad groups represented in the disciplinary IR but not the broad characteristics of the school population for SEN and FSM. They were representative of the school in terms of attainment.

4 (c) (ii) The staff.

The school has a teaching and pastoral staff of 90 (56 female and 34 male), of whom 57 are teachers or senior management staff and the balance technical, pastoral and teaching

assistants. Thirty (30) completed the on-line questionnaire. Thus, the proportion of pastoral staff interviewed (n=3) are balanced within the research sample (n=9).

The nine staff in the research also represented a purposive sample within the school were identified by students and/or myself to have influence over the disciplinary IR. The students had seemed to be ambivalent towards the role of the IR manager (Jane). As an authority figure in the IR process, this was surprising. The Head Teacher, Kathy, and the SENCO, Johanna, had been identified by me during the previous four years as influential in the development of the IR. Johanna had professional observations of Callum that informed the research below. I selected other staff on the basis of the student interviews and my own observations during Spring 2009. Graham, Paul, Alan and Lotte for example, were selected on this basis, as influencing Bob, Lewis, Chris and Leny. Jan was selected as she was influential in developing the 'B' discipline system. During the research observations with the pupils, I identified a particular issue with the discipline system I had wanted to further investigate. Paul was an example of a staff member mentioned in a positive manner by two students. The Head Teacher was clearly a figure of authority to the students but there was no sense during the interviews of her as an authoritarian figure.

Staff were a mixture of male and female. They had all been in the school for at least a year. Graham had the least experience in the school with all the rest being there for at least four years. However, the latter knew the school well, as a parent and a role providing youth work support. I provide two case studies of the staff below on page 192. I summarise the overall research sample in Table 11 below providing more specific dates of role and interview dates.

Table 11: Research student and staff information

*Timeline (TL). Observation (Ob). Students selected their names towards the end of the spring term

Name in research	Year level or role	Interview/observation dates (students) and interview dates staff
Lewis	Year 8	29/02/09, 5/02/09, 09,02,09 (TL) 12/03/09. (Ob) 27/03/09
James	Year 8	29/02/09, 5/02/09, 10/02/09 (TL) 10/02/09(Ob) 27/05/09
Callum	Year 8	29/01/09,09/02/09, 10/02/09 (TL) 12/03/09. (Ob) 27/05/09
Peter	Year 8	29/01/09, 19/02/09, 10/03/09 (TL) 10/03/09. (Ob) 27/02/09
Chris	Year 9	3/02/09, 10/02/09, 20/02/09 (TL) 12/02/09. (Ob) 24/03/09
Sam	Year 9	20/02/09, 6/02/09, 10/02/09 (TL) 12/03/09(Ob) 27/03/09
Leny	Year 9	28/02/09, 6/02/09, 09,02/09. (TL) 12/03/09. (OB) 24/03/09
Bob	Year 9	03/02/09, 06/02/09, 09.02/09 (TL) 10/03/09(Ob) 24/03/09
Ronaldo	Year 9	29/02/09, 5/02/09, 10/02/09 (TL) 10/02/09. (Ob) 24/02/09
Kathy	Head Teacher	23/05/09
Alan	Deputy Head	8/06/09
Lotte	Head of Year	14/05/09
Steve	Pastoral Unit Manager	18/05/09
Jan	Assistant Head	21/05/09
Johanna	SENCO	7/05/09 & 18/05/09
Paul	Assistant Head	18/05/09
Graham	Pastoral Manager	14/05/09
Jane	IR Manager	7/05/09 & 8/05/09

4 (d) Methods

There were four dimensions to the research methods in this research design.

1. **Document analysis.** This included spending time in the IR with the IR manager gathering information on the students, web- based analysis of the school (Raise on line data, policy documents and DCSF data) documents, review of my professional note taking and ongoing literature review. This information is threaded through chapters Six to Nine.
2. **On-line questionnaire to students and staff.** This took place during early Spring 2009 (students) and Summer 2009 (staff).
3. **Interviews with a purposive sample** of nine students (Spring 2009) and staff (Summer 2009). In addition, I completed an additional visual method, a timeline, for getting the students to illustrate their learning and behaviour timelines as part of the interview process.
4. I also completed **two, half hour- long observations** of each student in two different lessons. These were completed in order to gain further richness and clarity to the students interview perspectives. Supervision had indicated this supported credibility in the field.

In order to develop a richer understanding of the activities of inclusion and professionalism in the school, this research combines quantitative and qualitative methods. As Silverman (2006) indicates combining methods enables the researcher to locate the results in a wider context.

- a) Similarities and differences amongst and between students and staff using an quantitative tool - Booth and Ainscow (2002). The questions had been piloted and tested on other staff by these researchers so had a measure of validity. I explore this dimension in Chapter Five below.
- b) Then focus on interviews of the IR students and staff to examine some of the dimensions explored above using CHAT as a framework within the methods. This discussion and analysis is contained in Chapters Six, Seven and Eight below.

I expand each of the methods below.

4 (d) (i) Document analysis.

I completed the document analysis on an ongoing basis during the four years of this project.

First, as I also had a professional role within the school, I always take professional notes during meetings and discussions. This provided me with additional research notes and perspectives which I recorded in my professional work diary and research diaries. Staff were

aware of my research project and where relevant, were consulted where material is used or referred to during the research. Second, as a researching professional, I devised a method of keeping an on-line and paper research diary during the same period. The former and latter were threaded through each other during the research period. As a researching professional in this school I had access to a large number of professional meetings and situations in which I met formally and informally with staff and students in this school. I also examined LA documents, the school website and made notes on a variety of artefacts and documents available through walking the corridors and observing in classrooms during the research period. Where relevant, they are recorded and incorporated within the research in each of Chapters Six, Seven and Eight below. My rationale is similar to the recording of observations below. That is, documents enhance the richness and understanding in the context and appear to reinforce the activities of inclusion and professionalism. They mediate the context and reinforce key concepts developed within the research situation. I had addressed potential ethical issues between my professional and researching professional role during the initial consent procedures. Staff were informed I was undertaking the research. In addition, Cohen et al. (2000) advised member checking of material and findings to ensure the principles of fairness, accuracy and relevance.

As I noted above, document analysis comprised of school record taking, website analysis, literature searches for particular aspects of the research and looking for exceptions to the work in the research school. The results of this analysis are interwoven with each of the exploratory and subsequent chapters.

4 (d) (ii) On-line questionnaire; Year 8 and 9 students and staff.

(n=47 percent student population, n=30 percent staff population). A sample of the questionnaire layout for students and staff is contained in appendix four below.

An examination of the questions for students in the *Index for Inclusion* Booth and Ainscow (2002, p.90) indicated the key characteristics for inclusion: participation, equality and diversity identified for this research, were also embedded within questionnaires. The student questionnaire also contained aspects of professionalism as linked to characteristics identified by Goodson and Hargreaves (1996, p.4) as the 'quality and character of people's actions within that group'. For example, professional practice, policy and cultural perceptions of the extent to which 'teachers welcomed students' and 'how they enable students to help each other' were included in the student questionnaire. Question 2, '*the practice of teaching students to appreciate other people who have different backgrounds*' weaves student perceptions for aspects of professionalism in the sense of the character of actions of the teachers for this group of students.

I adapted the *Inclusion Index* Booth and Ainscow (2002) to an on-line questionnaire for the Year 8 and 9 cohort and subsequently for the staff. The objective here was to obtain a general understanding of the views of the young people and professionals in the school on inclusive policy, practice and culture. Cohen et al. (2000, p.255) indicate 'this affords the researcher the freedom to fuse measurement with opinion, quantity and quality'. I also extended the ranking scale in the Index from a three point scale to a four point scale. Cohen et al. (2000, p.269) identify scales as a mechanism to 'build in a degree of sensitivity and differentiation of responses'. I wanted to extend the responses from a simple 'disagree' to 'disagree a few times' and 'disagree for all occasions'. The three point scale would have added an additional layer of analysis. The purpose of the questionnaire was to gain a general sense of the participant's perspectives, rather than conduct a detailed analysis of the responses.

I pre-tested the on-line questionnaire, for both students and staff in another similar secondary school setting. The students in the pilot school were similar to the students in the IR, as they were completing a disciplinary sanction. This resulted in some adjustments to the questions. For example, a question on teacher practice: 'teachers try to make lessons easy to understand for everyone' was adapted to 'teachers try to make lessons easy to understand for me'. Similarly, staff in the pilot school were from a comparable school. I had added a question on extended services as this had become a professional issue relating to inclusion since the *Index* had been developed. I made few adjustments to questions or format as I achieved a 75 percent return from staff in this school. Piloting had enabled me to test the timing to complete the questionnaire, always a factor for busy school staff in completing information. I had slightly more experience with on-line questionnaires by this time and was able to make settings adjustments to reduce unintended errors by staff. I attach copies of the detailed analysis to these staff in appendix eight

As Andrews et al. (2003, p.4) identify, web-based surveys have the 'advantage of low cost and quick distribution'. As they also note, applications like 'SurveyMonkey', follow the same design principles as paper-based systems but allow direct responses, are low cost and quick to distribute and collate. I provided the staff with the option of receiving a direct summary of the responses and also provided the schools with anonymous versions of the questionnaire responses. I did not collect data that enabled me to identify staff or the larger student groups so that issues of confidentiality were maintained. As Andrews et al. (2003, p.11) note, the results from these forms of knowledge are indicative of trends.

Open-ended questions were also asked of the Year 8 and Year 9 students, essentially to indicate the student's perspectives at the time they completed the questionnaire. As Cohen et

al. (2000, p.255) identify, this provides an opportunity to 'catch the authenticity, richness, depth of response, honesty and candour which are hallmarks of qualitative data'. Thus, these students' questionnaire responses added opportunity to shed light on the stories and narrative for inclusive practice, policy and culture in this school. (see Tables below on p.92, p.94 and p.96)

Using an established questionnaire, the *Inclusion Index*, was intended to enhance what Maxwell (2000) proposes as supporting theoretical validity to establish some sense of the complexity of views of students and staff on inclusion and professionalism. Questions in the *Inclusion Index* Cohen et al. (2000) had been subject to extensive trialling with the school. There was no specific research information on the uses of this questionnaire with school staff for any comparison purposes on the question of validity. However, in my view, they contained the key concepts of inclusion and professionalism under more specific consideration in the interview phase of the research. I reviewed the questionnaire with a professional colleague from the research school and supervisors. The question about extended services, in both student and staff questionnaire was added as this had become a more recent question in my own thinking around inclusion practice and school staff felt it would be useful. I append a copy of the questionnaire format in appendix four.

I provided feedback to Booth on the findings from both phases of the questionnaires. I also shared questionnaires with the schools which felt they were valuable starting points to develop their own understandings of inclusion and professionalism within their settings. Nevertheless, Cohen et al. (2000, p.251) acknowledge a questionnaire 'seldom gives more than a crude statistic, for words are inherently ambiguous'. There is no guarantee that respondents, either staff or students, will interpret them in the way that was intended. As Silverman (2006) notes, the questionnaire added improved background information on the research situation.

Andrews et al. (2003, p.15) caution on-line surveys can be subject to poor design. In this case, the technical administration in the research school with this group of students posed an administration problem and some students completed the questionnaire several times. Thus, at the first interview, each of the students completed a paper version of the questionnaire. This may have affected the results below. The impact of this error is unknown except to note the questionnaire was intended to give an indicative response rather than a 'complete' set of responses to the research questions. The results are explored in p.90 below. Given the purpose of the questionnaire was to examine, in broad outline, the general views of students and staff on inclusion and professionalism and the limitations of questionnaire methodologies, interviews seemed to offer extensive possibilities for personalising, examining and probing the IR phenomenon as suggested by Hedegaard (2008a).

4 (d) (iii) Interviews: students and staff. (n=9 students and n=9 staff).

The point of semi-structured interviews was to both have a framework for the research and opportunities to develop a rich picture of the participant's perspectives and understandings of the research situation of an IR. Data collection with the participants in the situation are bound by the portrayal of events in the subjects own terms.

Dimensions of inclusion and professionalism were being examined through the lenses of these nine students and nine staff in this SW secondary school. In the interviews below, 'behaviour' and 'activity' were used to mean what Hedegaard (2008b, p.35) identifies as 'the person's perspective by focusing on the person's intentions and motives in the practice being studied'. Hedegaard (2008d) identifies a 'dialectical-interactive method' in 'research about the conditions as well as how students participate in activities'. Hence, on advice from supervisors and Fisher (2009), I added gathering timeline information to the end of the interviews. I discuss the results further in the section 4 (e) below.

An interview is a two-way gathering of research relevant material through an interaction process. Studying the student's perspectives on the nature, extent and characteristics of the IR suggested an interview process. Hedegaard (2008a, p.35) notes that within the dialectical-interactive approach, 'the aim is to research the conditions as well as how the children participate in activities'. Given that observing the students in the IR was not practicable, interviews were one approach to developing knowledge of the IR and the student's perspectives. As an inquiry using a CHAT framework the word 'activity' is used to foreground the motives and intentions of the participants in the disciplinary IR as identified by Hedegaard (2008a). The word 'practice' is used to denote institutional purpose and perspective.

I used a standardised open-ended interview guide through the device of an interactive power-point -generated computer programme with the students. (See appendix five). As Cohen et al. (2000, p.271) identify, this approach 'increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent'. They also note this approach 'increases the comparability of results' and reduces the effect of the interviewer.

Thomson (2008, p.11) suggests that the use of images for data generation may well elicit different responses than research methods which are primarily speech or written-word based. The PowerPoint I generated incorporated the speech components of the interview and being a computer generated display, this gave the students some control over the pace of the questions. The students operated the computer whilst I used the digital recorder. The students appeared to like the computer- generated cartoon character and this seemed to facilitate a positive response from them.

Students were interviewed individually to ensure I developed a clear understanding from each of them and their views and perspectives on the disciplinary IR. I set up a timetable of nine interviews each week, allowing 25 minutes per student and a final interview slot for review or supplementary questions from either them or myself. Thus, the process took four weeks to complete. The school gave me a room, the students received copies of the timetable from form tutors and generally attended interviews on time. I built in a degree of flexibility to account for student absence and any need to catch up on the students. I tried to ensure minimal disruption to core lessons and was as flexible as I could be with the part lesson they missed but also consulted the students on lessons to 'miss'.

In addition, and after their last interview, I asked the students to provide their own timeline on 'behaviour' and 'learning'. The purpose of the timelines was to add richness to the data about the students, their past and future views of their behaviour and learning at the time. Students were provided with the same question: 'Thinking about your learning and behaviour two years prior to now and in the future, how would you rate them on a scale of 0-10. 0 is the worst and 10 is the best'. We then discussed a way of drawing this initially – with the students providing the drawing. The students were then given the chance to do them on my computer in a format of their choice. Examples are provided in appendix eleven below, commented on during the analysis and in the case studies I produced for each student.

Data collection with the participants in the situation was bounded by the portrayal of events in the subject's own terms. The point of semi-structured interviews is to both have a framework for the research and opportunities to develop a rich picture of the participant's perspectives and understandings of the research situation disciplinary IR.

Staff were informed about the research with an information pamphlet handed out during a staff briefing and an individual briefing appendix seven. The interviewed staff were selected on the basis of their familiarity with the students who had been in the IR. Thus, like the students, the sampling strategy was purposive after Cohen et al. (2000) as they had a direct relationship with the students who were interviewed. In some cases this was as a result of a mentoring relationship, or they were staff who had a close professional teaching relationship with the student. The IR manager was an obvious person to interview as she was a key person in the IR situation.

4 (d) (iv) Observations.

I observed classroom contexts from an activity lens of the students. The observation notes and reflections demonstrate examined student interactions, participation, and in a more limited sense, 'diversity'. Appendix six explains the observation to staff. The student case studies,

example in appendix eleven, illustrate how I initially clarified my thinking about the students perspectives on inclusion. I incorporated aspects of the observations into the discussion in chapters six, seven and eight. Hedegaard (2008a, p.35) identifies a 'dialectical-interactive method' in 'research about the conditions as well as how students participate in activities'. Methodologically, this supported improving the interconnection between the student's and my researcher situation. I had been interested to compare and contrast the student's perceptions of the IR with their ordinary lessons. Student interviews had told me very little of this interaction. I wanted to view the students in their classroom environments to make their interactions and participation more clear.

The purpose of student observations was to fulfil three functions that emerged during the interview phase with the students. First, perception, on my behalf, that observing the students would give me a more explicit narrative on student interpretations of their learning and behaviour. That is, to validate, or otherwise, student perceptions of their participation and how they interacted with teachers. The interviews had revealed little, to me, of their understanding of how they were part of, or not, everyday lessons. Contrasting their IR experiences from the interviews, I hoped the observations would give me a better understanding of their perceptions of classroom experiences and hence, how they then interpreted IR experiences.

Second, I expected to begin to understand something of the classroom culture from the student's perspectives. How was 'behaviour' or the school 'behaviour for learning' developed and managed by the teachers for these students in particular? How did the teachers 'include' these students and what aspects of inclusion or professionalism might this represent, if any? I report the results of the observations within Chapter Six, Seven and Eight below to illustrate particular points within the research. This reflects the research timelines and my purposes above.

The school provided me with student timetables and with the student we selected, the lessons to observe. Staff were informed by letter of the purpose of the interview and that I would be observing the specific students and how they participated in the class. I selected the first or second half of a lesson and was able to get a minimum of two observations of all students. I translated rough notes into an overall summary narrative. I included general points from the observation and interview in the case studies, and I provided these for each student, which they reviewed with me at the end of Summer 2009. I gave them opportunities to change or challenge my observations but none of them did so.

4 (e) Credible qualitative research

4 (e) (i) Triangulation

Silverman (2006, p.290) suggests triangulation is an appropriate method for supporting credibility, transferability and justification of findings in qualitative research. Cohen et al. (2000, p.109) identify validity in interpretive research as being multi-faceted and suggest that 'threats to validity and reliability can never be erased completely; rather, the effects of these threats can be attenuated by attention to validity and reliability throughout the research'. This section details the measures taken during the research to

- improve and address issues to make better sense of each perspective. This is suggested by Silverman (2006, p.292)
- improve the research dependability using participant validation, some triangulation of the student and staff interviews and observations
- clarify reflexive guidelines used during the research

Triangulation, gathering data from different perspectives, supports the accuracy and correctness of the data capture. Methods to support triangulation include aspects of research planning, selection of appropriate instruments for the types of data gathered and devising and using appropriate instruments. As Edwards (2005, p.5) notes, 'their use will not guarantee that your work is a true picture of reality, but rather as ways to eliminate obvious mistakes and to generate a richer set of explanations of your data'.

4 (e) (ii) Research Credibility

I followed three related procedures to improve data credibility during the phases of interview, observation and professional note taking. They included considering data transcription then reduction, display and analysis. This section, therefore, covers the extent to which I captured the depth of data analysis, examined themes in the research and these procedures contributed to the research analysis.

First, interview data was coded and analysed according to three sub-linked processes identified by Huberman and Miles (1994) of data reduction, data display and conclusion building and verification. During the data reduction phase, I used the research questions, the conceptual frameworks for inclusion and professionalism, the interview transcriptions, journal writing, professional notes and my judgement to produce summaries of information, code data and examine themes emerging from the data. This process provided a selection and concentration of key ideas in this phase. Key ideas emerged as a result of considering the research questions, research themes (inclusion and professionalism) and transcriptions.

The selection of particular aspects of data from the transcriptions was informed by a combination of the research questions, the participant's interviews and professional judgement. This included notes and examples of negative cases from the data.

Second, Gibbs (2007) proposed an analysis framework of four sections with observational notes (ON), methodological notes (MN), theoretical notes (TN) and personal notes (PN) which I followed during the period of research analysis. ON were things I saw or noted during my time in the field, including meetings or walking the corridors of the school. MN were usually completed whilst examining transcriptions or making notes on documents during the research data translation phase. TN were notes I made particularly whilst examining the data and literature. PN were a combination of reflective practice and practice in the field as a result of the doctoral process. These notes were recorded in a variety of ways during the research period in 2009. Some were recorded directly into a research diary then onto the university website in personal files created for that purpose and some directly onto the interview notes.

Third, I also had professional colleagues reflect on the data summaries to provide further credibility on the research situation and made adaptations to the analysis as a result of their advice and guidance. I updated supervisors with these summaries during the period and used their feedback to clarify concept development.

I considered using analytic software to support the text analysis and data credibility. I attended a day's training on NVIVO in July 2009. Kvale and Brinkmann (2009, p.177) note this software can 'help with completeness and reliability in examining the text and in the analysis'. However, by that stage I had completed a significant amount of the summaries from the interviews (see below p.81 and p.179) However, my supervisor agreed on this occasion it would not have improved the quality of the analysis and findings as he felt the interview summaries were credible and useful to complete my own analysis. Parker (2004, p.163) cautions that these packages 'assist in the efficiency of data manipulation but do not replace intellectual skill for identifying themes, underlying relationships'.

During the data display and analysis phase I produced vignettes of staff and students, matrices of text emerging from the interviews and other summaries of the research findings. Developing theory was supported by the conclusion building and verification phase. This is not to say these phases were lock-step processes, rather more in the nature of a threading backwards and forwards during the research from Spring 2009 to the present time.

Quantitative data from the on-line questionnaire was summarised for the students before the qualitative interviews and observations in Spring 2009. I provide a sample of student summary data below in p.81 below. I produced similar tables below for each student and

thinking tools for each staff member, as recorded in appendix ten. Like Silverman (ibid) identifies, the data is ‘transformed as information is condensed, clustered, sorted and linked over time’.

Kvale and Brinkmann (2009) address the issue of interview transcription quality as part of the process of ensuring data credibility. They make the point that talking is a different linguistic form from written text. Translation to a written form involves an abstraction which eliminates some forms of talking from the interview. In order to provide a neutral party to the transcription process and check point to the data I employed an experienced transcription service. Once transcriptions were completed, I then listened to the recordings again, made MN, TN and other reflections on the interviews. Credibility was further informed by participant checks.

Table 12: Sample of student interview analysis

Lewis: Student Interview analysis.

	Discourse of discipline about IR (individualism, the system) the object	Discourse of discipline about classes (individualism personalisation vs. system)	Inclusion (participation, equality, diversity)	Professionalism – characteristics (technical, managerial, culture)
Rules – technical implied	<i>It's inconvenient and stops you doing it again 12-5 messes up your day She wasn't a normal teacher (supply) Trying to impress people Physical space very limited – booth with walls</i>	<i>Teachers help with work and learning</i>	<i>Sports or leadership things make you feel like you are part of the school Science leaders for example – doing interesting things</i>	<i>Do the work you would do from classes- nothing different from the rest of lessons.</i>
Purpose	<i>I didn't behave very well (consequences) depend on how serious the problem is</i>	<i>Pupil's should model the behaviours for responsibility -</i>	<i>The school adapts to meet pupil's needs – where students have other reasons for discipline</i>	<i>School couldn't do anything to stop going into IR No links between IR and classroom changes</i>
Community Who When	<i>Parents get angry Inconvenient</i>	<i>Sitting with some people encourages me to 'play up' – alternatively sitting with others helps me stay on track.</i>	<i>Mates help me in tutor group to stay in class</i>	
Power stated unstated – implied	<i>It's fair for me- S in charge/responsible The IR is needed to stop students constantly misbehaving. – suggests higher tariff for B3 discipline</i>	<i>Teacher in (named lesson) lets Lewis help other students – personalisation – enjoy and 'behave'/learns.</i>	<i>Do my work Good to have our views heard</i>	<i>If there is a seating plan I don't get into trouble (mentions lesson)- because I sit with people I don't normally hang around with</i>
Tools (language, written documents)	<i>IR helps realise how much your behaviour is affecting your learning – you can write so much there – good on a one off basis to help with learning.</i>	<i>Practical classes and lessons easier and more interesting Lewis' visual graph of learning and behaviour shows an improving picture transferred in to Year 11 – each year behaviour is slightly below learning but the trajectory is upward. Optimistic</i>	<i>Always need to improve and get better</i>	

I discuss further approaches to enhancing research credibility below in examining ecological validity.

4 (e) (iii) Ecological validity

Cohen et al. (2000, p.110) identify the intention here as portraying the 'realities of the social situation in participant's own terms'. As noted above, during the period of completing the interviews with the students I became increasingly aware I did not know how these students interacted in classes with teachers and so completed a short period of direct observation of each student in a classroom situation. I gained student permission to do this during the interviews. We agreed on particular lessons they were prepared to be observed in. As Cohen et al. (2000, p.110) indicates, 'for ecological validity to be demonstrated it is important to include and address in the research as many characteristics in, and factors of, a given situation as possible'.

Supervision and Gibbs (2007, p.126) encouraged me to examine the data for negative cases and other pieces of data variation in information from the interviews, observations and note taking during the research period. This was enhanced during an early writing stage in Summer 2009, by examining each of the cases as a within- case analysis, and following this phase, a cross-case analysis. I then examined the interview, observation and note taking data for differences. With the students, this was particularly between the students who had been in the IR for less and/or more serious incidents or gender. Sam (homework) vs. Chris (fighting); Sam (homework) vs. Ronaldo (homework) and Leny, the only girl in the project, vs Peter. With the staff, I considered the roles of Kathy as Head teacher vs. Graham, a pastoral staff member and Graham vs. Steve, two pastoral staff members, where their roles had potentially different power, communities of influence and rules. Gibbs (2007, p.145) clarifies a 'rich description' as providing evidence of 'motives, intentions and strategies' to enable relationships and patterns in data to be discerned.

Finally, as already noted, in the spring term and after I had completed the majority of the interviews, I asked the students to draw their life lines for behaviour and learning and then produce them on the computer and interpret them themselves. This was a research development from the students as subjects to inquiry Thomson (2008, p.12) to students as partners in research, also from Groundwater-Smith and Downes (1999). The questionnaire and interviews had raised further questions about the nature of the students in the research. Involving them more as participants, for example drawing the timelines and students writing their descriptions, enabled me to gather a richer description of the students who had been part of the IR experience. Hedegaard (2008a, p.28) promoted the idea that in researching with children, the researcher and researched became 'communication partners'. As I had identified key concepts of participation, this process seemed to help serve the purpose of improving the validity and aspects of material triangulation.

Students checked the summaries of case study data I produced and two of them added information. I offered them a copy of the final small case studies for their school reports. Callum wanted to present the research process to the school council and he produced a summary of his thinking about the research. As Guba and Lincoln (1994) identify, various participants can coexist and disagree with revisions and changes are possible. Participants were offered the opportunity to review and clarify draft summaries of the key concepts for inclusion and professionalism to support ecological validity.

On completion of the staff transcriptions, I completed an initial data coding and checked my interpretations with staff. From these, I produced staff vignettes, then an individual case study summary of each staff member. I then used them during a follow up conversation with each staff member. Like the students, the staff changed points of detail rather than substance. Finally, I reflect on my overall strategy within the research.

4 (e) (iv) Reflexive practice

Reflexive practice is a domain of developing validity, rigor, breadth and complexity within an interpretive research project Denzin and Lincoln (1994). and Gibbs (2007) suggest this includes being explicit about the theoretical framework, values and commitments being used in the research. He also suggests examining the wider relevance of the task, establishing the representativeness of the setting and the general features of the project within a wider context. Relevance, my values and research commitments are developed in the literature and the context. In order to ensure I had sufficient time to conduct the research, I blocked off time in my professional work diary during the research weeks, gathered students and staff timetables and generally liaised closely with key staff during the research period. The school was helpful in providing tutor time to hand notes to students on research times and I forward planned with the students on interview times as appropriate.

Research integrity is informed by my values, commitments and professional roles in the school. On one hand, this gave me access to special knowledge about the school which would be potentially difficult to access by other researchers. In conducting the research, my professional flexibility meant that when appointments were postponed I was on hand to make the next appointments quickly to ensure the project was completed within reasonable timeframes. On the other hand, this provided constraints within my professional situation; my frequency of work in the school, compared with work in the other 24 schools in the Partnership.

The period of formal data gathering, Spring 2009 for the students and Summer 2009 for the staff, meant I was in the school at least once a week for 16 weeks. However, this did not include work completed in evenings and weekends, listening to the digital recordings,

organising them, reading and clarifying concepts and thinking about the research possibilities. Splitting the interviews into three small 20 to 30- minute sessions with students meant this prolonged the period I was in the field with them and ensured I got to know them well enough for a degree of trust and respect to be developed. This confidence and trust is still reflected in conversations I have with them when I am around school. They are likely, after several months after handing them their 'case studies', to acknowledge me and are likely to report on whether or not they have been in the IR. This was not to say they were all equally careful with information provided during the interviews. Thus, I increased my original planned period in the field and reflected more carefully on my selection of staff for their perspectives. Critical incidents, from my perspective, are reported on in the findings and discussion chapters.

Silverman (2006) reports the need to provide wide-ranging data treatment whereby the data is comprehensively analysed to support credible qualitative research. Thus, the mixed methodology approach offered opportunities for verification, or otherwise, of data information.

I also adopted a concept- driven coding scheme for the key concepts of inclusion and professionalism following Gibbs (2007). These concepts were derived from the literature review, practice observations in the field, interviews and the school documents. In addition, I felt the concepts of inclusion and professionalism themselves were too large to examine in one thesis and pragmatically, the concepts adapted provided me with some boundaries for the research. Once interview data was transcribed, these concepts were amended in the light of analysis and the findings. As Gibbs (2007, p.46) notes, this approach is not 'mutually exclusive with data driven' methodology. Simply, the initial codes provided a starting point to the analysis and my constant comparisons during the research period.

4 (f) Critique of research design and strategy.

Silverman (2006, p.290) questions both the need to generalise data to wider situations and the need for wider constructs than 'understanding itself'. He proposed *naturalistic generalisation* based on developing the possibilities and expectations, rather than predictions. By specifying the supporting evidence, as below, this potentially extends the possibilities of this context to influence practice.

The complexity of the research methodology and design in this thesis is evident. Silverman (2006, p.9) cautions that using multiple methods both simplifies and complicates a research situation. Given that the social reality generated by a questionnaire and an observation are considerably different, they are not likely to represent a construction of a single phenomenon. Nevertheless, as Silverman (ibid) also notes, the 'quality of the research will depend on the quality of the data analysis rather than the quality of the data'. Conceptual frameworks and

analysis are therefore as important as following particular research procedures. Silverman (ibid) poses a challenge of mixed methods such as this research uses in not 'narrowing the topic sufficiently'. In this case, the questionnaire addressed an overall point about the perceptions of the students and staff in their attitudes and values towards inclusion and professionalism in the research situation. Interviews gathered the most direct data from the students and staff and other rationale are provided for these above. Student observations came as a result of the interviews and a need to clarify some points raised by students during the interview phase. These added an additional 10 hours to research data gathering and a similar period to analysis and findings. Nevertheless, they have supported the data representativeness and comprehensiveness of the situation.

Using the on-line survey tool had some unexpected strengths and weaknesses. For example, a relatively large sample of Year 8 and 9 students, (47 percent) responded to the on-line questionnaire making it a valid measure of the concepts. However, the IR students discovered a computer setting problem I had not anticipated during the piloting phase. The students then completed paper forms of the questionnaire which, are in turn, analysed below. Completing it on paper a second time gave me the unanticipated opportunity to examine the data individually when completing their case studies. This added depth to the subsequent analysis and findings.

Silverman (2006, p.17) makes the point that research that is shaped by 'experience', as this research is, is also subject to problems of authenticity of experience representation resulting in 'under-theorisation'. I expected that quality supervision, constant revision and re-working of material, for example, firstly developing case studies then examining the field through the CHAT framework, would enable a satisfactory representation of the nature, extent and characteristics of the IR situation.

Whilst I was familiar with interviewing students in my professional role, research interviews were a different matter and called for me to develop and extend new skills with the digital recording, examining data in a new way and 'looking at it with new lenses'. Cohen et al. (2000) identify a number of problems with naturalistic and interpretive methodologies. These include definitions of the situation, the participants reactions to being in that situation, the selectivity of the participants, the 'inherent conservatism of the methodology' and the difficulties of focusing on the familiar. I shall address these issues in turn.

4 (f) (i) Participant definitions of the situation.

It was possible that some of the students or staff were going to be selective about their information. I addressed this issue through triangulation, above. However there were three situations, two with students and one with a staff member, when I was aware that further investigations were necessary. One example was a student's 'story' around the reason he was in the IR. On this occasion, I triangulated the information with the internal records and with two different members of staff. The other occasion was with a senior staff member when I felt he became defensive during one section of the interview. I clarified this by incorporating my interpretations into his case study which they were all invited to check and reflect on with me. This proved most beneficial for the research and he noted the exchange had helped him clarify his perspectives on the IR. As Gibbs (2007) notes, checking data with respondents is not always unproblematic. Since neither the students nor staff made any changes, it is possible to consider I had captured the essence of the situation well enough for them to agree with confidence. It is also possible that the students, for example, viewed me as a powerful adult, the material presented largely unproblematic ideas and they were not used to 'providing a critical lenses' to adult work. Silverman (2006, p.295) critiques member triangulation as potentially 'anecdotal' and offers other possibilities for analysis. However, he further clarifies the purpose of research Silverman (ibid, p.395) is to recognise that 'experience is not more or less 'authentic' but is narrated in ways that are open to lively investigation. This research intends a 'lively investigation', open to exploration in the spirit of Silverman's challenge.

In the task of making the familiar strange, as Cohen et al. (2000) illustrate, there was a need to consider, throughout the research period, unusual examples of the same issue, other situations, examine other dimensions of the situation and take a key issue and study it specifically. For example, in developing the case studies, I considered the differences amongst the reasons for students in the disciplinary IR. Bob's situation was unexpected in many ways and enabled me to consider the informal dimensions of this school's culture and the apparently somewhat haphazard approaches to managed moves. I had not considered informal social cultures during the literature research and it was a valuable field finding.

Cohen et al. (2000) identify a related problem with categorising concepts in qualitative approaches. I have attempted to address this through the literature review, participant and critical professional reading by colleagues as well as keeping my professional knowledge to the fore in considering and analysing text.

4 (g) Ethical considerations

I undertook two ethical procedures for this research. First, Exeter University procedures and second, LA protocols. Summary reports of the ethical procedures are therefore part of two organisations. However, as Cohen et al. (2000) reflect, the principles are also important guidelines to follow in educational research. In my case, a consideration was the boundaries around my researcher role and my professional role in the school. They note the importance of having 'sensitive ethical antennae' in place at all times. In all cases the key was maintaining good quality communication with staff in school and providing updates to students and staff during the data gathering phase and following up on research findings and participant checking.

Careful consideration of the ethical issues for informed consent, anonymity and confidentiality have been informed by reference to the SELL guidelines and the British Educational Research Association (2004) guidelines, Cohen et al. (2000). My ethical and professional practices during the research were informed by 20 years of experience as an educator in a range of settings and roles. This included professional teaching roles in schools where students had special educational needs. The introduction to informed consent included discussion with participants on the methods for data collection, data storage and analysis used during the research. See appendix one for the original application.

Both Flutter and Ruddock (2004, p.21) and Groundwater-Smith and Downes (1999) indicate the importance of facilitating the active participation of students in research. In particular, involving students in the initial ethical discussions on the IR seemed to fulfil this obligation. Flutter and Ruddock (2004) & Groundwater-Smith and Downes (1999) cite UNICEF (2007) as an important milestone for developing the rights of young people to become active participants to opportunities to give their views on issues that affect them. As a minimum, I considered it possible, as Cohen et al. (2000, p.52) indicated, the discussion may have aided the students and staff feeling 'valued and respected members of an inclusive, collaborative learning community'.

4 (f) (i) Informed consent.

There were two parts to developing informed consent for the interview and observation process from the student perspective. The guidelines used in developing reasonably informed consent were developed from Box 2.2 in Cohen et al. (2000, p.35). In particular, a fair explanation of the procedures I followed and their purposes.

First, the Head Teacher was approached for permission as they act *in loco parentis* with designated responsibility for the students when the research information and data were being

gathered. This ensured I had appropriate permission to gather the on-line questionnaire information.

Second, the nine students selected were asked for their permission to take part in the research using the ethical consent form during a lesson in the school in January 2009. I had anticipated developing a lesson through supervision, thinking about my professional skills, engagement of students, and a discussion with a staff member. This was participation in an active manner with the students as proposed by Kvale and Brinkmann (2009) who argue that such approaches can transcend power differentials enabling participants to become more empowered and information more authentic.

It was anticipated that some students who accessed the IR may have had designated special needs. I negotiated staff to support the ethics lesson for the nine students on this basis. Cohen et al. (2000) suggest additional support was good practice. In addition, Flutter and Ruddock (2004) pragmatically suggest that listening to a diverse range of students, including those who are disaffected or who have special educational needs, offers important opportunities to 'reconcile conflicting views' and potentially brings tensions to the forefront of the discussion.

Further, this participatory process was integrated into a school 'lesson' to reinforce the participants understanding that the research is intended to be a 'live experience' for the researcher and for themselves to develop a 'richer' understanding of the research situation. Informed consent was further clarified during the interview process.

The consent was voluntary in that students were able to choose to not engage at any point before, or during, the research process. Indeed, one student made it clear he did not wish to engage in the research despite having initially signed a consent form. We had a discussion outside the group situation and agreed that he would not take part. Another student who gave permission but withdrew from the school before the research started also did not take part in the research.

Parents' consent was gained, through a letter, in order to ensure there was clarity with the school community on the purposes of the project. Copies of permissions were retained by the school. All parents/guardians agreed to the research. See appendix three for the consent letter.

The same principles of informed consent appropriate to the staff, in written form and with verbal reminders, were available to adults in the research.

4 (f) (ii) Anonymity and confidentiality.

The use of mixed methods, specifically the interviews, to gain access to student voices suggested that anonymity from me as the researcher was not provided but it was for a wider audience. Voice recordings were available to research supervisors in transcribed and anonymised forms. Indeed, I took Kvale and Brinkmann (2009, p.101) advice and anonymised the transcriptions early on, first to an alphabet then a coded name chosen by the students and staff. For staff, the same principles were used; recordings or other material were kept in anonymous form from others, in coded form. Written material was kept in a locked cupboard in the researcher's professional office. Digital and other computerised information was kept in password-protected format in a secure folder on the researcher's computer.

As a researcher in the school setting, I guaranteed confidentiality to the young person except in respect of material disclosed relating to an illegal or otherwise potentially harming situation. This proviso was disclosed in the initial discussions with the students and made clear to them when they started an interview. The same principles were applied to adults within the research situation.

In summary, this research uses the CHAT framework to consider the concepts of inclusion and professionalism in a disciplinary IR in a secondary school in the SW. The situation is examined using a mixed method approach, firstly through a document analysis and secondly an on-line questionnaire administered to the wider Year 8 and 9 students in the school, the IR students and then all staff. Thirdly, in-depth semi-structured interviews were conducted with a purposive sample of nine Year 8 and 9 students and nine staff. For the students, further observations and timelines data were gathered. The documentary analysis is threaded throughout the research, in the context, the preliminary findings and subsequent findings and analysis. Chapter Five below explores the preliminary findings of the on-line questionnaire.

Chapter Five: Exploring the context - preliminary findings.

This chapter presents the exploratory findings from the research. Carr and Kemmis (1986) identify the testing ground for educational research is not its theoretical sophistication or ability to conform to criteria rather its capacity to resolve educational problems and improve educational practice. This chapter develops a background context to policy, practice and culture to inclusion and professionalism

5 (a) Theoretical background

This chapter examines the outcomes of the IR experience examined in the on-line questionnaires, timeline drawings, observations and other professional research notes. The educational problem in this research is to examine the nature, extent and characteristics of a disciplinary IR.

There are two key propositions arising from a cultural-historical perspective. First, as indicated by Hedegaard (2001a, p.15), 'learning can be seen as a change in the relation between person and world'. In this research, learning is associated with the disciplinary IR to reduce fixed term exclusions. Students or staff may learn a variety of 'lessons' as a result of this experience. Thus, learning development is part of a complex process of socialisation and becoming part of the culture of the school. Dyson and Artiles (2005) indicate culture recognises the participant's explanations of the situation and outcomes from that practice.

Second, the processes for improving and reducing fixed term exclusions should correspond to school improvement generally. The Booth and Ainscow (2002) *Index for Inclusion* articulates how 'attending to values and the conditions for teaching and learning can help sustain improvements in schools'. Similarly, and in line with the overall propositions in the literature on disciplinary systems, Slee (1995, p.251) identifies values perspectives as the opportunity to '*retrieve and reconstruct* 'discipline as an educational concept and process'.

The results below are reported in three sections; all Year 8 and 9 who responded to the questionnaire, the IR group and staff. As a reminder, Year 8, the second least likely, and Year 9, the second most likely group to enter the provision, were interviewed for the research process. As noted above, pragmatically, these students had less pressure for exams and were therefore more available for interview from lessons. Research with these year groups

provided an opportunity to influence provision for the school although this was not a primary reason for the research.

As I noted in Chapter 4, Methodology, the primary purpose of the student then staff on-line questionnaire was to enable a general understanding of inclusive practice, policy and school culture. As Cohen et al. (2000, p.253) indicate above, 'this affords the researcher the freedom to fuse measurement with opinion, quantity and quality'. This questionnaire, with two groups of students, all Year 8/9, and the IR research group, on the overall policy, practice and culture position on inclusion, was designed to see if there were any differences amongst all Year 8/9 students and the students from Year 8/9 who had attended the disciplinary IR. Tables 13 and 14 below illustrate there did not seem to be significant differences between the student groups, all Year 8/9 and the IR group.

5 (b) The students and staff questionnaires

5 (b) (i) Year 8 and 9 students. 47 percent of all Year 8 and 9.

Table 13: Summary of Year 8 and 9 student questionnaire.

(n=160)	Year 8 N=95 (65%) total possible		Year 9 N=65 (30% total possible)	
	Definitely or mostly	A few times or disagree	Definitely or mostly	A few times or disagree
1. Teachers try to make the lessons easy to understand for me	71	24	39	26
2. We are taught to appreciate other people who have different backgrounds from our own.	79	16	52	13
3. I usually know what will be taught in the next lesson	48	47	27	38
4. In my lessons teachers usually expect students to help each other	61	34	31	34
5. In most lessons students behave well towards each other	75	30	25	40
6. In most lessons teachers behave well towards me	81	14	43	22
7. Teachers help everyone who has difficulties with lessons	71	24	35	35
8. Teaching assistants work with anyone who needs help	71	24	31	34
9. Homework helps with learning and is properly explained	48	47	12	53
10. Activities outside lessons interest me and others in my group	63	32	31	34
11. This school makes it easy for any children to attend	81	12	44	20
12. When I first joined the school I was helped to settle and feel part of the school	77	18	42	22
13. Teachers seem to like teaching us	63	31	31	33
14. Teachers and other staff 'sort out' difficulties with behaviour without wanting us to leave the school	76	19	35	29
15. Teachers work hard to make this school a good place to come to	70	24	43	21
16. Everything possible is done to stop bullying	71	24	37	27
17. All children are made to feel welcome in this school	84	11	48	17
18. Students help each other	75	20	36	29
19. Staff help each other	72	22	46	19
20. Students and staff treat each other with respect	70	25	34	31
21. Teachers do not favour one group of children over others	59	36	28	37
22. Teachers try to help all us students to do their best	76	19	46	19
23. Teachers think all students are equally important.	64	31	33	32

(The across and down numbers are not always equal to the total n as some students were able to skip some questions) Code. Practice = 1-10, Policy = 11-15, Culture = 16-23

Table 13, 14 and 15 questions are adapted from Booth and Ainscow *Index for Inclusion*.

The results illustrate that 47 percent of students in Year 8 and 9 who completed the questionnaire were generally positive about practice for inclusion in this school. Particularly relevant to the concept of equality, a majority of students perceive the school to appreciate students of backgrounds different from their own. An example would be a recent celebration of traveller education curriculum and materials I noted in my professional diary. Other examples were the questions on being made to feel welcome in the school, teachers helping students to do their best and perceptions of staff helping each other. Most students in Year 8/9 identify that they were helped to become part of the school.

The area where there is less spread of agreement is in terms of Q.9 homework, with the Year 9 students being particularly clear it didn't contribute to learning; Q.3 knowledge of

forthcoming lessons with Year 9 clearly indicating that this is generally known and Q.4 with Year 9 indicating students help each other in lessons. The overall impression from this group of students is that they perceive the policies in the school to be providing at least some aspects for an inclusive policy with Year 9 being less positive than Year 8 on some dimensions.

Year 8 students were slightly more positive in this questionnaire on most dimensions when compared with the Year 9 students. The Year 9 sample is smaller and may well have been answered by students who were more dissatisfied than a larger sample would have provided.

Aggregating the responses across Table 13 above, and reading down all the indicators shows these Year 8 and 9 students generally feel the school has developed aspects of an inclusive culture as measured on this questionnaire. In the majority of areas of the questionnaire there are a larger number of students indicating a positive view for an inclusive culture, Q.16-23.

One hundred and twenty-two students indicated 'teachers try to help all us students to do their best' as opposed to 38 students who felt this was less likely to be the case or 'a few times'.

The area where the students were more evenly divided on this question was the 'favouring of one group of students over others' where 87 students indicated they 'definitely or mostly agreed' and 73 were not so positive. Nevertheless, the difference with the Year 9 group is indicative of the need to treat such questionnaire data sensitively and maybe examine all year groups when examining inclusion.

Table 14: Summary of Inclusion Room student questionnaire. below examines the responses to the same questionnaire by the IR students in the research.

Table 14: Summary of Inclusion Room student questionnaire.

(n=9)

(9% population using the IR during Autumn 2008)	Inclusion room Group: Year 8 N=4		Inclusion room group Year 9 N=5	
	Definitely agree/Agree	Disagree in a few lessons or disagree	Definitely agree/Agree	Disagree in a few lessons or disagree
1. Teachers try to make the lessons easy to understand for me	2	2	5	0
2. We are taught to appreciate other people who have different backgrounds from our own.	2	2	5	0
3. I usually know what will be taught in the next lesson	3	1	4	1
4. In my lessons teachers usually expect students to help each other	2	2	5	0
5. In most lessons students behave well towards each other	3	1	4	1
6. In most lessons teachers behave well towards me	2	2	4	1
7. Teachers help EVERYONE who has difficulties with lessons	2	2	5	0
8. Teaching assistants work with anyone who needs help	3	1	5	0
9. Homework helps with learning and is properly explained	2	2	5	0
10. Activities outside lessons interest me and others in my group	3	1	5	0
11. This school makes it easy for any children to attend	3	1	4	1
12. When I first joined the school I was helped to settle and feel part of the school	3	1	5	0
13. Teachers seem to like teaching us	2	2	4	1
14. Teachers and other staff 'sort out' difficulties with behaviour without wanting us to leave the school	3	1	2	3
15. Teachers work hard to make this school a good place to come to	3	1	4	1
16. Everything possible is done to stop bullying	3	1	4	1
17. All children are made to feel welcome in this school	3	1	5	0
18. Students help each other	3	1	4	1
19. Staff help each other	2	2	5	0
20. Students and Staff treat each other with respect	2	2	4	1
21. Teachers do not favour one group of children over others	2	2	3	2
22. Teachers try to help all us students to do their best	3	1	4	1
23. Teachers think all students are equally important.	1	3	4	1

Code. Practice = 1-10, Policy = 11-15, Culture = 16-23

5 (b) (ii) The Inclusion Room students.

N=9 (9 percent of those who had been in the IR in the autumn)

Table 14 indicates the IR group were generally positive about inclusive practice, although this Table illustrates some differences amongst Year 8 and 9 in the IR research group. However, the numbers are too small to draw conclusions. The information also illustrates that this smaller group of students could be described as at least as positive, in the majority of dimensions, to the rest of the students in Year 8/9. For example, on inclusive teaching practice, Q.4, the perception that teachers expect students to share learning, this IR group of students were more positive than the overall cohort 7:2 as opposed to 9:7 ratio in the overall

cohort. Year 8 had a similar perspective on the (lack of) value of homework for their learning as did the rest of the Year 8 cohort. This IR group were more positive than the overall group, who were more negative about the value of homework. Their thinking and feelings on the nature of inclusive practice in the IR, and the rest of school time, will be developed in the more extensive interviews.

The five Year 9 IR students were consistently positive, as were their overall cohort, across all dimensions of the school practice, policy and culture for inclusion. This was somewhat surprising and shows there is merit in a further refined interview approach to clarify these student's perspectives on the nature of the disciplinary IR. This is given further merit when looking at the individual responses. One Year 9 student gave consistently negative responses in this group of questions. The exception was the question on 'sorting out' behaviour where all the IR students were less complimentary than their cohort sentiment about this aspect of school behaviour. This might be expected from a group of students receiving the ultimate school sanction.

The four Year 8 IR student's responses also matched the overall Year 8 cohort for impression of school policies. Students felt the school welcomed them and possibly, unlike their Year 9 colleagues, were more confident that 'teachers would sort out' behaviour. Again, this has to be a somewhat tentative finding and more detail was gathered in the research interviews.

The five Year 9 IR students generally matched their cohort sentiment on the inclusive culture in the school. What was interesting was that these students were at least as positive as their peers in 'teachers help all us students to do our best' and that they 'think all students are equally important'. They were also very positive about the 'welcoming of students into the school', aspects of help and respect questions.

The four Year 8 IR students were possibly less positive than the five Year 9 IR students. On some indicators, they were clearly less positive, or indicated 'a few times', than their overall cohort. This included the 'respect', 'favouring groups of students' and certainly all students were 'equally important', where they indicated teachers did 'not think all students were equally important'.

In summary, a questionnaire of this nature is almost inherently potentially open to differing interpretations by respondents Cohen et al. (2000). For example, the statement 'behave well towards other students' is very open to interpretation. It is also interesting to note other surveys by the school indicate homework is a problematic issue likely to elicit strong negative and positive feelings amongst some students, staff and parents. In summary, we can see from both data tables that the cohort of students for the IR and the overall Year 8 and 9

students in the school were reasonably similar for perceptions of school policy. The exception was for the Year 9 students on perceptions of teacher management of behaviour, which will be further examined during the interview research process. Interviewing seems more likely to clarify the student perspectives of the activity of the disciplinary IR.

This on-line questionnaire enabled me to clarify the overall Year 8 and 9 cohort perceptions of inclusion as identified in the Booth and Ainscow (2002) *Inclusion Index*. They note 'any use (of the Index) is legitimate which promotes reflection about inclusion and leads to greater participation of students in the cultures, curricula and communities of their schools'. The IR students could generally be identified as having similar views on participation, equality and diversity in this school to their peers in this school. Exceptions are noted in the case studies developed, a sample of which are in the appendix and was addressed during the interview phase of the research.

Subsequent interviews further clarified these concepts as well as the specific aspects of the nature and characteristics of the inclusion room provision. Cohen et al. (2000, p.xi) recognise the strengths of a questionnaire can 'combine the opportunity for a flexible response with the ability to determine frequencies'. Key concepts for inclusion and professionalism, participation, equality and valuing diversity were integrated into the questionnaire and provide a 'sense' of how students and staff perceive inclusion and general professionalism concepts. This next section reviews the findings from the staff, from a similar questionnaire, for similar purposes.

5 (b) (iii) Staff perceptions of inclusion and professionalism.

In line with the analysis of the student questionnaire on inclusion, policy, practice and culture, I aggregated the concepts from the Booth and Ainscow (2002) *Index for Inclusion* to an on-line staff questionnaire. The rationale was the same as for students. This exploratory analysis reflects some of the overall inclusion and professionalism concepts being examined in this research from these school staff.

Most (26) of the 30 staff who completed the questionnaire did so on-line within a two- week period three weeks into the Summer 2009 school term. I downloaded the survey from the on-line site and completed a preliminary analysis. I felt that senior management were missing an opportunity to participate, so prompted them further with paper copies of the questionnaire and obtained the final sample of 30. This represents 30 percent of teaching and pastoral staff in the school at the time.

Table 15: Summary of staff responses to practice, policy and culture.

N=30 or 33 of staff	Definitely agree or agree	Disagree or definitely disagree	Need more information including missing (m)
1. Teaching is planned with the learning of all students in mind	30	0	0
2. Lessons encourage the participation of all students	27	2	1
3. Lessons develop an understanding of difference	25	3	2
4. Students are actively involved in their own learning	29	1	0
5. Students learn collaboratively	29	1	0
6. Assessment contributes to the achievements of all students	27	3	0
7. Classroom discipline is based on mutual respect	28	2	0
8. Teachers plan, teach and review in partnership with other staff	22	7	1
9. Teaching assistants support the learning and participation of all students	24	5	1
10. Homework contributes to the learning of all	20	10	0
11. All students take part in activities outside the classroom (extended services)	12	17	1
12. Student difference is used as a resource for teaching and learning	19	9	2
13. Staff expertise is fully utilized	16	12	2
14. Staff develop resources to support learning and participation	28	2	0
15. Community resources are known and used	21	9	0
16. School resources are distributed fairly so that they support inclusion.	20	8	2
17. All staff are helped to settle into school	28	1	(1 m)
18. The school seeks to admit all students from its locality	26	1	3 (1m)
19. The school makes its buildings physically accessible to all students	29	0	(1 m)
20. All new students are helped to settle into the school	28	0	1 (1 m)
21. The school arranges teaching groups so that all students are valued	26	1	2 (1m)
22. All forms of support are co-ordinated	23	4	2 (1m)
23. Staff development activities help staff to respond to student diversity	20	7	2 (1m)
24. Special Education needs' policies are inclusion policies	26	3	(1 m)
25. The Special Educational Needs Code of practice is used to reduce the barriers to learning and participation of all students	26	3	(1 m)
26. Support for those learning English as an additional language is co-ordinated with learning support	25	4	(1 m)
27. Pastoral and behaviour support policies are linked to curriculum development and learning support policies	25	4	(1 m)
28. Pressures for disciplinary exclusion are decreased	24	2	3 (1 m)
29. Barriers to attendance are reduced	25	2	2 (1 m)
30. Bullying is minimised.	29	0	(1 m)
31. Everyone is made to feel welcome	29	0	(1 m)
32. Students help each other	29	0	(1 m)
33. Staff collaborate with each other	29	0	(1 m)
34. Staff and students treat one another with respect	28	1	(1 m)
35. There is a partnership between staff and parents/carers	28	1	(1 m)
36. Staff and governors work well with each other	26	0	3 (1 m)
37. The local community is involved with the school	26	2	1 (1 m)
38. There are high expectations for all students	29	0	(1 m)
39. Staff, governors, students and parents/carers share a philosophy of inclusion	28	0	1 (1 m)
40. Students are equally valued	28	1	(1 m)
41. Staff and students treat one another as 'human beings' as well as occupants of a 'role'	28	1	(1 m)
42. Staff seek to remove barriers to learning and participation in all aspects of the school	29	0	(1 m)
43. The school strives to minimize all forms of discrimination.	29	0	(1 m)

Coding. Practice = 1-16, Policy =17-30, Culture =31-43

NB: The questionnaire was adapted slightly from Booth and Ainscow (2002) *Index to Inclusion* to match key conceptual principles in this research and to link with the students questionnaire.

Table 15 above summarises that most staff who replied to the questionnaire definitely agree or agree to some extent in the majority of inclusion dimensions in this questionnaire. Of a total of 43 dimensions in the Inclusion Index, only three had less than a third of staff disagreeing with the concepts. Of these three, only one, that on extended services, had fewer than 50 percent positive response.

In terms of inclusive practice, Q.1-16, the majority were responded to positively by staff. Q.1, teachers planned with the learning for all students, 30; lessons encourage participation, 27; students learn collaboratively, 29; discipline is based on mutual respect, 28; and students are actively engaged in their own learning, 29. However, the dimensions related to these staff perceptions of the delivery of extended services, 17, and the uses of community resources, 9, were less favourably received by staff. Similarly, nine staff perceived their expertise was not well utilised.

There was less divergence of staff perceptions in terms of inclusive policy, questions 17-30, than practice. Most staff (28), feel students are accepted from the local population; teaching groups are arranged to value students, 26; bullying is minimised, 29; barriers to attendance are reduced, 28; students are helped to settle to school, 28; and pressures for disciplinary exclusion are reduced, 24. The policy dimension that attracted the most disagreement from staff was the development of staff to cater for diversity where seven staff indicated disagreement to some extent with policy.

Staff who answered this questionnaire seemed to consider the school had a most inclusive culture, Q.31-43, with very little disagreement on any dimension. Staff and students helped each other, 29; partnership existed amongst parents and staff, 28; students were equally valued, 28; school attempted to minimise discrimination, 29; and there were high expectations for all students, 29. Only two questions attracted some discrimination. The question on community involvement had two staff disagree and on the governor involvement question, three staff wanted more information.

One staff member missed all of the inclusive policy and culture dimensions. It is not known the reason for this. It is possible that the setting on the on-line questionnaire enabled this to occur as an error or that the person concerned did not want to answer the rest of these questions.

I analysed the questions individually to examine patterns of staff for further interpretation. I was able to see that five staff disagreed with questions on other dimensions as well. This disagreement with overall propositions was clustered around a few dimensions noted above. Thus, some staff were more selective amongst these questions than others in the sample. In

terms of the number of years they had been in the school or their role, they were evenly distributed amongst teaching and pastoral staff. Staff who indicated they wanted more information were evenly distributed amongst the sample but clustered around particular questions. Specifically, this concerned three questions above; extended services, community involvement and staff expertise being used well.

5 (c) Contradictions for inclusion and professionalism.

Tables 13, 14 and 15 above appeared to illustrate some consistency amongst all students and staff in their views. For example, both students and staff felt they 'helped each other', students from the local area were welcomed, participation is encouraged and a majority think everything possible is done to minimise bullying. Both groups agree students are 'made to feel welcome in the school'

Both students and staff question the value of homework. A third (10) of staff question the value of homework although as a proportion, more students questioned the value of homework, 62.5 percent. Both groups, staff and overall students, question the extent to which all pupils have access to extended services, Q.11 Table 15 and Q.10 Table 13, although the IR students were positive about this aspect of inclusion.

A point of difference was noted when talking about the values applied by staff towards students on Q.41 above when a majority of staff felt students were all treated equally (28/1) The group of IR students were less clear about this dimension, Q.20, Table 14 above, with only five generally agreeing and four students disagreeing staff treated them equally. However, the numbers are small and this must be treated with caution.

In a professional conversation with the Head Teacher, Kathy indicated that this sample of staff for a questionnaire was slightly above their usual staff survey sample size for this school. For example, the annual staff survey on satisfaction resulted in a 25 percent return for staff. However, the pilot school staff return of 70 percent was significantly higher than this 30 percent return. Pilot school staff completed this at the beginning of the Summer term before students were in place. See results in appendix eight.

Document analysis, the school website, policy documents, my professional note taking and diaries show a broad agreement with an inclusive and professional working environment in this school. The website, for example, shows three points of vision for this school, all of which are relevant to developing understanding of these concepts. First, is aspiration, clearly stated as 'to challenge ourselves to do our very best' (website accessed 12 November, 2009). This is an explicit statement that the school values ambition. This could resonate with questions on practice in this questionnaire. The second point of vision for the school is inclusion clearly

stated as 'acceptance and value in their own right'. This point is more explicit in the questionnaire (Q.23) where the majority of students 'think staff treat students with equal importance'. Staff were much clearer about how they treated students in terms of equal importance and value in their own right.

In summary, staff responses illustrated a generally positive pattern of perceptions on inclusive practice, policy and culture. This is similar in many respects, even homework, to the students. Year 9 students showed slightly more negative selection of some concepts compared with Year 8 students, but not to the extent they could be considered a significantly different group. This section considered some exploratory data from an on-line questionnaire to the Year 8 and 9 students, the research sample of nine students who attended the disciplinary IR and staff in the research school. The following chapters develop the concepts of inclusion and professionalism in relation to the disciplinary IR in more detail through the semi-structured interviews with students and staff, reflections on documentary analysis and other information gathered during the research period of Spring and Summer 2009.

Chapter Six: Inclusion within the disciplinary Inclusion Room

'All these franchises of the behaviour management industry reduce discipline to a decontextualized control paradigm,' Slee (1995, p.167). This chapter builds on Chapter Five and provides some possibilities for considering participation, diversity and equality in a SW secondary school.

Chapter Six builds on the exploratory findings in Chapter Five. The latter examined general inclusion and professionalism concepts through an on-line questionnaire and document analysis. This chapter addresses research question one to examine the nature, extent and characteristics of inclusion in the disciplinary IR. I consider the IR in the context of cultural historical activity theory (CHAT), from participants' perspectives as a result of the interviews. The IR activity systems of students and staff are developed through their interpretations of policy, their practice and their cultural discourses during interviews and observations.

As I noted in the introduction, Chapter One, and Chapter Three literature review, I have pursued the notion of contradiction and dilemmas inherent in working within different educational situations and activities. The purpose of Chapter Six is to identify the nature, extent and characteristics of those contradictions and dilemmas by clarifying how the participants' interpret their concepts for inclusion: participation, equality and diversity. This comes from student and staff interviews during Spring 2009. A preliminary finding from the questionnaire was that students, whether all Year 8 and 9 students (n=160, 47percent sample), the nine IR students (9 percent) or the staff (n=30, 33 percent sample) felt the school to have some general principles for inclusion and professionalism through practice, policy and culture. Evidence in this chapter was gathered during interviews and broadly follows the CHAT discourse framework; how participants use their community, the rules and the division of labour in the IR situation.

As a reminder I have defined inclusion similar to that considered by Thomas and Vaughan (2004) that 'inclusive education is really about extending the comprehensive ideal in education' and am specifically focusing on inclusion in the sense of disciplinary inclusion in relation to an IR. The concepts within inclusion; participation, equality and diversity were developed from the literature and student and staff case studies produced for this research.

The CHAT framework enabled me to consider the participant's interpretations through the questionnaires, interviews and for the students during the observations after Boag-Munroe (2004) as explained in the methodological framework; Figure 1: A Cultural Historical Activity Theory model above. In addition, I used Chaiklin (2009) layers of contradiction to support a more in-depth research analysis. Chapter Six, in particular, addresses primary, secondary and tertiary contradictions. Interview data does not represent neat components of data and I thread the contradictions together in these findings. My rationale is to examine the first research question on inclusive practice in relation to the IR.

Quaternary contradictions are addressed in Chapter Eight when I bring the concepts of inclusion and professionalism together.

6 (a) Participation, equality and diversity in a disciplinary Inclusion Room:

The examination of IR in this research is based on the conceptual principles of Hedegaard (2008a) of examining the 'intentions and motives' of the person's activity. The students attended the IR for a wide variety of official reasons. The object, the IR, is the 'problem space' being examined in the research. My professional note taking is an element of the interpretations and findings below. As a reminder, this group of nine students represent 9 percent of the students who attended the IR experience in Year 8 and 9 during Autumn 2008. Staff interviewed represents a 10 percent sample of all teaching and pastoral staff.

Most disciplinary IR experiences resulted from events that occurred during breaks. Callum's disciplinary IR was for an incident, in uniform, outside the school boundaries. These were for physical assault or bullying- related incidents. Leny and Peter both had computer -related reasons for their IR and both indicated they felt the punishment itself was *'fair enough'*.

The school used the disciplinary IR system to supplement their detention system. Thus, it could be argued that Ronaldo, James and Sam, who had homework- related IR reasons, were also classroom- related reasons and part of the school's practice to improve discipline and attainment. Ronaldo talks about the purpose of the IR *'to teach a lesson so you don't do it (miss your B3) again'*. Like all the students in the research, he assumed some form of punishment would be needed in a school.

All students noted the matters for which they had an IR experience were 'reasonable' although not for all instances of their IR experiences. Chris noted the purpose of the room is that it *'tries to stop you going in there for punishment, stop people being stupid'*. Bob identified the *'purpose to keep people away from others and let them get on with their work'* and Sam also notes that the school couldn't have stopped the problem. *'It's the rules'*.

Callum talked at length about the reason for his IR experience and reflected both sides of the fairness and disciplinary continuum. The incident, in a local supermarket, breached the internal school discipline code. He noted he should not have spoken to the staff member in the way he had but did not know the rule about being put into the IR. He was also involved in a similar language- related IR during the Summer term. In my professional note taking, I wrote he reflected a rule- bound approach to his thinking, rather than a wider moral base in the discussion. I also wrote that when asked further to think about it, he felt it was '*fair enough*'. I followed this latter conversation up with other staff and their perspective was he was involved in a racist language event and should have had the IR.

James reflects on the inherent dilemma with the use of the room – a learning experience or a punishment. He noted the reason, homework, was fair in the context of the rules as they were known and the students seemed to view them as part of the school culture in these terms. However, in terms of how the experience then related to learning, James notes he does '*better*' work in the classroom as in the IR '*they don't explain it properly*'. In addition, he added that '*learning is more important than behaviour*'. When observed during the art lesson, he participated fully in the lesson, ignoring other student distractions, and clearly had a respectful relationship with this staff member. However, the second observation, an English lesson, was not so conclusive with him testing the boundaries set within the lesson. Thus the observations do not necessarily validate the interviews but rather, illuminate the inherent dilemmas in developing these forms of provision.

In summary, the students accepted there was some need for a disciplinary IR and the reasons they had an IR were generally '*fair*'. What James questioned was its links with learning in comparison with a classroom where learning was better. Lewis however, noted the IR provided him with reflective time. Disciplinary IR provided these students with different outcomes. Sometimes it was thinking about their own learning, sometimes reflecting learning in the room wasn't as good as the classroom and other times how the nature of the room was punitive and they did not want to go back.

Kathy, the Head Teacher, noted that historically

'There were strongly prevalent attitudes with the staff when I started, and I had to be very firm about children being accepted on roll and their right to be in school and their right to be given the chance'.

She set the tone for the work of the IR. It was intended to send a punitive message and then the repair work can be done later.

'Inclusion is about sending a consistent message. I never wanted the room to be a nurturing environment. I don't want there to be confused signals to the children.'

She noted later in the interview that the wider purpose of the IR was to enable staff to *'focus on the learning needs of young people and we are removing barriers to learning'*.

Other staff spoke about the purposes of the rooms in a number of different, although related, ways. The IR manager, Jane, was reflective of an educational role for disciplinary IR.

'My roles are to ensure that the Inclusion Unit is run smoothly on a day- to -day basis. I am informed of which students will be attending, for what reasons. I collect work as close as possible to their curriculum lesson. For example, if it's geography about rivers they get an hour of geography learning about rivers in the IR. I ensure their education is not disturbed or (the disruption to not being in lessons) is minimised as much as possible.'

She works from 9am when she collects the work, does paperwork and then at 12pm collects the students from the office area and 'escorts' them to the room.

Johanna reflected on the learning as part of the IR.

'The IR enables them to still be part of the school, they are not dropping out, they are learning good behaviours about learning, that given the right circumstances, some children find the regime of sitting in silence for five hours actually quite powerful. In fact, they achieve a lot of work. That environment is about learning that they can work and learn.'

Thus, the IR regime was the silent, focused, environment.

Like the other staff in this research, Graham was clear that the IR and learning were related. Graham refers to the ongoing relationship with learning as being the most important aspect of the IR.

'If you exclude somebody they're learning nothing. All they're doing outside is probably getting into more trouble anyway, whereas in the Inclusion they still have school.'

Graham's view was similar to Paul who noted:

'School has a principle that when students enter into the school ethos, if you like, or even physically, they are entering into a learning environment and they must respect the rights of others to learn.'

Jan talks about the IR in terms of values and processes.

'There has to be a way to get everybody a fair deal. And that's not just the kids at the top or the kids that drop out the net at the bottom, it's everybody, it's the ones in the middle. And I think the process is here to help that'.

She talks about the process in similar terms to the Head Teacher, Kathy. She also refers to the importance of processes and retaining students in the school for discipline purposes for developing those moral principles.

Steve is slightly more circumspect on how fair it is for all students and talks about the difficulties in ensuring that issues of similar 'seriousness' are dealt with equally in students' eyes. His role as pastoral manager seemed to mean he became the sounding board for the students and he talked about how he spent some of his time as a negotiator for some students to ensure they were treated in the IR similarly to other students. Given the opportunity to consider a better system, he couldn't think of one. However, he did reflect that the informal checking seemed to work for most students in Year 8 and 9 and he did have sufficient authority and power to bring any more difficult or specific issues to the attention of the appropriate DH or authority figure.

Alan identifies the IR

'as a sanction 100 percent. I think it has other aspects to it and one of them is that students do work that they would have been doing during the day anyway. Some students find they work well in there, so I have been told, because they are free from distractions'.

6 (b) Rules and contradictions.

In this research, I consider discourse as identified by Skidmore (2004), as both the vocabulary and the reasoning. Rules identify the way the students and staff refer to the purpose of IR and clarify its characteristics. As University of Helsinki (2009) indicate, the 'rules refer to the explicit and implicit regulations, norms and conventions that constrain actions and interactions with the activity system'. However, I was also interested to identify how and what staff consider the rules. This judgement was either explicit or implicit during interviews or in observations made by the participants or myself during the research period.

Apart from the school website, there was little paperwork or references in school literature on this disciplinary room. The website refers to the overarching and general principles, aspiration, inclusion and respect, rather than detail for this disciplinary IR. This appears to have been part of the school's strategy to reinforce other positive dimensions to the behaviour for learning policy of the school, although there is no particular research evidence for this view. The students identified during interviews that they learnt about the formal room rules

when they were in the room. For example, copying the rules out or being reminded about them from the IR manager, or from other students. Students and staff could tell me the formal rules, the times, the reasons for IR. They were in the school handbook but at the back of other information about learning and framed as respect and responsibility. They all regarded the regime as more of a punishment than detention when you were with your peers.

Leny appears to use an educational discourse about the purpose of the room and reflects *'The purpose of the room is to teach a lesson'*. Discourse like this seems to be more like discipline in the sense of complementing the teaching process. Leny thinks they make it so horrible students won't go back there and indeed, declared she would not go back. Similarly, Sam also uses the phrase *'teaching you a lesson'*. He had a homework matter that he escalated to an IR.

Ronaldo, like other students in the research, assumes you need a punishment system *'otherwise you just keep doing it'*. Sam also notes that the school couldn't have stopped the problem. *'It's the rules'*. Here he was referring to the homework completion rules of the school. *'Detentions aren't a punishment. IR makes me feel 'stupid'. Makes me think why I didn't (do the C3)'*.

James indicated he did 'better' work in the classroom as in the IR *'they don't explain it properly'*. By contrast, Lewis notes how the *'IR helps realise how much your behaviour is affecting your learning.... you can write so much there...good on a one- off basis to help with learning'*.

Callum identifies the rules as clearly stopping recurrence at the time: *'it's really strict, no drinking or snacks allowed. Totally different from classes – no talking'*, like others he recognised that if you were behind with 'work' *'it did enable you to catch up'*. However, other aspects of the IR, the fact the punishment is internal to the school experience, meant that he feels students stay in the school.

Somewhat surprisingly, the students did not universally agree that the late start, sleeping in, might have some value. Peter said *'The lie in is no compensation for staying there'*. They found the regime *'odd'* and *'unusual'*. Callum was very clear that the late finish, 5pm, was a problem both for him and potentially for others. The lateness of buses and the inconvenience for his parents were other reasons. Professional notes indicated students felt that in the winter, it was dangerous for the girls to go home in the dark.

There is a general agreement amongst these students that the system is punitive and difficult. The 5pm finish is the least popular aspect of the rules. Thus, there is some disagreement with school staff in terms of the way the rules of the IR operate, and therefore in terms explained

by Slee (1995, p.26) extending control for students. The students clearly connect with learning from the IR in a different manner than perhaps staff intend. Nevertheless, they understand 'the point' of the room as a punishment; are connected and engaged with school process.

During the interviews, Jane reflects that the values around 'participation' are somewhat contradictory for the Inclusion Room.

'I think participation is what we don't want them to do at the moment, they are isolated, so they are not participating, in the rest of the life of the school, but they are participating in their work'.

Participation refers to the dual placement, students are 'staying in school', and also 'access to the curriculum' as noted by Black-Hawkins et al. (2007).

All the staff understand that the traditional idea of sending home as a punishment is less successful than the school taking responsibility to provide that punishment on site. For example, Jane says

'Sending a child home is not a punishment like it was in the old days where if you were sent home from school it was a bad stigma and that's how I felt when I went to schools if you were excluded – it was shameful. Now it's not shameful, they are not ashamed to be sent home from school. Whereas here they are not sent home, they are kept in school and they are made to work. Their education doesn't suffer for whatever they have done'.

In this sense, she could be interpreted as considering equality of opportunity and the IR context to reflect how the school is building access to schooling rather than excluding students.

Jane extends this to what students need to do *'they need to take on board the ethos that they are here to learn and bad behaviour will not be tolerated'*. Jane also notes for teachers *'marking the work gives the child a sense that their work is valued'*. Graham reflects that the IR was an appropriate 'punishment' *'they need a realisation of consequences'*.

Paul's more implicit rules for the IR recognise on one hand, the individual or labelling dilemma that staff have for students, and the need for the school to be educational in the sense they recognise student counselling, pastoral or mentoring needs.

'With students, where there is an uncontrollable urge in terms of their behaviour, it's not fair that they are constantly in the IR, but ultimately they do end up there, but it is

important that we are also being seen to be offering them counselling and meeting up with various support mentors’.

He appears to infer that some student’s ‘can’t help themselves’. He notes that the school has a duty of care to respond to frequent use of the IR and that other resources can, and should, be used to meet student needs. He places value on social and emotional learning and implies the academic considerations can, for the meantime, be left to one side.

In summary, students and staff have similar perspectives on the nature of the disciplinary IR. A punishment system is assumed to be necessary within a school system, there is a degree of reciprocity within the system and it is regarded as essentially proportionate and fair. However, there were contradictory findings amongst the students for some details, the finishing time for example. On balance, there was more agreement than disagreement amongst the students and staff on the rules and purpose for the provision.

6 (c) Community and contradictions.

Community in a CHAT framework refers to those multiple individuals and subgroups who share the same general purpose. This generally refers to the staff, peers and parents. The students talk about their peers as either a positive or negative influence. There were three ways students indicated this during the interviews. First, there were peers who kept them out of the room and therefore supported them. Lewis for example, talked about how a particular class managed him and reminded him to keep out of trouble in the class. Conversely, in a lesson where he was not with ‘mates’ he kept out of trouble although he couldn’t clarify why this was. I observed him during two lessons and he was clearly engaged with the teacher as much as with other students.

Second, there were peers who made them feel ‘silly’ for being in the IR. Sam noted that amongst his ‘mates’, *‘I am normally respected and all my mates like me they say ‘you’re so stupid. Why didn’t you do after school?’* Ronaldo echoed this comment. When Callum did his presentation to the student council, I observed this view of the IR from other students in that group.

Third, there were peers who ‘encouraged’ them to do ‘silly’ things. This seemed to apply to both classroom incidents and some of the assault/fighting incidents that occurred outside the classroom. Lewis noted, *‘I didn’t behave very well’* – the teacher was a supply teacher and he noted he was trying to *‘impress his mates in the incident.’* Lewis also talked about classes where he did or didn’t get into trouble on the basis of how the teacher controlled the lessons, provided seating plans or he did not have people in the class he liked.

Some parents were reported, by students and staff, as a variously negative, positive or ambivalent influence by students on the IR experience. Peter notes *'parents get me in trouble, teachers were more helpful in solving the problem'*. Sam indicated his parents were relatively neutral or ambivalent on the IR. Ronaldo reported his *'Parents aren't involved in the IR – they know you are there but they don't have to do anything.'*

Staff have a number of perspectives on the community who influence disciplinary IR. Kathy, the Head Teacher, reflects on setting overall purpose and tone and the role of the staff 'community', Steve and Johanna about the role of their pastoral systems and the importance of the role of parents in supporting discipline and subsequent resolution of problems in a pastoral manner where necessary. All staff and students are assumed to be part of the system.

Kathy's narrative appeared to reflect a 'discourse of inclusion' in the sense nominated by Parsons (2009) who notes that head teacher attitudes towards fixed term exclusion or sending students home seemed to send a message of failure for the educational process.

'There were strongly prevalent attitudes with the staff when I started, and I had to be very firm about children being accepted on roll and their right to be in school and their right to be given the chance'.

Professional notes, taken during three years, reflect a number of conversations, publicly at BfL meetings or board meetings as well as privately, with Kathy reflecting her concern with the quality of decisions taken for general and specific inclusion of students. The source of failure to be inclusive in a disciplinary sense was the result of staff explaining failure as a result of deficits in students when she started in the school six years previously.

Steve's role directly supports a range of student participation in the school.

'Well I do Child Protection, Restorative Justice, Team Teach, I do the Common Assessment Framework (CAF), I initiate those, so those skills come on, I do mentoring which I did with SHARE, I do mentoring in school and I put together some anger management courses in school. I do have a bit of an input with the 'Great to be Me' – with the girls, the social skills group of girls'.

Black-Hawkins et al. (2007) indicate pastoral roles, like Steve's, supporting students both joining the school and staying in the school through supporting the IR process, are an important factor in building inclusive school environments. The pastoral base also provides a physical space for students and staff to do specialist work; a counsellor operates from a room there, he uses the room flexibly for groups, and has an integration role when students are on

managed moves or moving back from the IR disciplinary matters. Curriculum access is enhanced by some of the virtual learning spaces available for particular students, for example, medically- related issues. His professional base is supported and enhanced by a wide range of other staff. Johanna, the SENCO, is his line manager and very supportive of changes he made during his time organising the room. He worked closely with the Partnership multi-agency team and took part in joint training with members of that team on restorative justice. Steve indicates the important role of parents in the development of their inclusion policy and practice.

'Community includes parents. I think there has to be a good quality of care, understanding, support, good communications, and contact sometimes with parents - that's quite important as well that we talk to parents and find out their views. There might be problems at home that we are not aware of. So it's to update information'.

Staff also discussed how they interrelated and talked with each other in making decisions about IR. Alan narrates the richness of the school's pastoral care systems when talking about being pro-active in the school about behaviour management.

We have a 'whole load of people who engage in activities that head off behaving in a different manner, and once you have identified somebody with an issue like that then there are a lot of alternatives to you that are not punishment'.

Here 'different manner' refers to staff resources and skills for developing student learning within the school. This was also apparent from professional note taking, triangulating questions about particular students and observations during the two terms of intensive research data gathering.

In summary, all staff mention the role of parents, mostly positively. In some cases where they are mentioned negatively, I will expand on this in an overall discussion on the role of the community below on page 135. Students have somewhat mixed views about the role of their parents in the context of the disciplinary IR. A combination of student and professional judgement appeared to mediate the involvement of parents in disciplinary IR.

6 (d) Division of labour and contradictions.

University of Helsinki (2009) explain 'the division of labour refers to the horizontal division of tasks between members of the community', in this case, student and staff, and the 'vertical division of power and status'. As a reminder, the staff interviews were with a mixture of senior leadership, teachers and pastoral staff.

Should the IR be a place for punishment, learning in a situation where there is a strict behaviour rule, supported learning, catch up on time wasted during a discipline process, or remedial approaches based on the view that discipline is caused by difficulties in learning? In any group there are various dimensions to the matter of task division, influence and position. Clearly, one role of students is to complete the task of learning, in this case learning in relation to the IR situation. The interviews below illustrate some of these dimensions from the student's perspectives.

Chris notes '*teachers in the IR don't help you or support your learning. They need to spend time explaining things to you*'. This is an interesting dilemma of being clear on one hand about the 'punishment' aspect to the role of the IR and the ongoing responsibility for 'learning'. Kathy is equally clear that the purpose of the room is 'punishment' and the repair and rebuild comes afterwards. As Black-Hawkins et al. (2007, p.149) note, 'the problem itself contains the information for resolution; the learner needs to become skilful in extracting and utilising that information'. I also suggest that staff could become more skilful at supporting learners to operate and use the information.

In reflecting on the differences between the IR and the classroom, Chris notes '*when you are in the IR it is a punishment. Once you are out – you forget and it feels normal.*' Lewis, Bob and James also make this point.

Chris and James note '*you get treated differently after being in the IR*'. They were referring to how staff noticed them in class and also indicated they felt they were more likely to be subject to the 'B' discipline system. An examination of the IR data and discussions with staff did not substantiate this claim. Other students, Sam and Ronaldo, noted other students 'treating you differently' and implied they thought you were 'stupid' to get into the IR. I observed this with Callum when he did his presentation to the school council with some younger students saying this openly in a discussion.

Callum provided a reflective opportunity during the interviews and observations in terms of assumptions about tasks, power and status. Initially, he noted during interviews the role of TA '*was to do work for me*' and I wanted to investigate this further. The art lesson I observed him in reflected dimensions of him both working with others (students and staff) and him trying to persuade others to do his work for him. He did not have a TA with him for this particular lesson. In the context of disciplinary IR, students do not generally have their TA with them.

However, an incident occurred which challenged both my own thinking about Callum and others perspectives of him. He was incorrectly identified by the student teacher to have

infringed the classroom rules. He thought this unfair and did what he usually did and started shouting and behaving in an angry manner. He then saw me and said

'it's all right Miss watch this'. He went to the teacher, calm and compliant, and after some polite and apparently submissive talking got his 'behaviour card signed' and got out of the detention.

The incident is extended on page 188, in appendix eleven. It appears to be illustrative of student agency in the sense of 'agency constructed as an active element of culture' explained by Ratner (2000, p.413). By this, Ratner, (ibid) challenges notions that individuals change in, and as a result of, their personal attributes rather than a result of social and situational circumstances. In other words, as Ratner (ibid) would propose, the social and emotional situation meant that Callum made a different decision, for his own discipline and power base, than he might have had I not been present. He appeared to regard his behaviour in a different way with me as a researcher in contrast to someone within the school.

James and Chris related the most controlling narrative as a result of the IR experience. James felt the rules and structure around the room were *'demanding and telling' 'IR worse than a punishment'*. However, it is unclear from my observations and interviews how this perspective translated into further actions, by them, in the school. James did not return to the IR in the period of the research to Summer 2009, whilst Chris did. They both presented positive timelines for their future behaviour and learning (see p.186).

Interviews made it clear all staff had a role, with associated responsibilities, to make decisions to actively involve all students within their particular functions. Staff are evidently in the most powerful place to complete the actions to ensure consequences of a disciplinary infringement were carried out. However, in this research it seemed clear whilst the roles were clearly understood, all staff appeared to be empowered to undertake a range of these functions. In relation to inclusion, the staff made many references to their ability and capacity to promote inclusion. This may have been because whilst the role of the disciplinary IR appears to be for students who might have previously received an FT exclusion, the staff exercise discretion within their roles and as part of a vertical division of control and position. This discretion is also related to professional judgement, discussed in Chapter Seven below.

In terms of members of staff working together, Jane worked with other staff in the school in a number of indirect ways. Firstly, to get resources, secondly, with senior school staff to identify patterns in IR data, and thirdly, to identify issues with particular students as reflected in the narrative about a homework punishment for a student with SEN failing to write a six- page essay. This is more in the nature of supporting classroom practice afterwards rather than

working with other staff. Indeed, Jane reflects some difficulties about attending staff meetings and participating in the more informal life of the school as a result of her role.

She also uses her teaching background, not only in the sense of power, but also authority.

I have had feedback from the children, that because I have a teaching role, I know what is expected of them. They quite often sit there and think they just have to copy, but it's 'no – you have to work, that's not good enough. You haven't answered it'. The same as if they were in the classroom with minimal contact because the idea is that I am not teaching them on a 1: 1 basis but I am supervising them from a teacher's perspective.

Johanna reflects on her role as the SENCO to use her power and authority, through various changes to systems with the pastoral staff, to improve achievement and outcomes for students. Johanna's vocabulary and narrative reflected on a wide range of matters, school systems, policy, individual student's and groups of students. She identified the important role of the school and education in

'removal of literacy and numeracy barriers and others, and development of a 'catch all' where social, emotional and behavioural issues could be tackled alongside learning needs'.

Jan relates, when talking about a particular student, how the IR experience was not the end of the process.

'He kept saying he had been to the inclusion, he wasn't going to go on report as well, so we had to make that point, we had to make him understand, he had been behaving badly for some time and this was a culmination of things, and inclusion wasn't a Get Out Of Jail Free card'.

In terms articulated by Black-Hawkins et al. (2007), participation, even as part of the IR, includes being there and working with the students to solve problems. There appeared to be a continuum of practice, both amongst staff in terms of who does what in relation to disciplinary processes and ongoing discussion on what happens next. This appeared to be a somewhat fluid process with students as well as with other staff.

Aspects of diversity, valuing students for themselves, are reflected in Jan's interview. Like many of the other staff in the school, she illustrates the diverse strategies the school uses to support inclusion– and not just through the use of the IR.

'One of the traveller children, she is just not going to pass. We would have set her up to fail. So she will spend the day off timetable with the traveller team or something like that.

As Skidmore (2004) notes, this type of expertise illustrates a discourse of continuing the participation rather than one of continual use of technical or authoritarian power.

In summary, inclusion, within the disciplinary IR, appears to come from a combination of rules, division of labour from the student and the staff community accepting it as necessary, proportionate and effective. For example, Peter had contradictory views on the nature of the IR experience it's '*a lockdown – a punishment*' although the punishment itself was '*fair enough*' against the discipline aspect and the learning dimension '*I learnt more in the IR*' from other students in the research. As Slee (1995, p.114) cautions, it is important not to 'romanticize the motives or degree of rationality in students' resistant or disruptive behaviour'. The students might agree. Lewis, Leny, Ronaldo and Peter admit their own culpability with the school '*can't always be responsible – pupils responsible for problems*'.

Further, I propose Figure 2 below, to clarify key concepts developed from the documents, questionnaires, interviews and observations with students and staff. The figure illustrates dimensions of the participation, equality and diversity as an activity system between, and amongst, students and staff. The merged headings assume the activity dimensions of rules, community and division of labour/power are not discrete, but rather, embedded within an overall system to ensure the principles of the disciplinary IR- keeping students within the school- remain to the forefront of the school's disciplinary system. Rather, as the merged headings propose, they illustrate aspects of boundary crossing for practice, policy and culture within this SW secondary school for disciplinary inclusion.

Figure 2: Inclusion in a disciplinary Inclusion Room

Students and staff	Rules	Community	Division of Labour/Power
Participation Equality Diversity	<ol style="list-style-type: none"> 1. Students remain in the school for disciplinary inclusion purposes. Many of these incidents would result in FT exclusions in other schools. Staff strongly reinforce the message that if you exclude students then learning is not occurring. Students reflect this view. 2. Students receive ongoing and continued education in an integrated learning and teaching programme that reflects pastoral dimensions as identified by students themselves and/or staff. 3. A wider community, including fellow students, other staff, and in some cases parents, contribute to this engagement through reinforcing notions of participation and being in the education system. 4. Discipline in this school 'complements the process of education' as proposed by Slee (1995, p.28). Further, I suggest a recognition that this transformation occurs as a result of collective and eclectic process that intersects with the rules and community to complement the overall school purposes. Inclusion is an active process, conditional and encouraged by aspects of disciplinary IR with attendant responsibilities shared by the students and staff Black-Hawkins et al. (2007). 5. Interviews and questionnaire data illustrate judgements made by staff and students on the IR rules reflect that students are entitled to have support for removing barriers to learning as proposed by Thomas and Vaughan (2004). The focus in this SW school is on 'removing barriers to learning' within a rights and responsibilities narrative. The student and staff community are part of this construction of 'rights and responsibilities' through a continuum of practice which reinforces messages on equality. 6. Students and staff had different views on how the disciplinary IR system impacted on learning. Chris, for example, did not think the IR supported learning. Kathy, the HT, on the other hand, reflected the point of the IR to reinforce disciplinary school functions and that learning came after the room intervention. 7. Students and staff accept that disciplinary IR responses are required and necessary but they may be different for some students. 8. Staff, Paul in particular, reflect that labelling and educational difference, including the 'duty of care' responsibilities, form an inherent dilemma within the system. The problem is resolved in conjunction with others in the school – in practice terms. Dilemmas are resolved somewhat 'pragmatically' in a 'continuous theoretical dialogue between teachers' as proposed by Skidmore (1999b, p.27). 		

Chapter Seven clarifies the concepts of professionalism in relation to disciplinary IR from the perspectives of the Year 8 and 9 students and the staff.

Chapter Seven: Professionalism in a disciplinary Inclusion Room.

It is important to recognise that the relationship between tutor and learner which is envisaged in socio-cultural theory is a dynamic and interactive one, not one of fixed dependency'. Skidmore (2004, p.125)

In the literature, I examined professionalism using three conceptual dimensions as part of a continuum of possibilities. This section reflects a consideration of research question two above to examine the nature, extent and characteristics of professionalism, in relation to a disciplinary IR, from student and staff perspectives. I use the dual activity framework, on page 50 above, for considering professionalism to illustrate the findings from the questionnaire, interviews and analysis of documents. I assume that both the students and staff have a view on professionalism.

First, Fulcher (1989) identifies bureaucracy as reinforcing technical and hierarchical authority systems. I also examine a continuum of professionalism with a sense of continual learning as identified by Goodson and Hargreaves (1996). They note, (ibid) the purpose is to reinvent teacher professionalism in ways that maximize 'discretionary judgement, embrace moral and social purposes, forge cultures of collaboration along with self-directed commitments to continuous improvement'.

Second, Fulcher (ibid) critiques the individualistic and medical models of professional practice for achieving practice that promotes inclusion of all students including those potentially excluded. I also draw on Ecclestone (2004a), who proposes considering how negative images and ideals of educational dysfunction also take on moral and other political constructs that then contribute to an intensification of professional practice. Combined with increased technical power and the 'bureaucratic gaze', the potential for leveraging disciplinary IR to status and power in a system must be considerable. Towards the other end of the continuum of professionalism, Goodson and Hargreaves(ibid) refer to the 'collegial' gaze – the commitment to working with colleagues.

Whilst much of the literature I have included reflects a 'teacher' professionalism bias, I am including all staff interviewed in the discussion on the basis that developing educational solutions to problems of reducing exclusions is everybody's role and function. Policy for ECM assumes everybody has a role in supporting a resolution to particular dilemma. Further, as Hammersley-Fletcher and Strain (2008) propose, formal remodelling and changes in staff

workforce relationships provides potential for complexity in these new relationships as well as new opportunities.

Methodologically, a CHAT perspective of professionalism, in relation to disciplinary IR, considers the rules, community and division of labour and power in the way Chapter Six examined the concepts of inclusion. I assume the notion of contradiction amongst each dimension as examined in the previous chapter and in the literature.

7 (a) Managerial control or discretionary judgement?

There was a degree of irony in Chris's observation that in an IR experience *'it wouldn't be fair if you had ADHD or something'*. This was a somewhat complicated discussion as there were two points here. On one hand, Chris had already noted he felt it was *'fair'* for him to have had the IR. However, I asked further questions of and about Chris and noted he had a statement for SEN and ADHD was one of the indicators for this statement. Apart from the fact I did not observe any dimensions of this characteristic during interviews or in classrooms his discourse is in the third person here as if it does not apply to him but to others. On the other hand, Alan indicated his parents had argued for him not to have IR *'because he had ADHD'*. Alan's view was that Chris was manipulating himself home, through his parents, and that he should be treated like other students in the school and participate in the disciplinary IR. As Goodson (1996) and Skidmore (2004, *ibid*, p.123) identify, the staff are using their professional knowledge to exercise pedagogic 'control'. Staff authority is negotiated with a mixture of judgement and purpose directed towards educational activities.

In another similar incident, Callum identified clear rules and the punitive nature of the experience. *'It's really strict, no drinking or snacks allowed totally different from classes – no talking'*. For Callum, the IR experience did enable him to stay in school. He also recognised that if you were behind with 'work' it did enable you to catch up. In this sense, the students have a degree of control, both in the processes to go into the room and within the room as explained by Slee (1995) as extending control for students. Their control before going into IR relates to the discussions that they have with staff before going into the room about the incident. In Callum's case, he did not know the school would take sanctions for remarks he made to staff whilst in uniform outside the school. He noted he understood the school's reason. On another occasion in late Summer, I observed the Head Teacher make a series of phone calls to his mother and task staff to question a teacher over an incident that occurred in a classroom which involved Callum. On this occasion, the staff member was given the sanction. The fact the punishment is internal, seems to involve staff and students and is integral part of the school experience means students stay in the school. Staff retain a degree of authoritative and flexible judgement.

In summary, the students' discourse reflects how they consider staff actions. The nature of the disciplinary IR appears to have enabled staff to develop a combination of aspects of professionalism described by Goodson (2003) as reflecting discretionary judgement over their work. The students talk about the care that staff apply to their decisions. Further, Helsby and McCulloch (1996) argue these staff have scope and capacity for action to maintain and develop their roles rather than simply following technical constructions to implement disciplinary IR. For example, the three students who had a disciplinary IR, see p.31 (above), as a result of not following the technical procedures in the new homework regime reflected during interviews how the staff judgement influenced whether or not students entered disciplinary IR. Students, and my professional note taking during the research period, reflect how mixed forms of professional judgement, sometimes reflecting control and sometimes exercising discretion, in turn influenced student attendance at the disciplinary IR. The three students, Ronaldo, Sam and James, who attended the IR for relatively minor incidents appeared to represent a successful response to reinforcing discipline using a combination of technical adherence to rules and discretionary judgement.

Jane, in the interview examples, appears to exercise a large degree of discretionary control over her work and role in the disciplinary IR. For example, she recognised the work given to a student was inappropriate and difficult to achieve

'In getting a pupil to work on his homework, whilst explaining the task it became clear he was upset because his mum and dad wouldn't help him 'they won't help me get the materials' so it was clear to me this child was not getting support at home so of course I reported that back' it wasn't for me to discuss with him – I just changed the task.'

She has used her judgement and expects others will exercise judgement more than rely on the potential within her role to exercise her expert knowledge.

She also appears to recognise the boundaries within her role: *'it wasn't for me to discuss with him'* but also notes she has the confidence to exercise her judgement and *'changes the task'*. Jane's professional power appears more exercised than the objective of the discretionary judgement, the needs of students is reliant on judgement as a group of a working group of professionals and less on the individualised models for practice. Although it is true to say that students have the problem in an individual way, the problems are solved in staff use of discretion by Jane in collaboration with other staff in the school.

Whilst much of Johanna's narrative refers to developing the pastoral systems in the school before the IR, her narrative illustrates how this school has developed its inclusion policy, practice and culture.

'Given a 'free rein' to develop work' and 'able to knock walls down and create a structure that I felt would suit the way I saw it working'.

There is a clear sense that development was achieved with others. Johanna specifically mentions several times during the interviews the pro-active, positively inclusive role of the current Head Teacher, governors and LA staff and for the IR, the leader of the Partnership at the time.

There are aspects of managerialism that Johanna refers to during the interviews.

'You have to evaluate stuff and be able to prove that you are doing what you say you are doing,'

Management in this sense, does not appear to be used in the sense that Fulcher (1989, p.263) uses it as 'the claim to know best'. Rather, managerial systems are a form of balancing knowledge of staff and students with exercising judgement.

You have to keep that monitored and controlled without losing the access that some children might need and I think (the manager) does do that very well'.

Graham is clear about how much discretion he has in his role:

'a free rein basically. I mainly know the pupils because I have dealt with them before in some way – either minor bad behaviour or in the run up to being put in the IR'. He also notes 'with this job is there is no typical day.'

If we are to take the perspective of Goodson (2003, p.130) on professionalism that discretion related to 'moral and social projects and commitments' are to be promoted, then this staff member is certainly not constrained by 'managerial' control and knowing best' and more working towards promoting inclusion, through reducing exclusions. The interview is more illustrative of moral purpose than managerial control.

Paul reflects a large degree of discretion over his role with all students, including those who had disciplinary IR experiences.

'I keep to a professional dialogue. I try to get them to reflect. I think that's really important to the students, to get them to reflect on how their behaviour impacts on other people, and they are generally quite sorry but you do have to be mindful of them in the lesson'.

Narrative from the interviews and other notes shows him less likely to talk about managerial 'the claim to know best' after Fulcher (1989) and more likely the professional exercising agency and power over his teaching, classroom and school learning.

Paul's role with Lewis in particular is mentioned during interviews.

'I have to be there to meet and greet him, make sure they have got well-prepared resources, resources that are challenging to them, make sure the lessons have plenty of pace, variety, the range of lessons have variety. Make sure you have a positive dialogue, make sure you seat Lewis in the right place, with the right people, make sure that you reward Lewis, and make sure you give him plenty of positive feedback, reinforce good behaviour, hold him in positive regard'.

Here he relates how a positive approach and his own pedagogical skill can work to deliver a more joint approach to learning in the school situation and his discretion in pre-empting issues with students. Lewis in his turn, reflects on the positive learning environments in Paul's classes.

Kathy, the Head Teacher, reflects a conversation of professional working, not only internally but also externally, to the institution.

'The Partnership working was very important because the three people from the secondary schools worked really closely together'.

She is reflecting that in developing the IR they did not use packages developed elsewhere but key principles, working from aspects of work they already knew worked, alongside a set of values that ascribed to promoting inclusion. This school was provided with funds to support reducing exclusions and set about developing this expectation as a collaborative, including consultation with the LA and their staff. She had worked previously with the SENCO in this research, Johanna, to develop the social and pastoral base for provision.

Kathy, the Head Teacher, reflects her use of discretion further:

'I am more flexible, I will compromise, but I would make sure that we had made the point and that the parents and the child and that the sanction is served. But I know there are issues of pride, there are issues of special needs, in terms of accessing, and some won't back down'.

Kathy, and her role, appeared to be the enabler, the facilitator, in encouraging staff to work across school boundaries, as also illustrated in *The Extra Mile*, Department for Children Schools and Families (2008)

In summary, as with the discourse of the students, the staff appeared to operate within a framework of authority derived from their ability to exercise a degree of collaboration and consideration of the wider social context of the school. Staff roles appeared to be informed more by the overall 'rules' for the school – *'the IR ensures students get a better education*

here than at home, a consideration of how the staff community worked in achieving improved outcomes for their students over a period of time, and capacity to make decisions. Staff discourses appear to illustrate scope in exercising judgement within their various roles.

7 (b) Individualism or collegial professionalism?

Students differed in their perspectives on these dimensions of professionalism. Ironically, Leny found the amount of work in the IR a disincentive to going in there.

'It's not nice there – you finish your work and they give you something else to do – harder work because you've got to do more work'.

In this sense, Leny had a problem being identified as an individual. The collaboration of staff and the provision of work related to classroom lessons they were missing enabled the school to work individually with Leny, a situation that she did not like, although she agreed the school needed a punishment system. In the confines of a disciplinary IR, she completed more work than she might have in an ordinary classroom. It is debatable to what extent this was 'learning' but from her perspective, the amount of work and the expectation of continuous work meant classrooms were more attractive to her than disciplinary IR.

Leny also identified how staff enabled her to participate in the school when a *'Learning Mentor provided support with making friends'*. Not all students reported working with other pastoral staff, although this was recorded on school documents and directly observed during the research period. Professional work by Graham with Bob is a good example where the collegial work of pastoral staff identified some possibilities of building relationships.

Leny recorded that she liked helping others with learning *'because not everyone is good at everything'*. Like Lewis and Peter, Leny also recorded how she liked working with other students and lessons that were interesting and engaging. I also observed the former two 'helping others' in classes.

Staff, Kathy for example, notes improving learning is the key reason for the work of the school and by implication, the IR.

'I think that we are focusing on the learning needs of young people and we are removing barriers to learning'.

The motivational base for developing the ethos in this school appears to be getting her staff and students or parents to work with a wide range of professionals for personal, social or emotional difficulties.

Kathy reflects how social workers could see the value of the work in the IR.

'Social Services – we had one girl who was a child in care and she had been in the IR and the Social Worker was very supportive of what we were doing because she had realised that we had tried very hard to work with that girl'.

Kathy and other staff reflect a similar narrative about police and youth services. Fellow professionals in the LA and records of Partnership meetings similarly reflect this focus from this Head Teacher on getting both the best learning in a wider sense of achievement as well as inclusion and reducing exclusions. Instead of narrowing the focus of attention to 'individual students with behaviour problems', it appears to have been widened to a more ecological professionalism.

Jane has specific views about classroom management and teaching in schools.

'I think the teacher needs a good understanding of classroom management – if you have cracked classroom management you have cracked teaching'.

This is also illustrated in the extent to which she refers to collegial support.

'I collaborate with staff in two ways – one when I am collecting work for the children, I try and ascertain from the teacher what kind of pupil they are, what expectations, and if I don't know the child, then I find out how much is expected and I do make sure the work is returned'.

Here, she refers to teachers as having the ability to make the judgements, rather than say, managers or the Head Teacher. This appears to be less like a school where staff work is controlled in a managerial sense.

There is a very clear narrative of collegial working for professional purposes by Johanna.

'I like talking to other people and pick up ideas and I look at what other people do so I know if I needed to I could just phone'.

This is not simply in relation to working with other staff in a formal way, *'In the school I manage, I've got 30 TAs, 2 Learning Mentors and the pastoral base, and I am also one of the child protection trained people'*

but also with the young people and in terms of the community. Whatever needs they have, they are being educated in their local community with their local mates and friends, but they are having the

'right sort of experience that they need within the classroom and so inclusion for me is about making sure that the provision is right for the individual but maintaining as much as possible the community cohesion and the community links'.

Goodson and Hargreaves (1996) refer to this as 'occupational *heteronomy*' – where teachers work authoritatively, yet openly and collaboratively with other partners in the wider community.

Johanna, the SENCO, on occasion during the interviews, reflects the language of individualism that could be thought of as illustrating an emphasis on the medical – individualised approach.

'We have one child here at the moment in Year 7 with autism who I know is not coping and I have already rung up County and spoke to the parents about this'.

So the first part of this sentence illustrates her knowledge and understanding for a particular child in this setting and could be regarded as problematising the autism diagnosis in an individualised and medicalised manner. However, she reflects further,

'So I think it's all about whether the work can be differentiated sufficiently within a mainstream classroom for that child to make progress and whether the child is happy within the school, and whether his or her needs are being met so that progress is monitored and observed'.

In other words, she is reflecting on the environment, the teacher and staff skills in both academic and emotional terms, to indicate she is thinking more broadly about the child's learning environment. She is more engaged with the cognitive, social and emotional dimensions of teaching as noted by Goodson and Hargreaves (1996). She clarifies this by noting in the same conversation *'yet we have lots of other children with autism who are coping'.*

Alan, Deputy Head, has an interesting perspective about Chris, noting that he needs to take responsibility for his actions against school rules.

'And I think it's worked really well and I use them all the time, because he's got ADHD and the parents say "you can't do that because our child has got ADHD" and I say 'well actually we can'.

This illustrates what Goodson and Hargreaves (ibid, p.21) refer to as 'a commitment to active engagement with all dimensions of the educational experience'. The prime role here is not so much the efficient management reflected in Apple and Jungck (1992) making use of professional power and authority, but to reflect on a more common good within the school.

7 (c) Bureaucratic or continual learning?

Students reported variations in the paperwork and reporting to parents in relation to the IR. Staff seemed to work with students' parents as judged appropriate to the situation rather than necessarily follow 'technical rules'. In the cases of Callum and Peter, the students were subject to a CAF procedure and the IR, and more general discipline was reported within this framework.

Peter speaks positively about the way the school staff and others work with him. He can see the benefit of learning in the longer term '*learning can be a reward – help with later life*' and his learning and behaviour graph to Year 11 showed his current year as the worst year for his learning and behaviour. I observed him participating in some very interactive lessons with the science lesson, combining peer presentations and evaluation alongside one of his favourite activities on the computer. The learning environments presented purposeful learning environments, commitment by teachers to working with students and a positive school climate. Unlike the findings of Slee (1995, p.156) where outsiders reported schooling to have 'irrelevant curriculum, inflexible teaching styles, poor information to students and student welfare was considered inadequate', the environment for discipline and learning in this school is reported by Peter, and observed by myself, appeared to be positive.

For Bob, the IR provided an initial control mechanism and wider disciplinary mechanisms, forming a complex web of choices or further possibilities for learning. '*The school (teachers) gives you another chance*'. Bob also gave an interesting account of conforming to a reputation. '*In this school I don't have to prove myself – no one knows you're like that*'. Hattie, cited by Woulfe (2009), considers there are two ways of viewing young people as adolescents. The first are the 'conformers' who make their own rules to conform and be part of the 'system'. The second group, the non-conformers, have rules that lead them towards increasingly non-compliant behaviour. Bob is demonstrating that these roles are also potentially site-specific. In this school, he has become a 'conformer', broadly following the rules. During Autumn 2009, I had an interview with the IR manager from the other school and he confirmed Bob's story of 'having to prove himself in the other school' and becoming a non-conformer in that school. In this school by contrast, at this time, Bob had become a 'conformer' to become part of the system.

Chris is clear about the qualities of successful teachers and staff. '*Good teachers you can bond with – they make lessons interesting*'. He was similar to all other students in the research group who were able to speak about both good teachers and other staff (TA) professional practice and how well they interacted with students with trust and respect.

The literature review identifies systems that can be bureaucratic and inflexible or on the other end of a continuum, flexible and developed to support students and educational purposes. Staff have different views on how the role of disciplinary IR supports school systems. Alan discusses this with reference to

'The C3's, the detention system, has shown up the fact that teachers are really not paying any attention to the SEN students and one thing I would like to see that SEN students would be less prevalent in there, certainly from the point of view of homework and things that are avoidable like that.'

Continual learning about disciplinary IR is for all in the school and not just the students. As Parsons (2009, p.3) reflects, 'changes have come from the local area supported strategically but managed with confidence by those 'on the ground' and 'in the know'.

Kathy's narrative reflects the 'journey':

'We had to redo our behaviour for learning policy and look at consistent practice across the school, make sure that we not just establish rewards, but that they were very evident in everything we did.'

Her description here is of a review cycle in which staff and students have been 'brought into' an ethos.

Steve reflects a developmental focus for the work done during the past three years in developing the pastoral care aspects of his and other's professional functions. He used a particular example,

'S has ADHD. S would run away, truant, all sorts of things. So he came here. He spent probably 18 months here and at no stage did he ever run because we talked about it. 'The door's open, you want to run, if you want to run I am not going to stop you'. 'You're not going to chase after me?' I'm not going to chase after you'. Oh, they used to in my other school. I said 'well I'm not. If you want to go, you go, consequences are you will go in the IR and that's going to cause a lot of problems for you'.

Ongoing and continuous learning are reflected in this part of the interview.

Paul is the only staff member to specifically refer to the central imposition of curriculum as a potential barrier to his professional role linked to student learning.

'They are getting this repetitive kind of diet because people are obsessed with syllabuses. That's government-generated, there's not much you can do about that. You are given a GCSE course; you have got two years to teach it. You've got a limited time'.

As Wideen et al. (1996, p.190) identify, externally- produced curriculum implied that 'teachers saw themselves as conduits through which ideas developed outside the classroom are put into effect in the classroom'. He considers that curriculum delivery, the pedagogy is the opportunity for continual learning. As Paul says

'You have to be mindful before you teach them, when you are preparing curriculum, you have to be mindful of them during the lessons and how they interact with other students'.

Whilst Graham is clear about his pastoral roles and responsibilities, in this school this clarity is set against a culture of continual learning.

'Basic classroom stuff teachers deal with and the TA will handle. When it gets above that they hand over to the pastoral team. Then to senior management'.

There is no list or set of bureaucratic procedures to work through here – but people to work with him to solve problems.

In summary, I propose the following Figure 3 to illustrate the concepts of professionalism within this SW secondary school. It builds on the literature and conceptual principles of professionalism examined through interviews with students and staff. As with Figure 2, it is intended to illustrate the crossing of boundaries within the Activity system amongst students and staff. This disciplinary IR appears to have been developed within a model of professionalism where the character of staff actions are governed more by problem solving and a focus on discipline that complements the process of teaching and learning.

Figure 3: Professionalism in a disciplinary Inclusion Room

Students and staff	Rules.....	Community	Division of Labour/Power
<p style="text-align: center;"> discretionary judgement collegial gaze continuous learning or or or Managerial control Individualism Bureaucracy </p>	<ol style="list-style-type: none"> 1. Research evidence illustrates that staff, whilst aware of the external lenses of EIC, National standards and Ofsted, for example, are driven primarily by the internal, moral and professional values wider than external policy constructs. Professionalism is constructed from the twin views of internal school- based imperatives for improvement and the belief that students can improve both their own discipline and their education. 2. On balance, students and staff mention more discretion than control in this school. Within the IR, Jane's judgement is used more in the form of a 'discretionary gaze'. This applied to both the staff and student community. Students refer to staff as exercising judgement, both in the IR and in wider classroom situations. The discipline still provides the students with a degree of control in the sense proposed by Ecclestone (2004a) & Fulcher (1989) with the school culture illuminated by shared educational principles. 3. Questionnaires, interviews and observations illustrate less of a discourse about 'normal' and more about 'our' students. Staff, through the disciplinary IR, adapt curriculum, pedagogy and pastoral concerns to promote student engagement in the school. Whilst on one hand the students discipline is subject to an personalised approach, this is tempered by wider collegial networking and information sharing as proposed by Hargreaves and Goodson (1996). 4. Interview research evidence appears to show that rules within the IR, both formal and informal, are applied carefully and with consideration of both individual 'need' and a wider community educational purpose. The rules appear to be applied on a win/win basis. 5. This research evidence consistently shows a technical approach to the constructions of IEP are less important than knowing about the connections between, and amongst, students and staff. This school's practice is quite different from the more usual 'deficit', 'medical' and 'structural' models that result in a discourse identified by Ecclestone (2004a) & Fulcher (1989) and others as putting the onus on the child to change to meet system. Rather, collegial approaches to solving discipline problems have been developed from within the system to change and meet the needs of the child. 6. Staff and students are part of an ongoing reflective system for continuing development of discipline system. This included taking ongoing reflective comments from students as a result of their experience (both for learning and behaviour). This may be linked with the proposition of Skidmore (1999b, p.27) that continuous and '<i>open ended dialogue</i>' through opportunities to influence the moral and values of the school may be more important in organisational change than imposed consensus. 		

Chapter Eight, below, brings together the two activities of inclusion practice and professionalism, from these findings in a CHAT framework, with the object, disciplinary IR.

Chapter Eight: Disciplinary Inclusion Room within a Cultural Historical Activity Theory framework

This chapter builds on what Skidmore (2004) suggests is missing from sociological approaches to examining inclusion and exclusion; an examination of schools, structures and pedagogy organisation in practice. In this research, the practice and object is the disciplinary IR.

If inclusive education is about extending the comprehensive ideals of education as proposed by Thomas and Vaughan (2004), then a consideration of the nature, extent and characteristics of an IR from students and staff perspectives may demonstrate the interplay of the characteristics amongst inclusion and professionalism in this activity system. This chapter considers research question three. To what extent does the interaction between inclusion and professionalism through a CHAT framework inform the goals for reducing exclusions in this secondary school?

This research examines the interpretations of nine Year 8 and 9 students who participated in a disciplinary IR, and nine staff in a SW secondary school. Participation was as a result of an internal student discipline system or staff perspectives and decisions on that discipline situation. As a reminder, the students had a range of reasons for being in the room from homework discipline to more serious fighting and assault matters. The nine students had been in the room for a total of 24 days during Autumn 2008. The nine staff included teaching and pastoral staff.

The theoretical concepts for inclusion in this research include examining the nature and extent of participation and dimensions of equality and diversity. Participation includes reviewing how the IR relates to student learning alongside others and sharing the learning. Equality of opportunity reflects on how the IR removes barriers to learning, or otherwise, and valuing diversity considers how the IR does, or doesn't, allow for difference of character and educational achievement as illustrated in Table 8 above. Professionalism refers to the discourse of students and staff on the nature and extent of managerial or discretionary power, individualism or collegial practice and the bureaucratic or continual learning within this school.

Hedegaard (2001a) identifies how institutional practices are regulated by societal traditions and realised by the person's motivation culture and history. Motivation can be either an

internal or external notion, not only specific to the individual but also a shared activity in which the students or staff participate. In other words, examining the motives and goals for the activity in the disciplinary IR may illuminate some of the traditions that the students and staff bring, individually and collectively, to this SW secondary school. This analysis reflects a *theoretical-dialectical* knowledge referred to by Hedegaard (2001a, p.38). The argument in this chapter captures the dialectic relationship between the production of key concepts of inclusion and professional practice within this school in relation to the IR and is reflective of the results of Chapter Six and Seven. Hedegaard, (ibid) notes ‘this form of knowledge is based on the idea that knowledge generalisation is connected to the content of the problem areas that have produced the knowledge’.

8 (a) Sending students home is not a punishment or adequate discipline?

Staff in this research reflected that ‘sending students home is not a punishment’. They give a number of reasons for this, including parents not having control of teenagers, parents’ attitudes to school and learning: ‘they give them rewards instead’. The Partnership objectives for the BIP funding were explicit and prominent during Kathy’s interview. There appeared to be a moral imperative to meet the Excellence Partnership goals for reduced FT exclusions. The IR was recognised as pivotal by some staff in ‘regaining control’ and as adequate discipline or punishment. Lotte, as a Head of Year, considered the differences in discipline compared with three years previously to be ‘hugely’ improved. This was in part because the nature of the incidents she was managing were now fewer and at a lower level. There was also a very strong sense from her that the room supported an educational benefit. From her perspective, the students did not lose their connections with school. In other words, disciplinary IR maintained participation in the school and its purposes.

This point proved a most interesting and surprising finding, especially in comparison to regular TES articles on ‘successful schools that exclude pupils home and improve attainment’. Recent calls by the Conservative shadow minister, Gibbs (2009, p.26), consider the impact of students ‘indiscipline’ on other students and lack of teacher authority as the issues in determining successful school experiences. The alternative perspective on the school choosing to retain students within their control, and set alongside their professionalism, was the sense from the staff interviews that they were generally collaborative, focused on exercising both continual and collective approaches to improvement. The solutions to discipline internally, from staff perspectives, revolved around the sense they were working together for the interests of the students and providing a proportionate response to the student choice. This is in contrast to Parsons (1999, p.151), who notes the moralising position of

'choices' exists where fault lies with the individual, in this case 'parents'. Parsons (ibid) proposes professionalism that 'explains' parents' background and inability to control their students is to effectively disempower or 'rescue' the students and parents. For example, Alan felt the parents were 'overindulging' Chris and that he should take what is effectively a 'greater' punishment within the bounds of the school system rather than stay home.

Students, Sam for example, reflected that his parents were disappointed in him for '*getting an IR*'. In other interviews, Peter and Callum gained additional punishments at home as a result of their parent's viewpoints. The staff, in turn, recognised student wishes and did not always make the issue of an IR experience a full interview and reintegration process. In summary, the extent of 'moralising', and hence disempowering, 'poor parenting' appeared to be ameliorated by professional judgement and discretion, continuing the internal choices to disciplinary inclusion, rather than following a set of management rules and guidance.

The students similarly indicated the 'in school' punishment system kept them within the school structure and system although they had different perspectives to that participation. Chris and Bob were two students who had experienced FT exclusion experiences in other schools. Chris, in primary school and from there in the PRU, noted the IR experience was '*over the top*' and that detentions were an adequate punishment. Bob, who had an FT exclusion in another secondary school, indicated this disciplinary IR *and the staff* gave him '*a second chance*'. In other words, these forms of provision require both the staff relationships and the provision for the discipline to become fully inclusionary. Another way of looking at these students' perceptions of the disciplinary IR was that they may have had few alternatives to 'exclusionary' discipline.

Staff interviews indicated curriculum linked to the IR experience results in maintenance of some classroom links. Pastoral matters were managed in a separate, although integrated, system through cross-checking IR data with a range of pastoral and professional staff- Steve and Graham in this research. There was a sense from staff in which the IR showed the students they were still part of the school processes and systems. Students were less clear about this connection, possibly because most had not experienced a regime of fixed term exclusion at home. Chris, as a student who had experienced being at home in his primary school, noted IR was '*better*' but still felt the IR regime was '*over the top*'. Bob, who had a period of FT exclusion at home before his managed move, came closest to indicating the ethos of retaining the students in the school and that the IR as a punishment regime, was an effective punishment that still showed to students the school was engaged in schooling activity. It is uncertain how long-term this perception on Bob's behalf would remain even

though he had other difficulties in the school. When I checked his 'case study' with him, he indicated my summary was a 'fair representation' of his views.

The lack of ability to work with peers and having to work in silence were the most disagreeable aspects of the IR for all students. Both Chris and Ronaldo referred to it as a 'torture'. Peter and Callum both mentioned the booths and the way you had to put your hand up and ask questions as being additional layers of punishment. Clearly, this was the point from the staff's perspective, that students would find something disagreeable about the experience. In considering the concept of participation, the right to have a voice and a say in the situation, student participation here is limited. They have some initial conversations about the incident, a written statement at the end of the time on what they are going to do in future, some post conversations with parents and senior staff and for those with more serious incidents, bullying or racism for example. Their 'participation' is relatively passive. However, this may be the point.

In terms of equality of opportunity, staff reflected that some students enjoyed the quiet working environment. One student in particular started to manipulate his behaviour and organise for him to be 'put there'. Staff changed the punishment. However, it does reflect that if the school was to be fully participatory, then staff might consider how this student, and possibly others, could get some 'quiet learning time'. Ronaldo and Lewis both noted the IR gave them a chance to see 'how much work' they could get done without the distractions of others and in this sense, gave them a chance to fully participate back in regular classrooms. Lewis in particular, appeared to recognise this thinking time had been valuable to him thinking about his future.

8 (b) The rules

The threads of both professionalism and inclusion, as noted earlier, are not mutually exclusive, but rather interwoven and connected through the participants in this research. The formal rules for the operation of IR are clearly set by the adult staff in this school. There is a 12 – 5 regime, parental involvement at the beginning and end, silent learning linked to their curriculum environment and two escorted breaks. For those who have committed more serious 'offences', for example assault or bullying, there is ongoing surveillance in the form of additional reporting. The student and staff interviews reflect these specific rules.

For the staff, particularly Jane as the IR manager, her rules include

'I ensure that their education is not disturbed or is minimised as little as possible. Whilst in the Unit, the children are expected to work in silence and attentively. They are

expected to produce a satisfactory amount of work, they are not allowed to just sit there and idle away the time. I ensure there is a good bank of resources'.

The rest of the staff, for their part, consider Jane to be doing a 'good job' in maintaining the inclusion dimensions of the role, sourcing appropriate work and identifying problems with particular students. For example, her data analysis was singled out with praise by the Head Teacher Kathy, Alan the Deputy Head, Lotte and Paul. In addition, she enabled Alan to identify particular teachers who were not differentiating work for students with SEN on certain homework tasks.

The formal rule that was most problematic for students was the 5pm finish. From interviews with staff, this appeared to have been designed as a result of administrative convenience- it gave the IR manager a chance to collect all the work and do other tasks before the students arrived for their IR. From students' perspectives, the late finish, particularly in the winter and dark and with poor transport links, provided additional layers of inconvenience for parents and students. However, it remains difficult to consider whether shifting to a 4pm finish would not make the point about difference and isolation that disciplinary IR is intended to provide.

The students were largely accepting of her specific role whilst also being clear they felt aspects of the formal rules, particularly the late finish to the day, were unfair. Injustice was either for themselves or parents. Lewis reflected particularly on the inconvenience to parents of having to come in for formal meetings with staff. Staff, on the other hand, felt some inconvenience with the timing of the day for parents was an important aspect of the discipline and school process. From the staff perspective, it enabled the school to take action with parents rather than necessarily just students. Some parental inconvenience was not considered unreasonable by the staff.

Formal rules and the professional practice of the IR manager, Jane, meant that students were provided with lesson material from staff. This replicates current legislative guidance Teachernet (2010) for students being sent home to continue with a school- based programme. Students generally considered this useful in the sense that it kept them in contact with the lessons and school. Staff also indicated the maintenance of lesson material was useful for them, although some teachers, those with languages, stated the connection with their subject was difficult.

However, some students spoke of limitations on the direct classroom learning in the IR. Sam and Chris felt the quality of the educational experience in the room was limited. Sam, for example, talks about getting poorer grades in a maths test as he missed an explanation he needed to get the grades he wanted. However, this was not always the case for all students.

Lewis, for example, spoke of the opportunity to reflect on how much 'work' he could get 'done' whilst in IR. Staff similarly identify about the limitations of silent, tailored work. Jan notes the difficulties and a loss of classroom engagement particularly in languages where speaking and listening are key aspects of the learning experience. Paul indicates how he goes to additional care when a student has been in the IR to re-engage the student in the classroom.

8 (b) (i) Informal rules

The interviews in particular reveal some aspects to the practice of the IR that are not found in school data or could not be found by external observation. This related to a number of different dimensions of the IR activity, which I was aware of from my professional practice in the school and the interviews.

Bob's interview became more valuable when combined with staff interviews. The formality of the IR experience, combined with the focused attention of Alan, Graham and Lotte, seems to have contributed to Bob's relatively positive experience with IR. Although he had been part of an IR in his previous school, a combination of the expectations from his managed move and the informal attention of Graham, a pastoral Head of Year, meant that he was having a relatively successful transition into this school during the research period in 2009. Bob noted he found the 'rules on behaviour different' and it took some time for him to adjust to a new school system. I had been puzzled why Bob did not mention any formal LM or pastoral work until I interviewed Graham, whom I discovered had put in place a number of informal mechanisms for pre-empting problems with some young people. Chronologically, on his 'visit' to the IR the Deputy Head had called in his mother, had a very formal meeting to indicate frequent visits to the IR were not the expectation of the school and that his 'managed move' was under review. At the same time, Graham had made informal contact, 'monitoring' him each day through 'chats' and conversations. He set up a 'time out' card for him, which Bob later indicated had 'helped him'. On visits to the school, my research notes indicate three occasions when staff were 'talking and chatting' to Bob. They did not seem to be large formal events; simply, informal conversational events that staff expected to have with students. As Artiles and Dyson (2005, p.50) suggest above, the 'best interests of the child' are being considered here by staff in this school. Goodson and Hargreaves (1996) also refer to this phenomenon as 'the collegial gaze', joint work to solving problems with students – linking the discretionary work with professional judgement. This is in contrast to managerial and technical solutions like CAF or IEP after Hilton (ibid).

Another student, Chris, also provides another perspective on the activity of the IR for students with SEN. In conjunction with the interview with the Deputy Head, I uncovered a contradictory narrative that provided a further subtle and informal lens on the rules of professional

judgement associated with the IR. As is indicated in Table 6 on page 31 and the student vignette below on page 186, Chris had a history of exclusion from his primary school and the PRU and he had a statement of need for behaviour and a diagnosis for ADHD. This school's judgement was that he needed to conform to the IR experience as a punishment. Alan, the Deputy Head, indicated he had had lengthy conversations with Chris's parents about his attendance at the IR as his punishment with the net result that Chris attended and complied. As Alan made clear, a SEN 'diagnoses did not provide for an entitlement to not gain further punishment. Given the school is known to make adjustments and exceptions about IR, not all linked with SEN, the professional nature of that judgement seems to have been upheld. What the school does not hold is formal data that provides a further lens on these judgements for those who do not attend the IR but have discipline in other forms.

8 (c) Division of labour/power bases

When the students and staff reflect on inclusive and professional practices, then what are the assumptions on the source of power and authority in this SW school. As is mentioned above, the IR experience appears to be sufficient for students to understand the school discipline culture. Skidmore (2004) identifies the importance of examining power in issues of inclusion as they support understanding of culture perhaps as a 'bridge' between agency and structure. This group of students are representative of students who received a disciplinary IR experience in this SW secondary school during the 2009 Autumn term (9 percent). The issue under examination then turns 'to what extent do students and staff exercise their agency and power?

Students in this research clearly use their agency, albeit in particular ways, in lessons and the school. Callum is an example above. Staff variously exercise their considerable discretionary power and authority, generally 'with' colleagues and frequently 'with' students; Bob and Graham for example. At the same time students recognise their actions have consequences. Students indicated they felt the reasons for their IR experiences were 'fair'.

I considered for example, that for some students, staff missed opportunities to use peer mediation, restorative justice and earlier intervention. For example, Peter was subject to external multi-agency intervention and had other professionals supporting him. Change, stopping going in the IR, resulted from a conversation in which Lotte challenged his expectations with him to continue to work to 'support' him. However, this was not an action research project and these are professional observations.

8 (d) The community

Students considered their community for inclusion to be their peers in the sense that they helped them with learning as did teachers and staff. Similarly, staff considered their community to be their professional colleagues. The base pastoral staff, Graham and Steve and Johanna, were involved but when more frequent or serious issues relating to an IR were identified, others were involved. Lewis, for example, became the subject of a specialist intervention for a personal matter the staff felt he needed some additional guidance with.

Staff and students had mixed views on how helpful, or otherwise, parents were in maintaining the students in the school, believing it depended on the student, the incident and the staff member. In both Callum and Peter's cases, parents were considered unhelpful by the students and staff. Ronaldo and Sam, who both had one-off incidents for homework, were ambivalent in their judgement about how helpful parents were to the IR situation or school. All students indicated parents/guardians were more helpful when the school had good news to share. As with much of the findings about the IR, the nature and extent of the responses depended on the student, the staff's perceptions of parental input and, in some cases, the student's perceptions of the value of parental involvement.

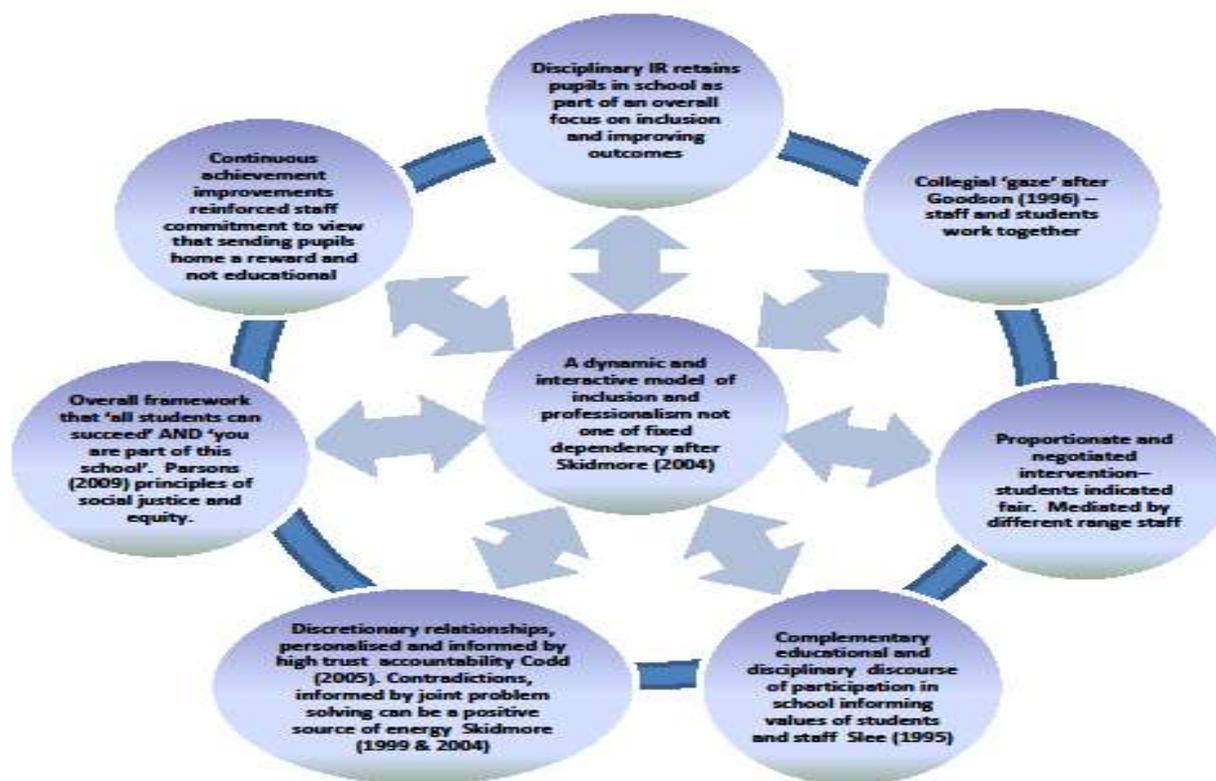
Students identified the IR experience itself as isolating and a punishment at the time. There was a sense that they considered it to be proportionate. The staff intended the IR to be an isolating and disciplinary situation. As a community, the function and purpose of the IR were therefore understood in the same way. Contradictions arose from some of the detail in the experience. Some students felt the 5pm finish was unnecessary and there appeared to be no particular forum for receiving and acting on this viewpoint from the students' perspective, whilst staff considered the regime was needed to reinforce issues of parental responsibility and the disciplinary nature of the experience.

The staff talked about a combination of discretion, collegiality and continual learning amongst themselves and with the students to reinforce the school values for the IR experience. Kathy noted *'once you have done your sanction then we can talk about nurturing'*. This perspective was also illustrated in many responses to the responses questionnaire. Kathy extends this discussion, *'I know we did Equality and Diversity training with partners in the community but it is more than that. It has been the thread of what we do'*. Thus expectations, the strands of inclusion and professionalism, are both part of the system and the processes within the school.

I propose Figure 4 below to illustrate how the two activity systems, inclusion and professionalism in relation to the disciplinary IR could be represented in this school.

Figure 4: A proposed model for inclusion and professionalism in a disciplinary Inclusion Room.

A proposed framework illustrating the CHAT relationship amongst concepts for inclusion: participation, equality and diversity, and professionalism: the character of professional actions in relation to the disciplinary Inclusion Room.



The inner circle and the arrows indicate an interactive and dynamic relationship amongst the CHAT research concepts of inclusion and professionalism. The outer wheel indicates the research findings are linked and interrelated. Boundaries and contradictions are mediated in context.

Chapter Nine below summarises the research findings and analysis. The chapter also considers research limitations and further research.

Chapter Nine: Conclusions and critical reflections.

'It is important to recognise the relationship between students and staff 'which is envisaged in socio-cultural theory is a dynamic and interactive one, not one of fixed dependency'. Skidmore (2004, p.125)

I identified the purpose of this research on page 36 above as contributing to theory development on reducing FT exclusions and improving attainment. Skidmore (2004, p.30) for example, observes that existing systems of schooling 'exclude particular groups of students'. This research, with Year 8 and 9 students, contrasts directly with traditional exclusionary and behavioural theories. Disciplinary inclusion is explained through considering how students and staff understand participation; values for equality and diversity contribute to aspiration, inclusion and respect. Professionalism, understood as a set of qualities and characteristics experienced by the practitioners in the school, is illustrated as discretionary, collegial and collaborative. This is in comparison with more usual managerial, individualised and bureaucratic responses to discipline and educational purposes. A result of this inclusionary approach is a school that has reduced FT exclusions and improved attainment. I extend these principles to the conclusions and answering the key research questions in each section below.

Generalisability in interpretive research can be interpreted as providing comparability and transferability to other settings. In this research, I am seeking to explore and give insight into local practice in the naturalistic manner proposed by Silverman (2006). As Hammersley and Gromm (2000, p.4) argue, a cultural historical perspective enables the generation of new understandings to new problems. The aim is to reveal how particular social phenomena, disciplinary IR, and data capture are integrated to ensure there is no greater bias towards verification of preconceived notions than other methods of inquiry.

As a reminder, this research sets out to answer three research questions, p.23. I address these in turn below.

9 (a) Inclusion for a disciplinary Inclusion Room?

1. What are the nature, extent and characteristics of inclusion in this secondary school, from students and staff perspectives in relation to the disciplinary IR?

This question is addressed in Chapter Five, exploring the findings, and to a greater extent, in Chapter Six when I examine the concepts for inclusion. Students and staff broadly agree on the purpose of the room. Students remain in school for punitive disciplinary purposes that in many other schools they would receive an FT exclusion. Individually, students and staff would each put a different perspective on the nature of the experience, the 'lessons' learnt or the disciplinary characteristics related to this activity. The students refer to the room in terms of the events they were in the IR for as being 'fair' and as 'part of a need to have rules'. The immediate process itself was recognised as punitive and authoritarian, although this did not seem to be interpreted in a deviant sense as proposed by Skidmore (2004, p.30). That is, the students do not identify themselves in terms of their deficits or difficulties with the IR, but rather in terms of their potential for learning elsewhere. This potential for 'learning' from the IR appears to be more 'negotiated' and part of a transformational process within and amongst the students and the school. As Kegan (2000) proposed, the 'transformation emanates from within the student through a transactional educational process'.

The nature and characteristics of the disciplinary IR appear to result in a proportionate response from the students and staff perspective. The periods of time the students are in the room are not lengthy, usually 1-2 days. When students repeat the IR, Lewis for example, they became subject to pastoral systems to mediate personal or social issues. For some students in care, the disciplinary IR is part of their school experience and enables them to continue within the school and receive what staff consider opportunities to continue to participate within the education system.

The IR was also not necessarily an immediate or longer term deterrent for all students. This was not necessarily reflective of the reasons they were in the IR. Some students- Lewis, Chris, Callum, Leny, Peter and Bob- returned to the IR, again for a variety of reasons. (See Table 6 and appendix thirteen the follow-up notes). There is no necessary relationship between the 'seriousness' of an incident, the academic capacity of the student and whether or not the student returns to the IR. I argue this is not necessarily an unreasonable or undesirable outcome, but part of an ongoing process the school was undertaking as part their goals to improving inclusion and learning and teaching processes within a school system. That is, the IR becomes part of the problem-solving process within the school in which students are jointly exercising control, testing and trialling information and making social sense of the situation.

Staff refer to the IR in various terms that reflect a continuum of an intentionally punitive regime to the provision as part of a wider educational and pastoral package. Kathy and Jane noted the role of the school to reinforce its educational message and make up for parents who were unable to reinforce disciplinary messages in the same way as the school. Graham and Johanna identified the role of the IR to enable students to learn new behaviours and ways of looking at what the school was trying to do for students.

Thus, the discourse and goals for disciplinary IR appear to be shared by these students and staff. The discourse is reflective of what Slee (1995, p.29) identifies as an 'interrogative relationship between learner, teacher and knowledge as they create new knowledge' which is understood in a social sense. Motives of each individual student and staff member vary, although they all understand that disciplinary IR, rather than FT exclusion is the goal. As this research and the work of Black-Hawkins et al. (2007) suggests, this disciplinary IR is based on educational principles; participation (being there), equality (the system applies to all) and diversity (the system takes consideration of a range of needs), which in turn supports aspects of student and staff control.

Students and staff appear to have created 'the space' to have developed a more educationally- based process for discipline than traditional behaviour management systems within schools suggest. However, contradictions remain within the application of the lessons learnt from the IR and application to the wider school and classroom- based approaches by staff and students. It is possible this is a desirable contradiction. These students and staff may require time to 'transform', as Thomas and Vaughan (2004) and others have suggested. Learning from a disciplinary IR is not simply a 'quick fix' for all, it is part of a longer-term experience for students in the school to remain as participants, to have the opportunity for negotiated consequences and make sense of the school culture. It is also part of a longer-term process of learning for staff.

Disciplinary IR ensures Year 8 and 9 students in this school remain in school for a range of matters for which an FT exclusion might be given in other schools. The discourse of these students appears to be complementary to the educational process. Slee (1995, p.29) proposes a connection between discipline and education through a 'transactional educational process'. Discipline, from the student's perspective, becomes connected to the learning and teaching processes in the school. In Skidmore (2004, p.113) terms on a continuum between deviance and inclusion, the students refer to themselves as active participants within the school system rather than as participants external to the school system. The students differ in how and what they 'learn' as a result of their participation. They view themselves as educable

and they had long term positive views of themselves as illustrated through their 'Timelines' and case studies in appendix eleven below.

In terms of concepts for equality, students overcoming barriers within the school and opportunities they are afforded within the school, the students all talk about wider aspects of the school that supported them. For example, sports or leadership within classes and fellow students who support them. Callum was an exception to this and noted he wanted to play rugby but his parents could not support him. However, in my other professional role, I became aware during the research period that his ambition to become a police cadet was achieved with the combined work of the school and the links with the multi-agency team. For another student in my researching role, I became aware that Peter had his life organised by any one of three different services in order to 'support' him each night of the week and in holidays. There might be some proportion and balance to consider how much is enough for some students. Similarly, the staff appear to consider how their work supports and overcomes barriers to achievement through their discourse within the disciplinary IR system.

Harris and Chapman (2004, p.181) propose there is a need to both 'treat me just like all the other students, but also provide backup that I need to 'level the playing field'. Ironically, by levelling the 'playing field', Chris and Callum take consequences with others. Particular behaviour, in the schools terms, result in consequences that do not fit with Chris's view of the situation. If we considered the principles of diversity as allowing for differences of character and educational achievement after Thomas and Vaughan (2004), then we can see the professional judgement of staff is that the IR experience forms a suitable way of ensuring his ongoing participation in the school. Staff would not allow him to be excluded home as may have been his wish, and then the school is making an educationally- informed decision. In terms of meeting their obligations to promote achievement, they are maintaining him in the learning institution even though Chris has some immediate reservations about this experience.

This research reflects that some contradictory dimensions amongst students and staff of inclusion, participation, equality and diversity are present as part of the disciplinary IR. They are therefore assumed to be similarly present in the school as part of an overarching principle.

9 (b) Professionalism in a disciplinary Inclusion Room?

2. What are the nature, extent and characteristics of professionalism, in the same situation, from students and staff perspectives, in relation to the disciplinary IR?

This question is addressed in both Chapter Five, exploring the findings, and again to a greater extent in Chapter Seven. Figure 3, above, provides a summary to some of these research findings.

This research is predicated on the notion of contradictions developed through the CHAT framework. First, the interpretations of students and staff in the disciplinary IR developed in this school to reduce FT exclusions and improve attainment. Students are not excluded for incidents as part of the school policy for discipline but rather retained within the system to complete the sanction by staff. Traditional assumptions about discipline and the nature of sanctions for these students are put aside by this staff and all Year 8 and 9 students in this school remained within the school for educational purposes. Slee (1995, p.182) proposes that issues of decision-making, conflict resolution and behavioural procedures should be located within the school context. Relegating these matters to external providers is to further marginalise students and staff. This research supports this view. The school has clearly illustrated that it is possible with groups of students who four years ago might have been excluded are now participating, increasingly successfully in the life of this school. Further support for this thesis is suggested by Goodson (2003) was the engagement of staff with the moral and social purposes for education. Staff in this school appeared to work with the contradictions implicit in discipline matters and the concept of inclusion to redraft expectations, acknowledge the ECM obligations and take responsibility for 'their' students.

Perhaps the most surprising finding was that the staff collectively believed that sending students home was not a punishment but more likely to be a reward. This finding appeared to emerge from a combination of values associated with professionalism and inclusion with the input from an overall EiC policy directive, matched with funding, to reduce FT exclusions.

Strategies for students with SEN and disciplinary IR (Chris, Callum and Peter) were carefully considered alongside pastoral and wider professional lenses. For example, the influence of parents for these three students, from staff and student perspectives, was not always considered helpful in progressing discipline and education. Instead, staff appeared to be considering both the formal practical pedagogic knowledge development alongside a firm moral and reflective practice that drew on a wider range of skills and judgement. Thus, as Goodson (2003, p.132) proposes, wider 'principled professionalism' is also embraced with active engagement with emotional and cognitive dimensions of education.

The IR was designed to overcome high levels of FT exclusion problems. Staff, whether the Head or pastoral staff, appeared to consider themselves as having capacity and scope for action. This also applied to their work with students. In particular, the capacity of pastoral staff to take pro-active roles in the mediation of activities amongst staff or students appears to have been a crucial dimension to the development of the disciplinary IR. For example, student Bob and Graham, a pastoral manager, had negotiated an informal 'contract' that Bob noted had kept him in the school where another system had not succeeded.

The students seemed to consider the role of the IR as a proportionate disciplinary response and in some cases, those who did not return during the research period, Callum, for example, could be said to have demonstrated his own agency and power. As Slee (1995, p.183) proposes, by promoting internal approaches and solutions for discipline, the school has been rewarded through an overall improvement in their educational purpose and mission as well as enabling staff to better meet the needs of a wider range of students. The power and authority have been retained internally rather than devolving responsibility to others. Where issues are wider than the staff capacity, others are involved as part of the internal/external solutions.

The staff as a group of professionals appeared to operate at the collegial, discretionary and continual level of a continuum of practice. There were some technical elements to the IR, like the starting and finishing times, the rigid silent regime and the links with curriculum that were not negotiable and clearly disagreeable to students. However, there were some dimensions to the IR, reinforced by the manner of staff working, which enabled personalised approaches to the experience. For example, the technical rule was for parents to be involved in the process. However, as two of these students had parents that in the staff and student's views were not helpful in the disciplinary process, the parents had minimal involvement in the process. Rigid reinforcement of the rule that parents should be involved at each stage of disciplinary IR, regardless of circumstances and the students, would be to deny the evident collegial and discretionary and continual learning dimensions of professionalism. This clearly links with challenges by Fulcher (1989) to include practice into the policy context, to examine, beyond technical constructions of IEP and medical models, wider possibilities for professionalism. Perhaps it is the intersection of the values for inclusion in the school; participation, equality and diversity with professional characteristics that have enabled these staff to go beyond technical constructions of IEP and medical models for practice.

The students, regardless of the reasons they were in the IR, had a range of responses to their community, peers, staff or parents, who 'helped them' stay out of IR. Sam, for example, noted other students made him feel 'silly' when he returned to class and he used this in a positive sense to stay out of the IR. Lewis was clear about those peers who were helpful or otherwise in 'staying out' of the IR.

9 (c) Cultural Historical Activity Theory and a disciplinary Inclusion Room.

This section addresses research question three. To what extent does the interaction between inclusion and professionalism through a CHAT framework inform the goals for reducing fixed term exclusions in this secondary school? It is informed by the analysis in Chapter eight and Figure 4 as suggested above.

The policy construct of EiC and BIP, along with the funding for a range of staff, including the IR, were predicated on social policy to reduce FT exclusions in areas of deprivation and generally lower standards. In the last four years, this school has achieved significant overall reductions in FT exclusions and improved attainment, students in this research have had no FT exclusions and their attainment mirrors that of the overall Year 8 and 9 population. This research is a challenge to the somewhat pessimistic view of Tomlinson (2005) when she identifies 'self confidence' as the successful outcome for EiC policy. Disciplinary IR provision clearly has not been at the expense of other elements of the education in this SW secondary school. Indeed, it cannot be a coincidence that the attainment has continued to improve as more students are 'included' within this school, both in terms of the processes illustrated in this research by students and staff, and in terms identified by Black-Hawkins et al. (2007). As noted at the beginning, two other schools in the Partnership with similar principles for disciplinary IR, have also reduced their FT exclusions and improved attainment. This research goes some way to answering the earlier question of Fulcher (1989) about whose needs on what basis? Are they the professional's needs or the student's needs? This school and staff appear to have negotiated practice whereby participation with attendant values of equality and diversity is relegated to the people within the organisation to enact with a particular professional lens. Staff understood this responsibility; are committed to their students in a manner which enables them to have subsequent conversations about, and with, students in a discretionary, collegial and collaborative manner.

More importantly, the proportionate and pragmatic nature of the disciplinary IR, in conjunction with wider pastoral provision and professional judgement from student and staff perspectives, seems to have supported the development of a culture of disciplinary inclusion and professionalism. Unlike Slee (1995), who suggests in the literature review, p.37, that increasing staff compliance presents a challenge to both student diversity and 'organisational tranquillity', this research suggests that the staff are focused on wider pastoral matters, including pedagogy, in order to achieve their goals. The concepts of control and tranquillity are moderated by overarching principles that individually and collectively promote inclusion and achievement.

The collective generation of meanings as suggested by Black-Hawkins et al. (2007) are shaped by the assumptions about the IR rules, the community who support the students and the ways in which labour is divided and power is used, as indicated by the students and staff in this SW secondary school. In addition, the questionnaires completed by students and staff, Table 13, 14 and 15 appear to suggest some positive consistency amongst both groups on overall practice, policy and culture for inclusion.

In summary, this research appears to confirm Black-Hawkins et al. (2007) contention that these school level factors of participation, equality and diversity in conjunction with professional values that promote discretion, collegiality and continuous learning, may be more important in developing inclusivity and achievement than technical, externally mandated management models for development. In this disciplinary IR, specific elements such as the manner of participation, the way in which equality and diversity are articulated and the professionalism dimensions as examined in this thesis, have combined to support the goals for the IR; reducing fixed term exclusions in this secondary school.

9 (d) Implications for practitioners and practice

This research clearly demonstrates that disciplinary systems, like this IR, have a place in modern schools in reducing FT exclusions and potentially improving the schools through promoting educational solutions to disciplinary matters. I have attempted to take considerations of the organisation beyond the usual behavioral approaches and consider some of the cultural and historical perspectives on the activities in this school. However, as Skidmore (2004) proposes, this is achieved within a framework that considers the intentions of the language, the discourse applied by staff. The school has achieved reduced FT exclusions and improved attainment by developing forms of participation that students reflect as being inclusive and provide a moral framework for equality and diversity predicated on promoting positive outcomes for all. Staff appear to have ameliorated the influence of wider technical expectations and maintained a focus on educational outcomes from a professional perspective where discretionary judgement, collegial working and self-directed continuous learning are the predominate forces in this school's development. Therefore, I propose the following considerations for developing these forms of provision to reduce FT exclusions.

1. These forms of disciplinary provision can be developed within an overall framework of expectation from staff that 'all students can succeed'. Nevertheless, they form a paradox in the sense that on one hand, the students are excluded from contact with peers for a period of time. At the same time, the provision appears to send important messages about social inclusion and 'you are part of this school'. As Parsons (2009) proposes, staff 'do not allow marketplace pressures to undermine its fundamental

principles of social justice and equity'. Staff clearly believed that student's educational needs were not being met by an FT exclusion and were backed up with a resource to support this delivery.

2. The continual achievement improvements by this school, at the same time as including more students, has reinforced, for staff, their journey for improvement. As Table 3 on page 28 above shows, each year since 2005 the school has both significantly reduced FT exclusions and significantly improved attainment results.
3. The internal and wider Partnership approach provided a perspective of what was desirable and possible within a disciplinary IR. The internal capacity appears to have been developed by a range of professionals, including pastoral non-teaching staff with the support of staff with this specific role. In addition, schools could consider the skills of a wider range of professionals associated with such initiatives as EiC and Behaviour for Learning Partnerships within newly emerging Children's Trusts as partners in developing such provision. Whilst Parsons (2009) and Todd (2007) would both indicate multi-agency teams are somewhat problematic in terms of improving achievement and inclusion outcomes for students, other studies like Black-Hawkins et al. (2007) have a more positive view of disciplinary inclusion.
4. The fundamentally punitive nature of the IR intervention was considered proportionate and did not further 'alienate' students. Reintegration back into school was successful for most students so the return to the room was relatively infrequent. This was achieved through a rich, flexible resource of pastoral and professional care, both within and external to, the school in the form of multi-agency services. Nevertheless, schools need to have ongoing monitoring of those students who return frequently, particularly more mobile students into the school and more particularly those who come to the school on managed-move procedures. As Slee (1995) proposes, the approach of developing internal capacity rewards schools more appropriately than developing off-site provision. In addition, it is clear from this research that improving inclusion and reducing FT exclusions cannot be achieved by applying technical, externally-mandated approaches to school improvement and development. Both lenses of a socio-cultural and organisational change need to be applied, as suggested by Skidmore (2004) above on page 18.

Goodson (2003) & Goodson and Hargreaves (1996) constructs of professionalism as illustrated on page 50 above may be as important in developing a policy, practice and culture for improvement and inclusion than technical approaches to development. Professional

relationships appear to be maintained by internal motivation, commitment and trust amongst all professionals in the school informed by what Codd (2005) identifies as aspects of '*high trust accountability*'. This is in contrast to externally- imposed forms of accountability like audits, performance management, targets and standards. This research suggests it is possible for schools, as organisations, to proceed beyond narrow Ofsted type conversations to more professionally meaningful relationships where collegiality, common purpose and discretion inform the day- to- day teaching and learning processes. Skidmore (2004) & Skidmore (1999b) proposes contradictions in inclusionary discourses, informed by joint problem solving, can be a source of positive energy and engagement in school communities.

9 (e) Research limitations.

There are at least three forms of limitation in this research. In the next section I consider methodological, theoretical and research situation limitations.

9 (e) (i) Methodological limitations

First, activity is practice in the mechanisms that enable schooling systems to work or otherwise. Nardi in Ryder (2009) notes CHAT is a powerful descriptive approach rather than a 'predictive theory'. Nevertheless, a rich description of the participant's perspectives within these inclusion and professionalism activities was the point of this research. A different research design and outcome would have been required if predictions and scientific approaches had been the objective of this research. Daniels et al. (2001) identify other limitations with this form of research that are also relevant to this research. For example, they identify restrictions to the application of current theory to 'verifiable models of socio-institutional effects'. This implies that scientific approaches are the prime verifiable research and practice interface, which I argue provides a limited frame on the possibilities for educational change at the practice interface.

Further, Black-Hawkins et al. (2007) suggest the focus on largely interpersonal effects within institutions and the conceptualisation of school social processes, like defining special education provision, has resulted in a 'restrictive view of children's development and learning in school'. The intention of this research is to provide wider lenses on the social activities of inclusion and professionalism within this situation. I expect I have provided a slightly wider understanding of children's development within this restriction and to an extent Black-Hawkins et al. (2007) criticism remains. The over-representation of students with SEN remains an issue not addressed within this research framework. For example, a classroom context for learning of these students remains unexplored.

In addition, methodologically, the research may have been more focused if I had spent more time with fewer students and staff. For example, I could have eliminated discussion of the

students Ronaldo and Sam, who were in the IR for minor disciplinary matters like homework.. However, this would have resulted in some reduced possibilities for examining the impact of 'earlier intervention'. Hattie's research in Woulfe (2009) suggests there are two groups of students in matters of school discipline. I was interested to examine whether this was the case, the 'conformers' being those who had an IR for minor matters as opposed to those who had a more serious matter in terms of conformity, like Chris and Lewis. Indeed, it was surprising how few differences there were amongst the students in terms of their views on some of the specific rules for the IR, like the finishing time of 5pm, which they universally disagreed with. Nevertheless, I was conscious, during the Summer term, having committed myself to primarily working with staff, that Lewis and Chris were again in the IR and that valuable follow-up material was not therefore available for this paper.

9 (e) (ii) Theoretical limitations.

This research concerns nine students at Year 8 and 9. What is not considered is the longer term impact of the disciplinary IR for these students further on through the school. Does involving students more in the participation, through recognition and acceptance for example, in the school then reflect in improved learning and engagement in education by students and staff? For example, these students appeared to have little direct influence in the policy development for disciplinary IR. The issue might be if they did have direct policy influence, what impact would that have on the overall practice? Is direct policy influence a role for students or should learning be the primary role for a student in the school? Indirect influence, as illustrated in this research, may be a more appropriate role for students. Nor had the school considered reviewing the complaints of these students about the late finish with students who had attended disciplinary IR, until it was brought to the attention of staff by the researcher.

In order to complete the theoretical analysis, it seemed there was a challenge in terms of examining the effects of language in a rigorous manner. Fairclough (2003) shows 'social relations, social identities, cultural values and consciousness, amongst others, are in part discursal'. Whilst the research addresses some elements of discourse in general language terms, I did not go to the levels of intensity of analysis suggested in Kvale and Brinkmann (2009, p.220) to provide 'preciseness to the subjects use of language'.

9 (e) (iii) Research situation limitations

Direct links between attainment and these students are not particularly addressed in the research discussion. This is partially due to limitations within the research propositions, the nature of the CHAT framework and methodological approach. I took early supervision and professional advice and limited the 'school improvement' narrative from my research and subsequent thesis development. As Hedegaard and Fleer (2008) identify there is a tension

between theorising conditions in historically specific situations and analysis within all paradigms as illustrated by Skidmore (2004). His critique centres on the failure within this tradition to examine school level factors which are ameliorated by staff and practitioners. In social policy terms, the new (September 2009) Ofsted guidelines require schools to analyse data on the basis of SEN, FSM and increasingly, by socio-economic deprivation indices like the Index of Multiple Deprivation (IMD). As noted earlier, students with SEN were over-represented within the IR provision and staff were being challenged on this by Kathy and her senior staff through professional development and regular staff reviews. In this school, FSM was not a good indicator of attendance at the disciplinary IR.

During research observations with the students, I became aware that I had not addressed the overall behaviour system within the school during my initial research phase. Comments by some students, James and Ronaldo, implied the new behaviour system was 'petty' and staff made a complete change to a very rigid system along the lines of traditional assertive discipline, although the school continued to refine and develop the system during the research period. I did make some observations with various staff about potential impact, particularly the inability of some students, Callum was an example, to read staff body language. I have not looked at the interface with this system in any depth during this research. This was partially as the majority of reasons for students being in the disciplinary IR were not related to classroom discipline other than homework. The school analysis of the IR and their pastoral and professional systems seemed to have mediated the new behaviour system.

Methodologically, the research may well have been better testing some interviews with nine students then refining further with more in-depth theory on discipline with fewer students, perhaps examining external classroom- related behaviour management.

There are some potential difficulties with an approach that relies on informal systems for solving problems for students with more complex problems. For example, it seemed to me that Bob relied on an individual staff member, Graham, to 'pick him up'. For Bob, this worked. However, it raised questions about whether this informal system applied to all students, or how they were applied by other staff in the school. Without further research, I am unable to make a judgement on this matter.

9 (f) Further research

It became clear during interviews and from other professional observations that some Year 11 students in particular, whilst outside the remit of this research, did not access the IR and had adjusted timetables for their 'support'. The numbers of students did not seem substantial, but nevertheless, it raised questions about the longer term impact of disciplinary IR for some students, specifically in the older age groups. This is worthy of further investigation and could be a significant limitation to the research findings. Approaches and interventions like the IR that apply to Year 8 and 9 might not be so effective or educationally possible for students at Year 11.

In addition, the school still has some two FT exclusions each year. None were in Year 8 and 9 during this research, so are not exceptions in the analysis and discussion. The reasons are analysed carefully, as part of my professional role, with the Head Teacher. In most cases, the students returned to school with additional packages of support from behaviour services or other professionals. They occasionally used the PRU for some students, but again, this was not for any Year 8 or 9 students. As Parsons (2009) notes, schools with the right collaborative arrangements and the right Partnerships driven by those 'on the ground' and 'in the know', can achieve significant reductions in FT exclusions.

As I noted above, nine students, who attended the IR for a variety of reasons, might have been too wide a sample to effectively examine students who attended the IR for more serious matters, particularly in the classroom. I would have been interested in a more ethnographic approach to research with Chris, who seemed to attend the IR at least once each term. In many ways, Chris was a success at this school as he had been excluded from primary school and the PRU and yet he was still in the school. Similarly, Bob, as a student on a managed move, would also have been interesting to track and interview over a longer period, as there is little research on this process as a strategy for reducing exclusions.

Equality of opportunity and the role of multi-agency professionals, specifically with Peter, became the subject of an intense theoretical, methodological and professional discussion amongst my staff, the social worker and the educational psychologist and some school staff, Johanna and Lotte in particular. Peter appeared to be an 'easy' student to 'support'. It seemed to me that the school's assumptions, and his own about how change could be effected, required challenging. Peter and the school seemed somewhat 'passive' recipients of services that continued to wrap around him. In summary, I felt, from the perspective of this research I was not examining multi-agency working and so have not pursued the discussion in depth here. However, in the light of Parsons (2009) critique of the (lack of) impact of multi-agency working on social exclusion and the importance of collaborative responses at all levels

of a disciplinary system, illustrated in this research that there are opportunities for further investigations.

The role of parents, particularly Peter, Chris and Callum's parents, from their perspectives is both a limitation in the research and provides interesting possibilities in further research involving parents. Other evaluative work I had completed with parents two years previously had indicated they were supportive of the IR but a closer analysis of their perspectives might have illuminated the discipline situation further.

9 (g) Back to the beginning: from theory to practice

My rationale for completing an EdD was three-fold. First, I was attracted by the potential for a journey that combined both trodden footpaths and routes, but also offered the possibilities for original 'voice' and ways of 'seeing'. An early challenge in 2006, during professional lectures from Biesta (2007, p.20) and subsequent reading, reinforced my views that the development of knowledge, from the perspective of a researching professional, needed to consider wider mechanisms than individualised and traditional knowledge frameworks.

Second, I knew that I learnt best when I had a combination of professional and personal reflective time with a wide variety of colleagues. This research is informed by colleagues from many disciplines, including school improvement colleagues, university staff, EdD colleagues, my professional team, including administrators, and my family. Each step of the last four years has resulted in an increasingly confident voice, both verbal or in my writing and thinking. In completing this chapter, I reviewed some key theoretical principles and was reminded by Black-Hawkins et al. (2007, p.54) that it is not enough to 'look at only the actions performed or the knowledge directly acquired for the task'. I reflected that within this two- year cycle of research, how shared the knowledge of the IR practice and professionalism had been re-created, spread amongst others and contributed to others existing and potential development. The research findings will influence the school, through dialogue with students, staff and governors, the LA through the BfL and senior leadership teams, and potentially wider academic audiences through publications.

Third, the impact on my own professional practice has been considerable. My thinking on the nature of professionalism and inclusion has supported and challenged new ways of working I have developed in the Partnership. For example, I have instituted a primary school fixed term exclusion project that has halved FT exclusions. This project has resulted in both earlier referrals to services and a unique Partnership sharing model for students who Head Teachers have regarded as 'problematic'. I have been able to invest in school systems change as well as test assumptions with students, internal school staff and multi-agency teams with

disciplinary inclusion practice. Without this researching professional opportunity, the quality of thinking in that work would be somewhat limited. The opportunities for peer learning and the development of a community of practice within a professional role influenced many aspects within this EdD and my professional learning community. The dimensions studied in this research: inclusion, participation, equality and diversity on one hand and the possibilities for professionalism; managerialism/discretion and judgement, individualism/collegiality and bureaucracy/continuous learning on the other, were those with significant consequences for those in the practice of disciplinary IR, the students, the staff and myself. As Harrison (2004, p.178) notes, 'the meanings we ascribe to learning, and the identity categories in which we place learners, are not self-evident or given'.

Appendix one: ethical consent form.

University Ethics proposal

STUDENT HIGHER-LEVEL RESEARCH



School of Education and Lifelong Learning

Certificate of ethical research approval

STUDENT RESEARCH/FIELDWORK/CASEWORK AND DISSERTATION/THESIS

You will need to complete this certificate when you undertake a piece of higher-level research (e.g. Masters, PhD, EdD level).

To activate this certificate you need to first sign it yourself, and then have it signed by your supervisor and by the Chair of the School's Ethics Committee.

For further information on ethical educational research access the guidelines on the Cohen et al. (2000) web site: <http://www.bera.ac.uk/publications/guides.php> and view the School's statement in your handbooks.

READ THIS FORM CAREFULLY AND THEN COMPLETE IT ON YOUR COMPUTER (the form will expand to contain the text you enter).

DO NOT COMPLETE BY HAND

Your name: Gwendoline Julia Gilmore

Your student no: 560027022/1

Degree/Programme of Study: Education Doctorate – Generic Route

Project Supervisor(s): Elias Avrimidias and Nick Givens

Your email address: gjg201@exeter.ac.uk

Tel: 01209714472

Title of your project: *Short stories for Inclusion: A study of professionalism and Inclusion in behaviour provision in a South West Secondary School*

Brief description of your research project: The project examines professionalism and inclusion with staff and students in a secondary school. The focus is Inclusion Provision, a within school facility developed to reduce fixed term exclusions in response to government imperatives for school improvement. Additional funding, for this provision, is available to this school because it is in an area of socio-economic deprivation with an expectation that 'good practice', where it is identified, is available to other educational settings.

The theoretical and methodological framework uses socio-cultural theory. Participants are selected on the basis of their experience of the Inclusion Provision, (Intensity sampling in

order to document the uniqueness of the experience and the commonalities of the experience Cohen et al.) include the professionals and students.

The research design uses a mixed methodology comprising an on line questionnaire, participant diaries, visual material selected and developed by students, interviews and conversations with staff. Participants will be able to member check information developed during the research interviews.

The ethics proposal period is likely to be from spring (January 2009) to completion of the research write-up in September 2010.

Give details of the participants in this research (giving ages of any children and/or young people involved):

Up to 10 adults: these will be staff that have directly contributed to the policy or the procedures or staffing within the secondary school. These are likely to be the Head Teacher, Deputy and Assistant Heads with responsibility for the provision, the SENCO – responsible for more intensive social emotional intervention work - and some other staff who have sent students to the Inclusion Provision.

Up to 10 students: these will be in year 8/9, 12-13 years of age, which have been in the provision for any length of time (from 1 – 15 days). It is anticipated that students interviewed/developing visual diaries on inclusion will represent the spectrum of provision 'use' but this will be reliant on pupil permissions. (*see sample pupil consent form attached*).

Give details regarding the ethical issues of informed consent, anonymity and confidentiality (with special reference to any children or those with special needs)

Careful consideration of the ethical issues for informed consent, anonymity and confidentiality have been informed by reference to the SELL guidelines above, the Booth and Ainscow (2002, p.19/20), downloaded May 2008, and Booth and Ainscow(ibid) Should unforeseen issues arise, further support will be gained from supervisors. My own ethical and professional practices are informed by my 15 years of experience as an educator in a range of settings and roles, including professional work in schools where students have special educational needs. The introduction to informed consent will include discussion with participants of the methods used.

Informed consent. It is anticipated that *some students* may have designated special needs. It is expected that the students who agree to participate in the research will initially be part of a small group who, with the researcher and a staff member in the school, are talked through the consent form for initial information and confirmation of consent. Prosser and Loxley (2007) This will be integrated into a school 'lesson' to reinforce the participants understanding that the research is intended to be a 'lived experience' for the researcher to develop a 'richer' understanding of the research situation. Informed consent will be further clarified during the diary interview process in which students will be informed about the data storage procedures and prompted, before each interview, about their willingness to participate. The consent will be voluntary in that students will be able to choose to not engage at any point before or during the research process. The same principles of informed consent, appropriate *to the staff*, in written form and with verbal reminders, will be available to adults in the research. **Parents** consent will be gained in order to ensure there is clarity with the school community on the

purposes of the project. This will be done by letter to the parents. Copies of permissions being retained directly with the researcher.

Anonymity. The use of mixed visual methodologies or other interview techniques to gain access to student voices suggests that anonymity from myself as the researcher cannot be provided but it can be for a wider audience. I can enable recordings to be provided to supervisors in coded forms. Voice recordings will be available to research supervisors in transcribed forms. For adults, the same principles will be used; recordings or other material will be kept in anonymous form from others, that is in coded form. Written material will be kept in a locked cupboard in the researcher's professional office. Digital and other computerised information will be kept in password-protected format in a secure folder on the researcher's computer.

Confidentiality. As a researcher in a school setting I can guarantee confidentiality to the young person except in respect of material disclosed relating to an illegal or otherwise potentially harming situation. This proviso will be disclosed in the initial discussions with the young people and made clear to the young people each time they log onto the diary or start an interview. The same principles will be applied to adults within the research situation.

Right to withdraw. Professionals and students will be offered the right to withdraw at any stage without prejudice.

Voluntary nature of participation. 1) Students will be recruited from a pool of students who have been in the Inclusion Provision since September 2009. They will be briefed with a member of staff present with an interactive approach used to take and receive questions and queries on the nature and extent of involvement in the project. Once students have agreed parents will be contacted and their permissions sought. 2) Professionals will be recruited through a staff briefing with an information pamphlet and conversations.

Give details of the methods to be used for data collection and analysis and how you would ensure they do not cause any harm, detriment or unreasonable stress:

The methodology for the research includes piloting. This will use the *Inclusion Index* Booth and Ainscow (2002) questionnaire to gather some initial information about staff and pupil perceptions of inclusion and professionalism in the school. This will be in the form of an on-line questionnaire, gathering background data that may be used to illuminate aspects of the interview research and questions. This methodology will improve analysis and focus for the subsequent interviews and observations.

An examination of school policy documents, local authority policy documents and DCSF guidance on inclusion and professionalism. This method will ensure the context is clearly evident in the research.

An examination of exclusion and other relevant attainment data for the school over a three year period, in general and as applies to this particular group.

Interviews with adult participants. These are likely to be individual interviews using a framework discussed in the *Inclusion Index* British Educational Research Association (2004, p.7) & Booth and Ainscow (2002) but extending to other areas of interest in relation to the focus on the Inclusion Provision and professionalism.

Interviews with participants who are young people. In order to improve data 'richness' and reduce the influence of 'power' (adult and researcher) over the young people the methodology proposes to use mixed visual techniques Prosser and Loxley (2007) to gather and enhance the 'richness' of understanding for a socio-cultural analysis. In consultation with the students a form of scrapbook work or digital diaries, may be developed if they felt this was going to be useful for them in developing ideas and concepts. The mixed methodology for the young people in particular gives an opportunity to engage students with special education needs more creatively.

Classroom conversations with the professionals. The purpose is to illuminate relevant aspects of the interview framework, their interpretations of the nature of inclusion with classroom practice for the teaching professionals or to confirm/clarify aspects.

Further conversations with students may involve following or tracking 'a day in the life of' approach to further confirming earlier interviews and perceptions. The rationale is to gain a closer understanding, from the participant's perspectives of their interpretation of the concepts and meaning of inclusion and professionalism.

As noted above respondent information will be coded and saved on recorded formats in password-protected folders on any electronic forms.

It is not currently anticipated that there are any questions or issues of a particularly sensitive nature. However, the researcher is aware that with interpretive methodologies and sensitive matters like school discipline, may raise matters that cannot be anticipated and may well have to be solved in situ and in consultation with supervisors.

Give details of any other ethical issues which may arise from this project (e.g. secure storage of videos/recorded interviews/photos/completed questionnaires or special arrangements made for participants with special needs etc.):

The interview and diary related materials will only be available to the researcher and supervisors as appropriate. They will be destroyed on completion of the Doctoral Thesis or other time as agreed by supervisors.

Whilst some students may have designated 'special education needs', this of itself is not a reason to not conduct the research Prosser and Loxley (2007) British Educational Research Association (2004) guidelines indicate that 'researchers should explore alternative ways which they can be enabled to make authentic voices'. Indeed it is likely to be richer, more illustrative research, if it draws on variety of students' explanations and uses a variety of modes for eliciting responses to their concepts of inclusion in relation to the IR and the inclusive practices of their teacher's professionalism.

Give details of any exceptional factors, which may raise ethical issues (e.g. potential political or ideological conflicts which may pose danger or harm to participants):

It is possible the research may uncover conflicts between the schools stated policies and staff implementation of those policies for use of Inclusion Provision. This is often found within school contexts. Clear statements, within the research purpose and dissemination of the research findings to school staff, would need to be generated in order to clarify the differences between the researching professional and my own role as a practitioner within the situation. In order to maintain confidentiality reporting to the school will include the deletion of identifiers and develop crude categorisation (a staff member for example). Where harm or inappropriate

Appendix two: pupil consent form.

(The staff consent form followed a similar format with amended information and only interviews carried out)

Pupil Consent.

THE PURPOSE OF THIS RESEARCH

The purpose of this research is to find out how you, as a young person, **thinks and feels** about the **Inclusion Provision (IP)** in your school. In particular, this is **how you view inclusion**, as opposed to exclusion from school; **how you think about** the way your school and teachers work to support you. You will be asked to give examples of **how** and **why you were in the provision**, **how** you are involved in **decision making** about this **IP** and **some questions about your school**. You will be given the opportunity to ask questions or make suggestions within the research project.

I will have a variety of methods to work with you to gain this information. This will include **an on-line questionnaire survey, a form of a digital diary, or an opportunity to develop your own scrapbook of ideas and thinking** and some **audio tape recordings of your thoughts and ideas about IP**. The aim of using a variety of methods to gain information is to enable you to use different ways to talk and interact with the researcher without feeling like others are interfering with your own thoughts and ideas. I will be writing up your ideas and will check with you that I have understood the main ideas you have presented. In addition, if you wish, I will undertake to support you in presenting your views to those that you choose, including other young people and adult audiences at the end of the research period. Please feel free to use this research as an **opportunity to talk freely about what you think** and how **you think** about the **Inclusion Provision** and the **way your teachers work** in this school.

Confidentiality means that I will not disclose any information you have given me to others unless, as noted above, you tell me something that is illegal or dangerous. You should be aware that if you disclose anything illegal or dangerous to yourself or others there is a duty of care from myself that will need to be shared. This will be prompted at the start of each interview or information session.

Anonymity in this research means your name or other identifying features will not be used in any reporting of findings. For example, I will code the digital recordings on my computer or digital player. The on-line questionnaire won't tell me who you are. All of this information will only be available to you and me. **Your parents** are being **asked for permission** for you to be involved in the research but will not gain any information about your particular ideas unless you wish to share these with them.

CONSENT FORM

I have been fully informed about the aims and purposes of the project.

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation
- I have the right to refuse permission for the publication of any information about me any information which I give will be used solely for the purposes of this research project, which may include publications
- all information I give will be treated as confidential
- the researcher(s) will make every effort to preserve my anonymity

.....
(Signature of participant)

.....
(Date)

.....

(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Contact phone number of researcher is 01209714472

If you have any concerns about the project that you would like to discuss, please contact: Gwen Gilmore – ggilmore@cornwall.gov.uk or 01209410406

Data Protection Act: The University of Exeter is a data collector and is registered with the Office of the Data Protection Commissioner as required to do under the Data Protection Act 1998. The information you provide will be used for research purposes and will be processed in accordance with the University's registration and current data protection legislation. Data will be confidential to the researcher(s) and will not be disclosed to any unauthorised third parties without further agreement by the participant. Reports based on the data will be in anonymised form.

Researcher notes: These records are held in a locked cabinet at the researcher's office. I completed this with the students, in January 2009, in the context of a lesson with the assistance of a teacher and teacher assistant. This was to ensure the students understood key words and their rights in the research. After this lesson one student, who had been selected for the research and signed the form left the school and was therefore not included in subsequent research work. January, 2010.

Appendix three: parent consent form

Parent Consent

(School Letterhead)

Dear

I am writing to inform you that (name here) is taking part in a research project with our school. (school name deleted here) have gradually improved their achievement and reduced fixed-term exclusions with a range of approaches to behaviour for learning. This research is intended to support developing an improved understanding of how schools can use some of the student experiences to further develop inclusive practice and improve attainment for students.

(Name here) is taking part in an on-line questionnaire, some short interviews and will have an opportunity to present their own work within the research to other students or adults.

The research period is spring 2009. This period is intended to give the opportunity for researcher time with the researcher to conduct a short questionnaire, conduct some interviews, and check understanding and interpretation with them in order to gain a clear picture of how young people view this provision. The researcher will also be asking (name here), should they wish, to keep a brief diary, with drawings or ideas, about how they would improve behaviour for learning at.

The names of young people will not be used in any publications. Material gained during the research is confidential to the young person and the researcher although (name here) may choose to share information with you. The overall report contributes towards an Educational Doctorate. There is potential to demonstrate Good Practice, in shortened reports, for the Local Authority. Indeed, if (name) wishes, the researcher will support them in sharing their learning from this work.

If you have any further questions about the research please feel free to contact the researcher, Gwen Gilmore (email ggilmore@cornwall.gov.uk) or telephone her on 01209 721410.

Yours sincerely

Signature and name deleted here

Headteacher

Researcher note: The school kept this record. One student, Callum, presented his work to the student council. A copy of that presentation is available from the researcher provided I have Callum's permission. (January, 2010).

Appendix four: student questionnaire.

I completed two versions of this on-line www.surveymonkey.com questionnaire, one for staff and one for pupils. This one was for the Year 8 and 9 students. The staff one was framed in the same way to students, in three sections as a mirror of the *Inclusion Index* from Booth and Ainscow (2002). Each section of questions was on one page and students ticked the box that was closest to their choice.

This is the first part of the Inclusion room research. I am not collecting any names. This part of the research will give me some initial ideas about how you view the inclusion room and the way your school works with you in this school.

1. What gender are you?

2. What year are you?

- Female
- Male
- Year 8
- Year 9

The questions here are intended to help me understand how you feel about your learning and participation in this school. Learning means you can get information or ideas in a lot of different ways and do something with that learning. Participation means what you do with others.

3. This question asks you to tick one box per row. It asks about how lessons are organised to encourage learning and participation.

Definitely agree in most lessons agree in more than half my lessons A few times and lessons disagree for all lessons

Teachers try to make the lessons easy to understand for me

We are taught to appreciate other people who have different backgrounds from our own

I usually know what will be taught in the next lesson

In my lessons teachers usually expect students to help each other

In most lessons students behave well towards each other

In most lessons teachers behave well towards me

Teachers help EVERYONE who has difficulties with lessons

Teaching assistants work with anyone who needs help

Homework helps with learning and is

properly explained

I take part in activities outside lesson time which interest me

If you have any comments about learning and participation in your school

-
-

These questions will help me understand how this school is developed for all. This is part of the school policy.

4. These questions will aid me understanding in what ways this school involves all students in the school.

Definitely agree in most lessons Agree in more than half my lessons A few times and lessons Disagree

This school makes it easy for any children to attend

When I first joined the school I was helped to settle and feel part of the school

Teachers seem to like teaching us

Teachers and other staff 'sort out' difficulties with behaviour and try to help us stay in school

Teachers work hard to make this school a good place to come to

Everything possible is done to stop bullying

Is there any other comment you want to make about how the school involves students

-
-

These questions will help me, the researcher, understand how you think about the way things happen in this school. These questions are about teaching and learning practice.

5. These questions are about how you think learning and teaching happen in this school. They refer to all the things you do in this school including tutor time, coming to school, lessons and out of school activities.

Definitely agree most of the time in this school I agree more than half the time I agree on a few occasions I disagree

All children are made to feel welcome in this school

Students help each other

Other

Staff help each other

Students and staff treat each other with respect

Teachers do not favour one group of children over others

Teachers try to help all us students to do their best

Teachers think all students are equally important.

Teachers are consistent in the way they ALL use our C1, C2 and C3 system for discipline.

Other (please specify)

Thinking about the previous questions and ideas - is there anything you would like to see improved in this school?

6. What suggestions do you have for increasing students belonging and being part of this school

First
Second
Third

Thanks again for doing this survey. One final thing - how easy or hard was this survey to do?

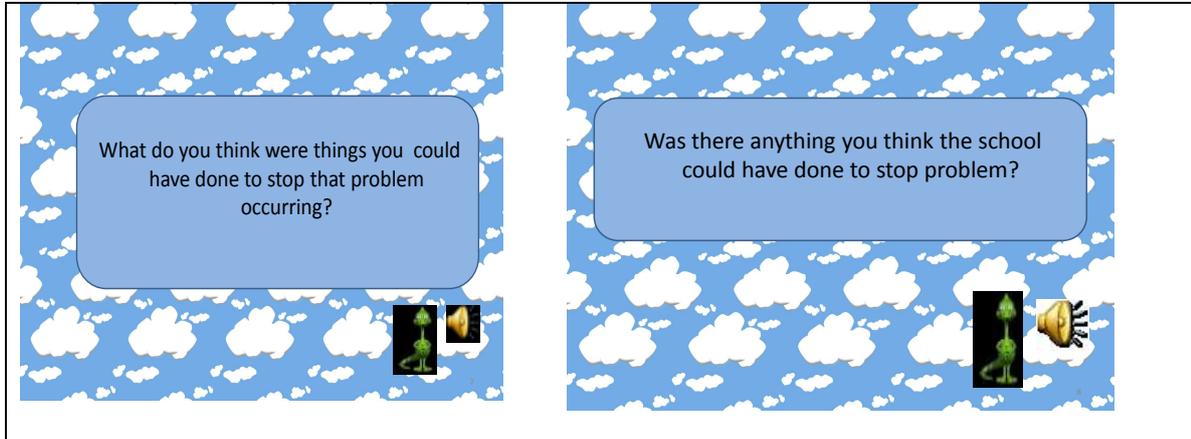
7. How easy or hard was it to complete this questionnaire?

- Very easy
- sort of easy
- a bit hard and I had to think
- harder than I thought
- I had to have a lot of help to finish this

Any other comments that you think will be helpful.

Appendix five: student interview PowerPoint.

As a reminder the student interviews were conducted in at least three phases whereby the interactive PowerPoint was digitally recorded so that the students could operate the computer. There was a degree of interactivity with the ppt. Students also held the digital recorder. Interviews were completed



in three sections in order that I could get to know the students a little better, and they me.



Are there any things about being in the IR that are similar to what you do in the rest of the time you are in school/lessons?



2

When you are in the Inclusion room were there any things that were different about the rest of the time you are doing school/lessons?



3



When you are in the IR are there any specific things that teachers/staff do that are very different from the rest of the school?



4

As part of the IR were there any things the staff did that supported you thinking about changing in the regular classroom?



5



As part of the rest of school were there any things the staff did that supported you thinking about changing in the regular classroom?

6



During the rest of school time were there any things you think would help to support your behaviour?

7



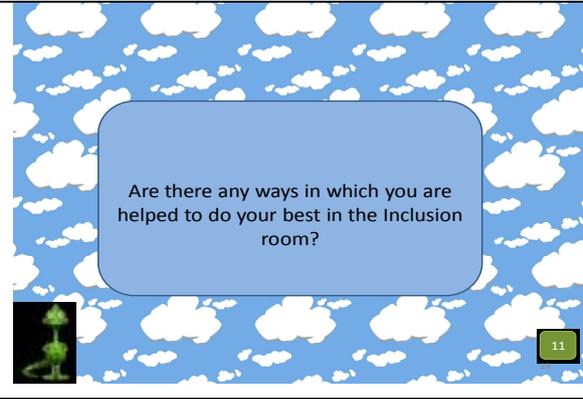
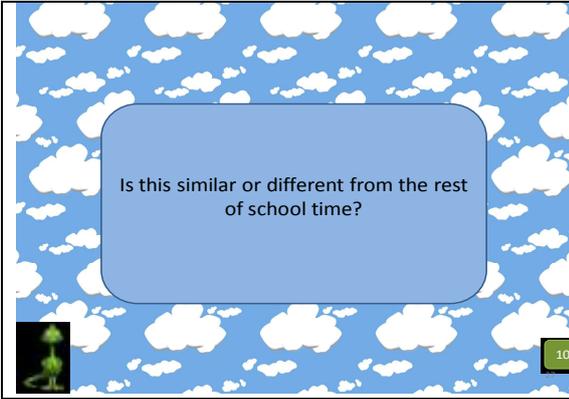
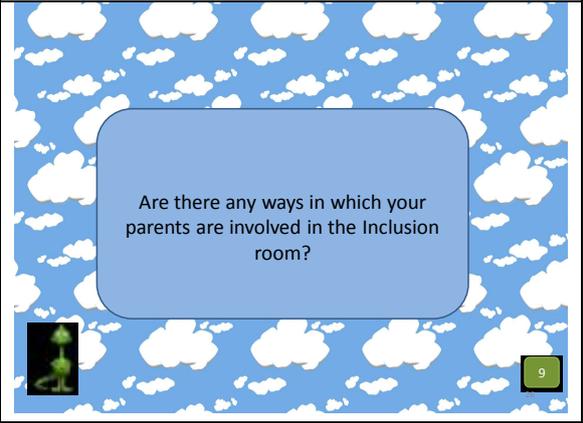
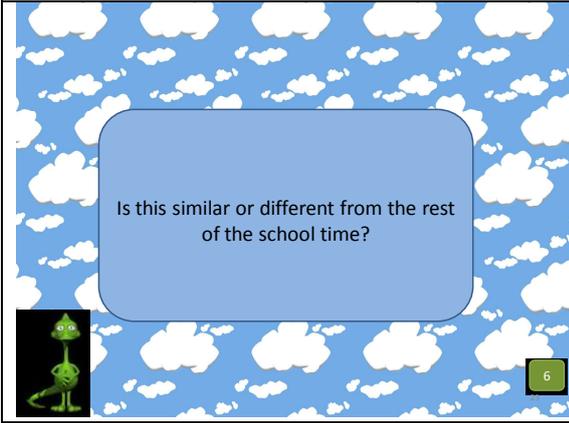
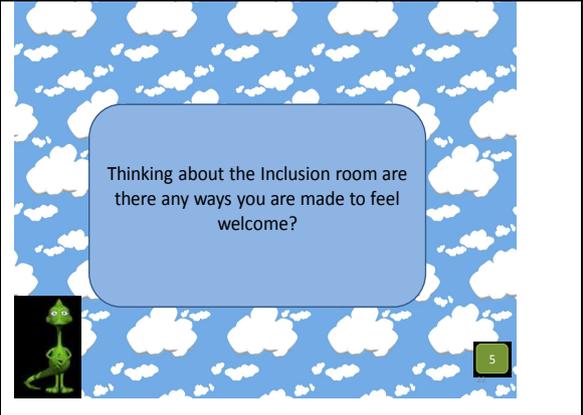
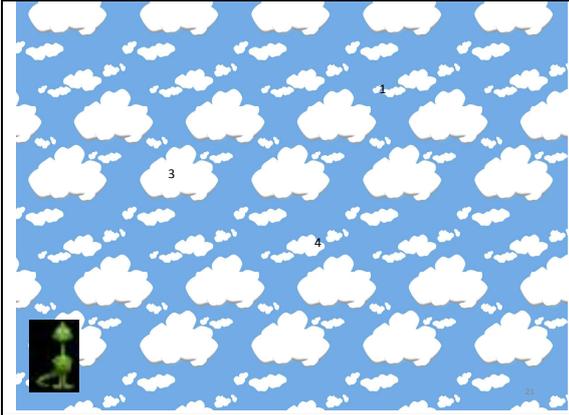
Are there any others apart from yourself or staff who could change to reduce the need for the inclusion room?

8



What are your questions or ideas about the IR you would like asked or answered?

9



Are there any ways in which you are helped to do your best in the Inclusion room?



Is there anything else you can think of that I haven't asked that you would like to say about what the Inclusion room does for your learning?



1
2
3
4



Thinking about the inclusion room again was the information about the room similar to other forms of discipline in the school?



Were there any ways in which the inclusion room helped you feel settled in the school?



Was this similar or different from other things you do in the school?



Are there any ways in which this room helps you with behaviour?



Is this similar or different from other ways of discipline/behaviour management in the school?



Are there any ways you can think of that teachers work to make the school a good place to come to?



Are there any ways you can think this provision helps stopping young people being excluded from school?



Are there any ways in which you think this room helps pupils stay in school?



is the policy and paperwork written in such a way as to be easy to understand?



Is the work in the Inclusion Room similar or different from other lessons?



Thank you for your ideas and information.



Appendix six: student observations.

Student observations. I completed the observations in a two- week period after the questionnaires, interviews and students had provided me with their timelines.

Rationale. The purpose of student observations was to fulfil three functions that emerged during the interview phase with the students.

1. A perception, on my behalf, that observing the students would give me a more explicit narrative on their interpretations of their learning and behaviour. To validate, or otherwise, student perceptions of their participation and how they interacted with teachers. The interviews had revealed little to me of their understanding of how they were part of, or not, everyday lessons. In comparing and contrasting this with their IR experiences, I hoped this would give me a better understanding of their perceptions of classroom experiences and potentially, their IR experience.
2. To begin to understand something of the classroom culture from the student's perceptions. How was behaviour managed by the teachers for these students in particular? How did the teachers 'include' the pupils and on what inclusion or professional basis?
3. I had scheduled in my research planning interviews with teachers during the Summer term. I had realised during the interviews with the pupils there was more value in talking to teachers who knew the pupils as students. They would be talking about 'real' students. To this point, in the research I had been less specific about 'who' the teachers might be in the research. On reflection, this supported the methodology more tightly, examining the rules of the particular students and particular teachers framed the research more specifically. This may have had the effect of making the research less applicable to other situations. On the other hand, it gave more depth to the possibilities for research analysis. On balance, I felt the latter was a better course of action. As it turned out, observing the pupils in the teacher's classes gave them a better understanding of what I was doing and I was able to get their general permission for them to take part in the Summer interviews.

Methods

Pupils were asked in the final interview whether I could observe them in classrooms and I outlined my rationale. Pragmatically, I had put aside blocks of time for the observations in my professional diary and was trying in broad terms to see the pupils in both what they had termed a 'good lesson' or a 'not so good lesson'. This was not possible for all students but generally, I saw them in two lessons at least. Some pupils I saw more than once because they seemed to be in similar groups. In the event, the whole of the English department had 'reset' the pupils so in some cases, I found the pupils with a different teacher, and on some occasions, the pupils were absent so I had to reorganise my observation schedule.

I wrote a letter to each teacher explaining the research and the aspects of the pupil's observation (their participation in the lesson).

In setting up my observation of the pupils, I positioned myself away from the pupil(s) so that I could still see them but not necessarily so they could engage with me. I did interrupt them on occasion – to check learning or when I was puzzled about why they had done something in

particular. I wrote up the following observations and then, during the Summer term, checked with them my interpretations and clarified points.

I was particularly interested in how and in what circumstances the pupils interacted with others and the teacher, how they participated in the lessons and whether they interacted with a range of students or just their own 'group'. Thus, I had three headings- interactions, participation and diversity. This linked with my overall framework for inclusion. Examining professionalism was problematic in this context. Although I took overall classroom context notes, I was not observing the teachers as such. Nevertheless, pupils were invited to consider my write-up and made comments on what they felt about the qualities of their teachers. Thus, the comments on professionalism from the pupils were referenced by their interpretations of the teacher qualities in these observations and from their interviews on 'the ideal teacher'.

I wrote notes on each student during the class and then some reflective observations as they occurred to me in thinking back on particular instances. Within two weeks I developed an observation summary for each student and cross- referenced these notes into the tables generated earlier from the interviews.

I typically observed on each occasion for about 30 minutes. This meant the block of time I had allocated gave me an observation of each student twice. I had prior experience of classroom observations of students and teachers, although this was the first time in this school.

Reflective note:

I hadn't intended to observe the behaviour strategy used by the teachers; the pupils were the focus of the observation. However, with my first lesson observation, it became apparent I should have considered this more fully and the comments on the behaviour system below are reflective of how the students used the system. I commented to the Head Teacher after the first day about the B... game. She concurred, somewhat understanding of my interpretation at the time. That is, the students were playing a game in the classes, without teachers necessarily knowing the rules. The game comprised of seeing how many times they could or could not get their names on the board without it becoming too serious. On one occasion I followed a student from one class to the next, from a student teacher to a more senior teacher, and some of the students followed the 'game' from one lesson to the other. The student I was observing didn't play the game in the second lesson – but did in the first with the less-experienced teacher. The rule was 'you accumulate as many points as you can before it got serious – a B3'. It was fairly typical of other 'games' I had seen students engage in during other roles in supporting school behaviour management systems.

The other side of the game was the rules were explicit, on the board, and had been developed the previous Summer by all teachers, and in particular, an assistant head who had left the school in the Autumn. Failure to follow the explicit and implicit rules meant that some pupils in this research group had been in the IR for reasons other than the possibility of fixed term exclusion.

What was also apparent almost immediately was that for some of these pupils, particularly those with a statement or specifically identified needs, they were much more likely to 'come under the teacher's eyes' – as the students had indicated in their interviews.

It is widely assumed in the literature that the 'rules' in behaviour management, policy and practice are made by adults. In this case, the students were quite clearly playing a 'game' of seeing who could gain the most kudos from getting their B but not going so far as to get the more serious sanction.

The analysis.

In order to capture the analysis more specifically, I have used guidance from Gibbs (2007) on qualitative analysis and developed the analysis around the broad 'themes' identified in the research methodology. This strategy was indicated in the interviews with the pupils and the letter to the teachers seeking permission to do the observation by indicating I was observing the pupils' participation and interactions. When writing the notes, I noted where 'themes' occurred or didn't in the research notes and then transferred them to the Case Study tables on each student.

Gibbs (2007, p.27) notes the 'field notes' are ways of representing an event, are descriptions of what people said and did. Also following Yin (ibid), I recorded both what I observed happening and my reflections on particular points. I recorded both inscriptions, descriptions of events as they occurred, and transcriptions in the student's own words.

Although Gibbs (2007,p.30) notes, a typical approach is to separate field notes and memos in developing the theory and commentary, I found this difficult. Much more natural, and achievable seemed to be the suggestion from Richardson (2004, p.489) that codes differentiating observation (ON), Methodological notes (MN), Theoretical notes (TN), and Personal notes (PN) be used within the research diary and/or field notes.

Appendix seven: letter to staff on research and the on-line questionnaire.

The following is the letter that went into each staff member's mailing box before conducting the questionnaire and interviews with staff. May 2009. I also talked about the research with the staff at a more general meeting.

Dear Staff Member.

Research into the Inclusion Room

Having completed the first stage of the research with pupils in school I am now wanting to complete the second part of the work with teachers and other staff in the school. I am presenting the information from the pupils to SLT on the 7th May. The research is being conducted with Year 8/9 pupils in the school. In the first part 160 students took part in an on-line questionnaire. This shows that the pupils feel the school, on the dimensions and questions asked (practice, policy and culture), to be mostly inclusive and professional. I then interviewed nine pupils, who had experienced the Inclusion room, about their views on the Room. By and large the pupils have indicated two main themes.

- a) The process is boring – they haven't friends to talk to and for some pupils is so boring that they don't want to go back. One student '*wondered*' why s/he didn't do the homework in the first place.
- b) It is regarded as a 'fair' punishment for things that require further discipline.

I also observed the pupils in classes. From this I was able to make some observations about how the pupils interacted with their friends/peers/classmates and their teachers. Thanks again to those teachers and pupils who allowed me to observe.

What is in the next stage for staff? I am looking at doing **two stages** with teachers and other staff. First, an initial, on-line questionnaire on Inclusion policy, practice and culture in this school. Second, some teachers and other staff have agreed to be interviewed. If you would like to be interviewed contact me below.

The on-line questionnaire will be completely anonymous. Teachers in another school who have piloted it tell me that it is easy to complete and many tell me it takes less than 15 minutes to complete. It appears to give the school a good understanding of 'good practice' features of Inclusion. This will be on your internal website.

I am proposing to leave the questionnaire open to ALL staff for two weeks starting Monday 27th April and finishing 7th May. ALL staff means anybody who supports young people in learning in ANY way. Results from this will be available after the half term break. If you want to have the summary table results provided directly to your email I will arrange to do that. Otherwise I propose to make summary tables available on a staff notice board or as HT agrees.

Overall the research will give the school and the partnership some valuable information about the use of the Inclusion room and the school climate that supports young people to change their behaviour. Some of the results will give more depth to some of the broader work being by National leaders in developing this work.

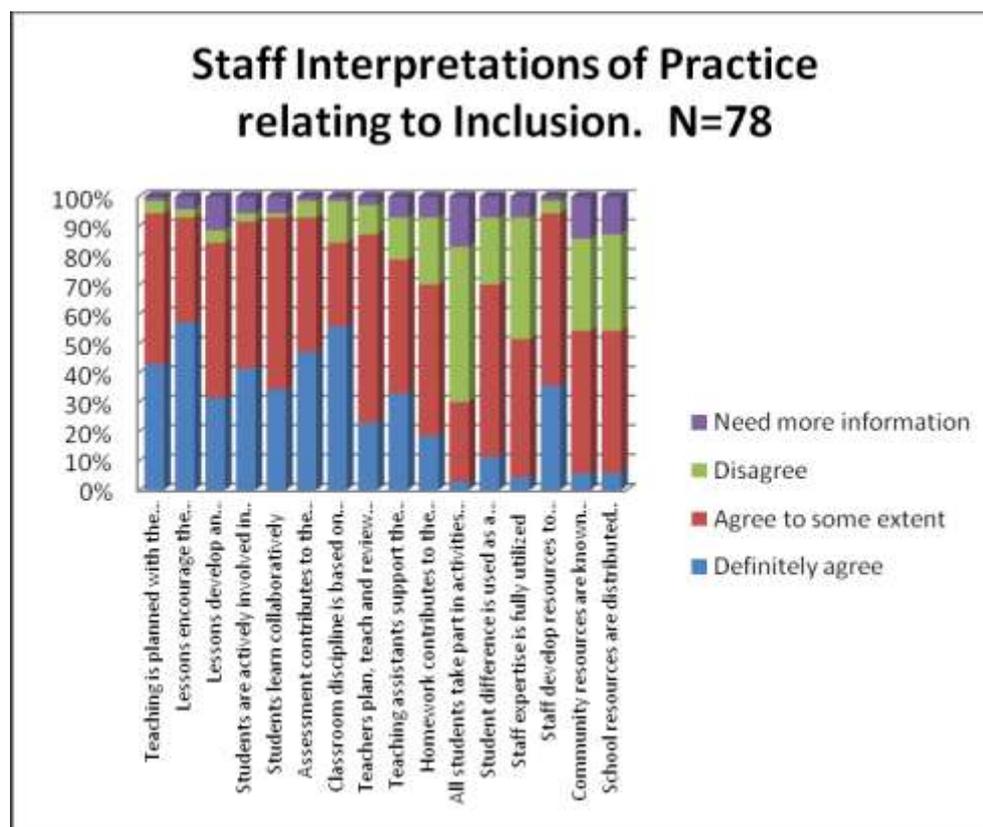
Should you have further questions please do not hesitate to email me at ggilmore@cornwall.gov.uk or phone at 01209721410. Thanks very much in anticipation

Appendix eight: Piloting the on-line questionnaires and concepts.

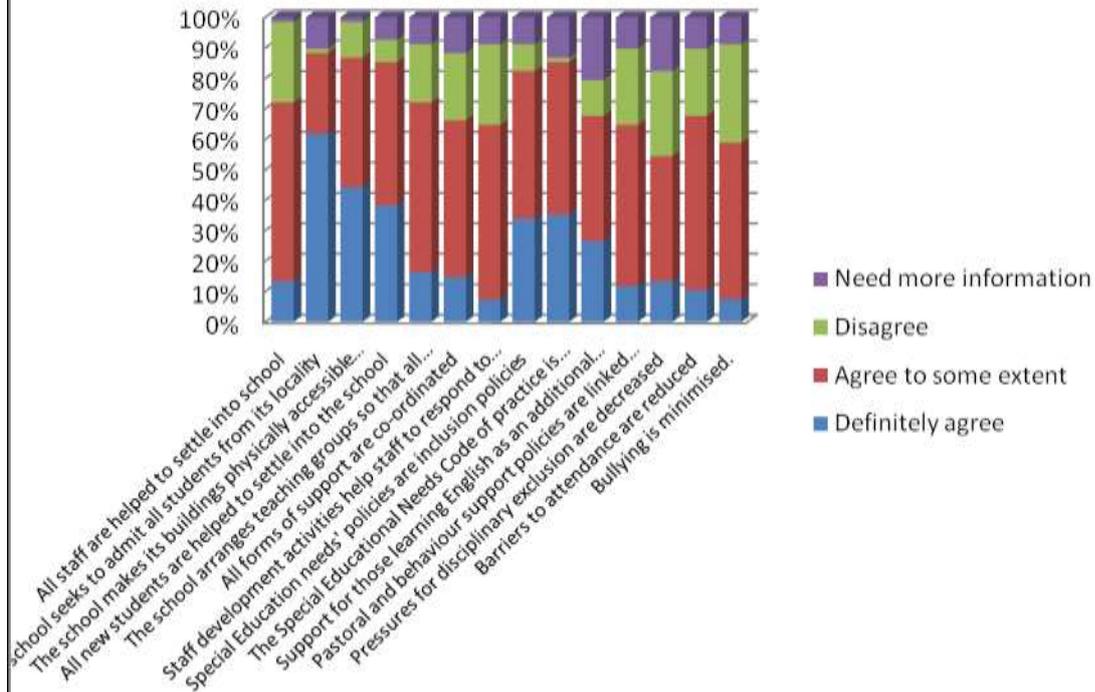
I completed the piloting of the on-line questionnaire in another secondary school in the Partnership that had a similar IR for their students. Students who had been in their version of a disciplinary IR completed the on-line questionnaire and I adjusted the questions slightly. Only seven students answered this questionnaire. However, as a result, I adjusted some questions. I provide the sample of questions to the student on-line questionnaire above in appendix four.

I also piloted the questionnaire with staff. In particular, I was interested to see whether the staff discriminated amongst questions, what the return rate for this type of on-line questionnaire was and how long the completion took. I got feed back from senior staff and they liked the questionnaire and included the information in their SEF.

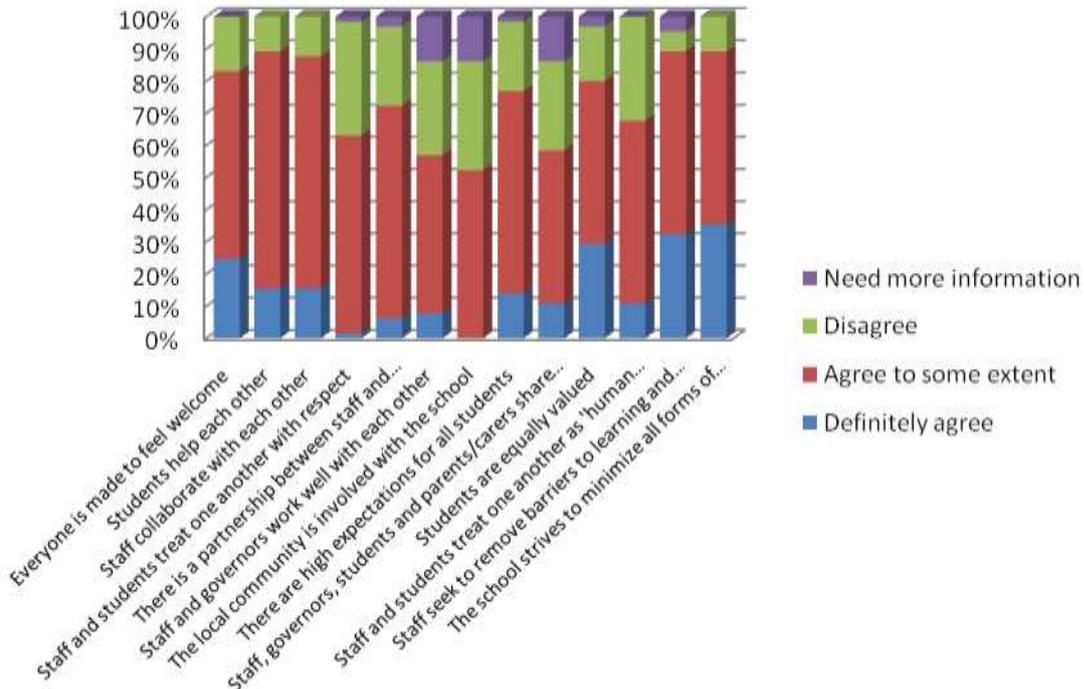
The following tables represent summaries I produced for the staff in the pilot school that completed the on-line questionnaire. These staff completed it on their first day back to school after the Easter break – clearly a pointer to further use of the questionnaire. It was also used by the Senior Leadership team, alongside some well-being work that was being undertaken to support them in some staff perception work they were doing.



What are your views on inclusive policies?



What do you think about Inclusive culture in this school? N= 78



After this piloting, I made the following changes to the research school questionnaire.

- I adjusted the scale to a four point scale. I wanted to get a more general sense how staff felt about these aspects of inclusion. This was a small part of the research to get an overall perspective of the school's inclusive practice, policy and culture.
- I adjusted settings within the administration of the survey for the staff. It was possible to simply press the keyboard spacebar, either deliberately or in error, and not answer questions. Some staff noted at the end of the questionnaire they found this a problem.
- I fixed some word processing errors and made some adjustments to the way of collecting data
- I was able to say to the research school with some confidence that the survey would only take 10 minutes.
- Whilst I also learnt how to use SPSS as a software package, at this time, in conjunction with supervision and other thinking about research purpose and focus, I completed tables in the final research paper.
- An unintended outcome from this work was that I trained other staff in the Partnership on using this tool and it is now a well- established mechanism for getting some aspects of pupil voice and doing some simple recording and outcomes from professional development days.

However, the similarities in results between the two staff groups gives me some confidence that the concepts of inclusion, as reflected in the *Index for Inclusion*, are stable in these schools settings. Both schools have reduced FT exclusions and improved attainment over the period of my research work and role in the Partnership.

Appendix nine: staff interview schedule.

Semi-structured research interview. Summer 2009.

IR= Inclusion Room

I am researching the inclusion and professionalism in the context of the Inclusion Room. I am interested in your interpretations of how you work to support the process of inclusion in this school. I am looking at the similarities and differences in how staff view the Inclusion Room and the students' perspectives.

1. Tell me about yourself as a teacher/support staff member?

- how long have you been working in this school and your specific role
- how many years in school or other educational settings
- why have you chosen this particular role or profession?

2. Inclusion –

- What are your views on inclusion and inclusive education?
- How do you feel these meet/or don't the needs of students in your lessons or in the IR?
- Do you feel you currently possess the necessary skills to promote inclusion?
- Are there any specific aspects of student behaviour that make it easier or harder to be inclusive?
- How and in what ways do you think the IR helps or otherwise behaviour and reducing exclusion in the school?

3. The Inclusion Room.

- What are your views on this room and how it is currently used
- In what ways have you used the room in the past?
- The current behaviour management system involves two stages – one for the C1, C2, C3 system and one for more serious incidents. Can you describe how you have used it for the C system?
- Can you describe this for more a more serious incident?
- What would your ideal behaviour management system look like? How would it link with inclusion?

4. Inclusive practices

- How and in what ways might you plan or your role support student participation?
- Are there examples when this is not possible?
- How or in what way are TA/other staff involved in supporting inclusion?
- In what ways do resources support inclusion? (human and ICT etc)
- What role do you have when a pupil comes back from the IR?
- What role do you take in developing behaviour for learning in the school?
- Can you give me a story about when you have successfully engaged a pupil with challenging behaviour? What barriers for learning for others were removed?

5. Developing Inclusive policies

- How do you arrange teaching/learning so that all students are valued?

- How is support coordinated from your perspective? What sort of professional qualities are illustrated within that?
- What do you think the behaviour for learning system is in the school? How would you like to be involved?
- How is staff development or management organised to respond to student diversity?
- Does the SEN code for practice become an 'inclusive policy'?
- Are there ways the policy can reduce fixed term exclusions or promote attendance?
- Are there ways that the curriculum policy and the pastoral and behaviour systems are linked? Would it be helpful or not in promoting inclusion?

6. Developing an Inclusive Culture

- In what ways do staff and their community (governors, parents, others) make students feel welcome?
- How specifically do you involve parents in the IR process?
- In what ways do you collaborate with other staff and adults in the school?
- Are there any examples you can give me where a shared philosophy of inclusion is evident?
- Can you give an example or story of when a pupil has not been included from this school (that is, excluded)? How did you feel about this?

7. Action planning

- Are there any ways you think the school needs to do to become more effective at accommodating students with severe and ongoing behaviour problems?
- Are there any things you think students need to do?
- Are there any things think teachers need to do?
- What are your most innovative practices you would recommend to other schools in developing inclusive practice?

Are there any ideas about the Inclusion Room you would like to add to this conversation?

Thanks very much for your time. I will transcribe the interview, take some key ideas from today and have a follow up interview with you to check my interpretations of the interviews correspond with your own.

Appendix ten: exemplar field notes interviews. Staff

Jane: IR manager	Management vs. discretion	Individualism vs. collegial	Bureaucracy/technical vs. Continual learning	Other interesting stuff
	<p>RN: 25/07/09: Uses discretion and management. Aspects of technical skill referred to – with discretion.</p> <p><i>I was familiar with the school to start with– I was familiar with education expectations, target levels, achievement levels that I felt quite confident to just step into the role'</i> (07/05/09, p.6)</p> <p>RN: hence would have been given more discretion</p> <p><i>I have had one or two boys and girls who have been really stropky and it's been a case of 'that is not acceptable behaviour, you have automatically failed, and you are going to be back in here again tomorrow' (there is a pupil – Chris or Troy who talks about this). 07/05/09, p.7</i></p> <p><i>I think the teacher needs a good understanding of classroom management – if you have cracked classroom management you have cracked teaching.</i> (07/05/09, p.10)</p> <p>RN extended to 'control and behaving in the correct manner</p> <p>(07/05/09, p.17) <i>in getting a pupil to work on his homework (a motte and bailey castle) when explaining the task it became clear he was upset because his mum and dad wouldn't help him. They won't help me get the</i></p>	<p>' We have a child who has genuinely got Tourette's and that child has been in and he is fairly good at managing himself. Obviously if a child has a recognised difficulty I do sometimes give allowances for that, but I would consider ?</p> <p>Teachers in the classroom need all the help and support they can get (07/05/09, p.11)</p> <p>The teachers are consistent with their use of B system which ? makes it easier for some students to understand.</p> <p>(07/05/09, p.21) <i>it's a school where (pastoral support) is coordinated fairly well – you see emails going around about different children.</i></p> <p>(07/05/09, p.22) (Question about links between curriculum and pastoral) 'You have to be inclusive in the curriculum for everybody who is sort of pastoral and behavioural relating to curriculum' curriculum is what is being taught pastoral behaviour is the support'.</p> <p>(07/05/09, p.23) <i>we try not to 'welcome' them here because we don't want them here. We try and prevent them going in because we don't want them going in'. Sometimes I have said 'I don't want to see you again' meaning that they</i></p>	<p>07/05/09, p.6 'the unit is there to ensure that education is paramount then I will need continual development to keep myself updated on the curriculum and teaching styles and when new policies come in'</p> <p>It (the room) is used fairly effectively by teachers for all sorts of reasons'.</p> <p>Children like clarity of rules – they don't like ambiguity – they like the B1, B2, B3 system it's automatic – it's a good system. Its good providing all teachers use it in the same manner (07/05/09, p.11/12)</p> <p>It's relaxed in a way that is not uptight – it's calm. (07/05/09, p.20) - I don't raise my voice. The only time I raise my voice is when someone has crossed the boundary, and that's it – you have failed, that's when the officious person in me will come out. I'm not sure on that and I am still working on this.</p> <p>(07/05/09, p.21) (Question on inclusion policy) it's a school in that all children are valued.</p> <p>(07/05/09, interview part 2, p.2) we are reducing the</p>	<p>Definition of Inclusion: Whole school 07/05/09, p.4 'ensures every child, regardless of their ethnicity , their gender, their abilities, or whatever social economic background they come from, language barriers – so inclusion is a whole school approach.</p> <p>Follow up the Behaviour system with the assistant head who deals with it.</p> <p>GG comment. NB: I ended up on the list of emails for the school and can verify the fact that a) there are a vast number of emails about general and specific children from various senior, HOY and pastoral staff</p> <p>b) Staff can access information if they want to. Check the feedback sheets for documentary summary.</p> <p><i>The stories about students who fail are outside the research boundaries.</i></p> <p>One student with SEN 'likes it here'. (07/05/09, interview part 2, p.1/2) illustrates the dilemma of needs vs. wants. Of the child and the situation. <i>He needs assurance he is doing the right thing – and I know if I give him that sort of attention he is being encouraged to be here. Yes it's a punishment but how far do you go. How much do you do?</i></p> <p><i>My roles are to ensure that the Inclusion Unit is run smoothly on a day- to- day basis. I am informed of which students</i></p>

	<p>materials' so it was clear to me this child was not getting support at home so of course I reported that back' it wasn't for me to discuss with him – I just changed the task.</p> <p>(07/05/09, p.23) I did have one boy who said 'nothing against you miss but I am never coming back in here. I don't want to'. And he never has.</p> <p>(07/05/09, p.25) he (Bob) thought he could push the boundaries and he said 'well this isn't what we do in And I said this isschool and this is what you do in Inclusion. (modelling the behaviour wanted)</p>	<p>shouldn't come back here.</p> <p>(07/05/09, p.24) I collaborate with staff in two ways – one when I am collecting work for the children, I try and ascertain from the teacher what kind of pupil they are, what expectations, and if I don't know the child, then I find out how much is expected. And I do make sure the work is returned. Some mark the work and others don't. I also update the SIMS and update the spreadsheet'. As soon as a child has been in twice I make sure pastoral support is notified.</p> <p>(07/05/09, p.25) I talk to (pastoral staff member) and find out how's Bob.</p>	<p>exclusions because we are including them, now what we need to do is reduce the inclusions and you need to go back down the line and it's why children are being included.</p>	<p>will be attending, for what reasons. I ensure that I collect work suitable relevant to their ability and as close as possible to the timetable that they would be having, i.e. if in geography they are learning about rivers, then they will have an hour learning about rivers in the I.R. So I ensure that their education is not disturbed or is minimised as little as possible. Whilst in the Unit the children are expected to work in silence and attentively. They are expected to produce a satisfactory amount of work, they are not allowed to just sit there and idle away the time. The duties I do are that I ensure there is a good bank of resources. (07/05/09, p.1) Comment on being a teacher. It has definitely helped me – I think that's a good thing I think it's a good thing</p> <p>Dilemma: Is it to make the child so uncomfortable that they don't want to come back, but then you possibly could risk the education collapse. It's getting that happy medium.</p>
Jane	Participation	Equality (removing barriers to learning)	Diversity	Other interesting stuff on Inclusion/Exclusion
	<p>7/05/09, p.1 'collect work as close as possible to their curriculum lesson for example, if its geography about rivers they get an hour of geography learning about rivers in the IR'.</p> <p>'I ensure their education is not disturbed or is (the disruption to not being in lessons) is minimised as much as possible.</p> <p>They are expected to produce a</p>	<p>'marking the work gives the child a sense that their work is valued' 07/05/09, p.4</p> <p>'sending a child home is not a punishment like it was in the old days where if you were sent home from school it was a bad stigma and that's how I felt when I went to schools if you were excluded – it was shameful' now it's not shameful, they are not ashamed to be sent</p>	<p>A wide range of curriculum materials, at all levels are available including SEN materials (some handwriting). The only things I don't have are specialised paints and DT equipment. PE is curriculum-related. (07/05/09, p.1).</p> <p>They always do something constructive (07/05/09, p.9)</p>	<p>07/05/09, p.2 'I am not teaching them on a 1:1 basis – but I am supervising them from a teacher's perspective.</p> <p>I will say 'no that's not good enough that's not correct You haven't answered the question.' (When referring to the standard of a pupil's work). (07/05/09, p.2)</p> <p>One pupil didn't succeed – wouldn't do it. (07/05/09, p.8)</p>

	<p>satisfactory amount of work and not just sit there in silence. 07/05/09, p.1</p> <p>Some teachers mark their work and give feedback to the children 07/05/09, p.2 which I think is crucial.</p> <p>They are set relevant and proper tasks.</p> <p>A lot of the behaviour is because they have got no peers here' 07/05/09, p.7 (also said by YP)</p> <p>I think they just realise they can't get away with doing what they are doing.</p> <p>I think participation is what we don't want them to do at the moment, they are isolated, so they are not participating (in the rest of the life of the school) but they are participating in their work' (07/05/09, p.16)</p> <p>They are given proper tasks because it's not just copying out of textbooks. (07/05/09, p.19) (GG – proper classroom tasks)</p> <p>(07/05/09, p.25) the school has a culture of inclusion and the ethos (names Bob) 'he actually feels that he is part of the school and he feels, from what I understand, but considering he came with this horrendous background and baggage he doesn't seem to be so bad, so he feels belonging, and I think a lot of children feel that.</p> <p>(07/05/09, interview part 2, p.4) I find that children, they know the expectations when they come into this room.</p>	<p>home from school'. Whereas here they are not sent home, they are kept in school and they are made to work. Their education doesn't suffer for whatever they have done. 07/05/09, p.4/5</p> <p>07/05/09, p.6 – here they keep up with their work. 'they are not losing out'</p> <p>'There is no one to show up to, no-one sees them, and they don't talk to anybody'.</p> <p>07/05/09, p.14 'they have to see it as a punishment something that is uncomfortable' I don't see it as my role to sort out their problems, not whilst they are in the room'. (07/05/09, p.14/15)</p> <p>I pass on the information to other people, teachers, if I pick up on social emotional problems.</p> <p>07/05/09, interview part 2, p.2) (question about what do students need to do to be inclusive) they need to take on board the ethos that they are here to learn and bad behaviour will not be tolerated.</p> <p>07/05/09, interview part 2, p.3) (question on most innovative practice) 'I like the idea they are isolated and I think you need to have a good bank of resources so the children do understand that they are here to work and learn'. I think having an education background is a good thing.</p>	<p>Some children like the room (07/05/09, p.13) with SEN – 'they find it really hard because they don't get support as in they don't get a learning assistant with them'. They've got to do it on their own. Hence I have been trying to differentiate work for them to their ability' – you'd be surprised how much they can do on their own without help.</p> <p>(07/05/09, p.14) I have a complete set of rules to help with dyslexia (07/05/09, p.17) a boy with course work to do tried to say he had to be in the classroom – but because I had spoken with his teacher and they had given me the brief on what needed to be done for the coursework and like I said they've got all the textbooks'.</p> <p>Because I have been a teacher I know what is expected (07/05/09, p.18) and am able to make them do it again and properly and give her all the resources. (07/05/09, p.18) no difference between boys and girls in the room – more down to their general personality. If it's a diligent boy that's here, he will be diligent. You just have to deal with it appropriately.</p>	<p>They like the idea that they don't come in until 12 but then they realise they missed out on skateboarding club or whatever. (07/05/09, p.9)</p> <p>(07/05/09, p.19) I've had some comments that some children like it quiet – especially the brighter ones.</p> <p>(07/05/09, p.19/20) Chris – he did push the boundaries the first time and failed so now just comes in and gets on with his work. The other thing I found with him is he likes engaging work – open-ended tasks where they can take themselves further. He likes the idea that I do look at his work and I say 'that good, that's good, how about improving that Chris'. Again, I have to try and keep it minimal but they do respond to having some feedback. (07/05/09, p.19/20)</p> <p>Minimal dealings with parents. 07/05/09, interview part 2, p.3) one parent phoned and said 'my child's in inclusion, his education is going to suffer and I want to make sure it's not'. Another parent tried to debate the failure I gave to her YP. I handed them to SLT.</p> <p>07/05/09, interview part 2, p.4/5) personal stories about reason for taking the role. Related to a child being excluded unfairly in another school. Affected the YP exam results. 'I believe it was because of the way the school dealt with his behaviour and exclusions'.</p>
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Kathy	Management vs. discretion	Individualism vs. collegial	Bureaucracy/technical vs. Continual learning	Other interesting stuff
	<p>– and there was a very difficult disciplinary situation and problems with the staff and all sorts of things going on. So I came in as the Head, worked with Cluster leader. The issues of behaviour had to be challenged right away from day 1, and there were low aspirations in the community and non-supportive parents, in fact positively aggressive parents until I could prove my role in the school. (23/05/09, p.3)</p> <p>I think the first thing was that the staff felt that 'what do you expect from these children?' was prevalent. There were low expectations from the staff, the fact that they couldn't teach them because of the behavioural issues within the classroom so we couldn't get to the teaching and learning issues because the behaviour was in the way, and because of the low aspirations (23/05/09, p.3)</p> <p>the Partnership working was very important because the three people from the secondary schools worked really closely together. They did learning walks, they were looking at their own practice and sharing (23/05/09, p.6)</p> <p>Once you have done your sanction then we can talk about nurturing and re-building the bridges and re-integration into the community. (23/05/09, p.8)</p> <p>I am more flexible, I will compromise, but I would make sure that we had</p>	<p>We used a lot of pictorial information and I remember working – the way we labelled all the science cupboards and the way, you know everything we did. We used to team teach in order to try to develop these resources that could be used then across the Faculty (23/05/09, p.1)</p> <p>I was asked to work with a South West college and I worked with the staff there, because they were in challenging circumstances so we did joint staff training (23/05/09, p.1)</p> <p>I think the challenge of going to minimum zero exclusion, the challenge of doing that, I remember sitting in this room with D B I can't remember somebody from another school, and cluster leader, and we brainstormed on how we could work together to enable that to happen. SO we had come from lots of different perspectives (23/05/09, p.3)</p> <p>I think it was the challenge. It was a challenge, you know, cluster leader said 'this is the resources, this is the money, but this is what we've got to do' (23/05/09, p.6)</p> <p>I think that we are focusing on the learning needs of young people and we are removing barriers to learning (23/05/09, p.14)</p>	<p>To accept responsibility and be accountable for what was happening with their teaching because they were blaming the children's behaviour, so only when we have been able to remove those barriers can we actually really strip that away and make people look really at the teaching, and rules of teaching (23/05/09, p.3)</p> <p>We had positive behaviour, positive policy which was not used consistently, we had a lack of very messy, inconsistent rewards situations. And that has evolved we had to redo our behaviour for learning policy and look at consistent practice across the school, make sure that we not just establish rewards, but that they were very evident in everything we did and that's gone through another cycle because we have again gone (23/05/09, p.6)</p> <p>It's one of the core values of the school; the core values are Aspiration, Inclusion and Respect, and the inclusion is part of all the policies (23/05/09, p.10)</p> <p>What it was that we had to challenge was because the children from the different groups were altogether and the issue is in terms of access, particularly</p>	<p>Sharing, participative philosophy right from the word go in teaching</p> <p>Experience of 'challenge' and working in challenging areas long standing. This was challenge in terms of language – narrative about 'team' work</p> <p>Professionalism A problem to be solved in a joint way with the other schools</p> <p>Comment on how the IR developed.</p> <p>We did five different weeks with a different year group every week, which we repeated about three times a year, so we had been using that, so it wasn't too much of a job to, when the timing changed because we were actually doing that all day so they came in at normal school time and left at normal school time so it wasn't too much of a job to go from that to the IR (23/05/09, p.4)</p> <p>Money enabled change to happen – but only in the collegial sense that built on existing systems.</p> <p>(TN) What is not said here or mentioned are references to policy or why they couldn't Links with Principles and values mentioned in the EIC and deprivation document.</p> <p>Police think very highly of the school and about the way that because this is a high crime and disorder area and they are all aware that we don't exclude and they are very supportive of what we do. Social Services – we had one girl who was a child in care and she had been in the IR and the Social Worker was very supportive of what we were doing because she</p>

	<p><i>made the point and that the parents and the child and that the sanction is served. But I know there are issues of pride, there are issues of special needs, in terms of accessing, some won't back down (23/05/09, p.9)</i></p>		<p><i>for parents of children who are naughty, or children whose parents didn't have a lot of money(23/05/09, p.11)</i></p> <p><i>Previous inclusion manager was here, the Base and the IR manager were working very well together on anger management programmes in terms of repeat offenders and we have got masses of information from the C3s and the IR that I think we need to use more systematically, so I think we could do some very strong programmes of intervention work</i></p> <p><i>No, we do work with teachers and cover supervisors, for example, the C3's threw up very quickly issues with particular members of staff so support and training around that (23/05/09, p.11)</i></p>	<p><i>had realised that we had tried very hard to work with that girl. (23/05/09, p.9)</i></p> <p>Links with other community services.</p> <p>NB – principles and values threaded through the interviews.</p>
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Kathy	Participation	Equality	Diversity	Other interesting stuff on Inclusion/Exclusion
	<p>– <i>The way we labelled all the science cupboards and the way, you know everything we did. We used to team teach in order to try to develop these resources that could be used then across the Faculty (25/05/09, p.2)</i></p> <p><i>I think the challenge of going to minimum zero exclusion, the challenge of doing that, I remember sitting in this room with DB I can't remember Somebody from R, and Cluster leader, and we brainstormed on how we could work together to enable that to happen. (25/05/09, p.3)</i></p> <p><i>... We had positive behaviour, positive policy which was not used consistently, we had a lack of very messy, inconsistent rewards situations. And that has evolved. establish rewards, but that they were very evident in everything we did and that's gone through another cycle (25/05/09, p.6)</i></p> <p><i>Then he did lots of questionnaires, student interviews and interviews with parents and things and we did a lot of work with the staff so the staff could understand where that was going. Then we actually piloted it in the whole school, (25/05/09, p.7) (did you do talk to parents, students and staff in the same way for the IR?)</i></p> <p><i>So that they (SEN) could participate and when we looked at the Activities</i></p>	<p><i>There were strongly prevalent attitudes with the staff when I started, and I had to be very firm about children being accepted on roll and their right to be in school and their right to be given the chance and that the expectation wasn't that we would permanently exclude, (25/05/09, p.7)</i></p> <p><i>Once you have done your sanction then we can talk about nurturing and re-building the bridges and re-integration into the community. (25/05/09, p.8)</i></p> <p><i>It's one of the core values of the school; the core values are Aspiration, Inclusion and Respect, and the inclusion is part of all the policies and all the discussions and I can't imagine it being any different. I mean I know we did Equality & Diversity training with partners in the community but it was more than that. It has been the thread of what we do (25/05/09, p.9)</i></p> <p><i>Question: How do you involve parents in the process of inclusion and diversity and understanding that? when you talk to parents, the communication that you have with parents all the time, from the prospectus which has got a picture of a gypsy roamer child on the front page, through to a gypsy Roma Deputy Head boy last year through</i></p>	<p>Our SENCO, worked in a PRU in Shropshire so M had got a very strong background in working with disaffected children in KS4 and M and I clearly shared values very strongly, right away from that first interview, and M was appointed not as SENCO, she was appointed to manage the IR, that was Marion's first role, and (staff member) was appointed to establish the IR. (25/05/09, p.3)</p> <p>SENCO, but that was M way of working was very nurturing but with a tough aspect....So I think that's how we got ... we were trying to show children that we cared about their well-being and we cared about them as individuals working with children and families and getting children back into the classroom, get back into learning. (25/05/09, p.5)</p> <p>Well I think it's a journey and I think my impression of independent learning wouldn't necessarily be shared across the school and I don't necessarily want it (applied) to learning and what I would be. And that's probably a bit controversial me saying that because I think there are different forms of</p>	<p>Massive budgetary problems – and there was a very difficult disciplinary situation and problems with the staff and all sorts of things going on. So I came in as the Head, worked with named person. The issues of behaviour had to be challenged right away from day 1, and there were low aspirations in the community and non-supportive parents, in fact positively aggressive parents until I could prove my role in the school (25/05/09, p.3) historical background</p> <p>Because we were already doing Study Focus weeks and we had been doing that for a long time, which is basically what we had done is that we had done people who, there were issues with completely out of lessons, very strictly supervised, working in silence. We did five different weeks with a different year group every week, which we repeated about three times a year, so we had been using that, so it wasn't too much of a job to, when the timing changed because we were actually doing that all day so they came in at normal school time and left at normal school time so it wasn't too much of a job to go from that to the IR, (25/05/09, p.3)</p> <p>Money enabled change to happen – but only in the collegial sense that built on existing systems.</p> <p>I think the IR came with the stimulus, from when the Excellence Cluster was set up. I think it was the challenge. It was a challenge, you know, Paul said 'this is the resources, this is the money, but this is what we've got to do'</p>

	<p><i>Week, what was really important to us(25/05/09, p.10)</i></p> <p><i>Previous inclusion manager was here, the Base and the IR manager were working very well together on anger management programmes in terms of repeat offenders and we have got masses of information from the C3s and the IR that I think we need to use more systematically, so I think we could do some very strong programmes of intervention work (25/05/09, p.11)</i></p> <p><i>So there were issues about homework, children were not accessing homework because of SEN issues, so I think there is a lot that is coming via the data. (25/05/09, p.12)</i></p> <p><i>I think that we are focusing on the learning needs of young people and we are removing barriers to learning (25/05/09, p.13)</i></p>	<p><i>to the disability work that we have done bringing children into the school and working with us. I think it's all the communications all the time that you speak, celebrating the diversity (25/05/09, p.10)</i></p>	<p>independent, like to see more diversity of different learning applications instead of a standardised one. (25/05/09, p.13) Learning as a diverse characteristic for staff and pupils.</p>	<p>(25/05/09, p.6)</p> <p>Then he did lots of questionnaires, student interviews and interviews with parents and things and we did a lot of work with the staff so the staff could understand where that was going. Then we actually piloted it in the whole school.</p> <p>Inclusion is about sending a consistent message. I never wanted the room to be a nurturing environment. I don't want it to be a nurturing environment. I don't want there to be confused signals to the children. I wanted there to be a very ... and where the room was in relation to The Base and to the Learning Support Unit (25/05/09, p.8)</p> <p>I think there is work, I don't know the answer, but there is still work to do in the curriculum with the teaching and learning that children can access the curriculum and that teaching is outstanding so that there aren't the barriers to children within the curriculum and they can choose. (25/05/09, p.8/9)</p> <p>Inclusion programmes with staff and students in mind. Preventing No, we do work with teachers and cover supervisors, for example, the C3's threw up very quickly issues with particular members of staff so support and training around that (25/05/09, p.11)</p> <p>Related to Discipline system</p> <p>And I know that TAs feel that they are treated not equally because teachers can give C3's and TAs can't. But to me that is not the issue, the issue is about consistency for the children, not for the way that we treat the staff</p>
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Appendix eleven: student's case study:

Chris: a Year 9 student

Researcher note (RN) January 2010. During the course of developing the research dimensions and an understanding of student's perspectives, I summarised each of the students in a short case study. I completed this for each student and staff member. Others are available. I selected Chris as he represented a complex student who had primary school experience of fixed term exclusion but none in this school. What is valuable in this case study is Chris's contradictory thoughts and actions within the school. For example, he argues the IR is 'over the top' and that detention is better (which I took to mean more effective) but he continued to receive both detentions and had another disciplinary IR in Summer 2010. Set alongside the thoughts and actions of Alan, the DH, and collectively the other staff, it may well be that the combined practice, policy and culture operating within, and amongst, staff had resulted in him being included in this school.

A Year 9 pupil in Spring 2009, Chris had the unusual distinction of having been excluded to a Pupil Referral Unit in the last of his primary days and then being excluded there. This occurred in 2003. He had entered the school at the beginning of his Year 7 with a statement of SEN for behaviour. Therefore, he had experienced formal fixed term exclusions as well as the environment within this secondary school for three years at the time of the research. IEP, Child Protection and multi-agency partners had been involved with his life at various times. He noted his academic interests were English, maths and science and he was good at 'any sport'.

Attainment. His KS1 records indicated he was an average ability student and at KS, was rated above average for science ability in tests.

Attendance. He had a relatively poor record of attendance for this group with his best period in Spring 2008 of 91.67 percent and worst in Summer 2007 of 59 percent. (Group average). His attendance in Spring 2009 was 82 percent which would normally have him subject to additional input from EWS or other support.

Periods in the IR. Chris was included in the sample of students as he had been in the IR during Autumn 2008. I was interested in him as an example of a pupil clearly at risk earlier in his school career but who had, to date, managed to stay within the school system. He had two further periods of IR experience to the date of this writing, both during Spring 2009. One was for 'verbal to staff'. The other was for fighting in the playground. He noted, in school records, his aims at the end of the IR, were to be 'respectful to staff, follow instructions the first time and show consideration to others'.

Questionnaire. The questionnaire was in three parts. Part One, about lesson organisation to encourage learning and participation – he agreed with the majority of statements, for more than half the lessons. He ticked the 'definitely agree' 'in appreciating other people who have different backgrounds'. This was followed up in the interviews with a concern for students with SEN who might have been part of the inclusion room and needed help. One question was noted more negatively – in most lessons teachers behave well towards me – and ticked 'a few times and few lessons'. Part Two he answered more negatively, and ticked four boxes in the most negative 'few times and few lessons' box. He did

however, note the school mostly did 'everything possible to stop bullying' and that he had been helped to settle and become part of the school. Part Three continued a fairly negative trend and he disagreed that teachers did not favour one group of children over others'. He noted positively that 'teachers help each other', that students also helped each other and that children are made to feel welcome in this school'.

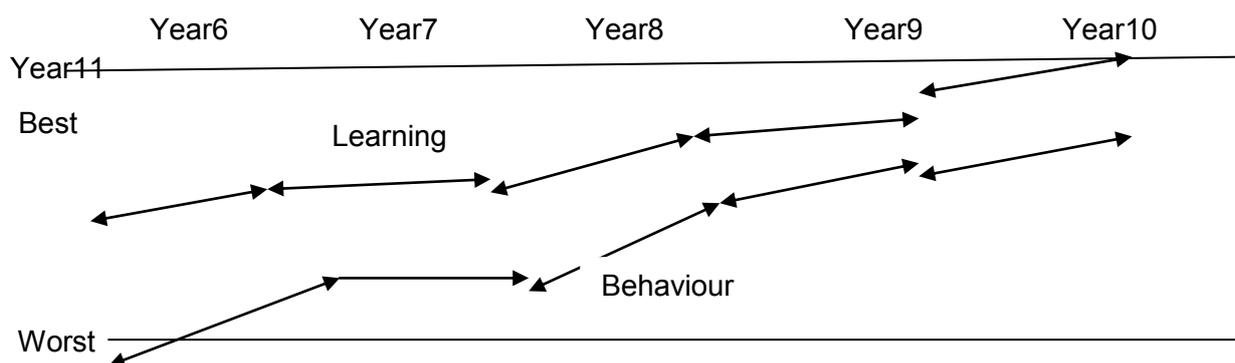
Interviews. He was always co-operative, personable and appeared to appreciate the opportunity to participate in the research. He made suggestions on drawing the behaviour and learning graph, working quite independently and confidently. I completed a summary of his responses in the chart.

Interestingly, on the graph he notes his learning is ahead of his behaviour with the two coming together in Year 10 and 11. He noted the qualities he wanted in teachers were qualities that enabled students 'to work flexibly as long as the work gets done', 'able to adapt' and 'get different groups working taking things seriously'. He notes about 'fair in lessons'. He has some issues with the title of the room and notes it should be called an 'exclusion' room.

Observations. He appeared to fully participate in the lessons, from an observer's perspective (completing tasks, interacting with others, illustrating he understood material). This appeared to be done on his terms. This was interesting – the reasons he gets to the IR tend to be related to out of classroom experiences.

Other observations/comments. During the research period, the SENCO commented she was preparing for a 'battle' on his statement for behaviour with the LA. The IR manager commented 'he was capable of behaving himself when he wanted to'. Teachers noted they were aware of him in lessons and had particular strategies they applied, for example, ensuring they kept up- to- date with positive aspects of his school life, to support lesson engagement.

Visual Behaviour and Learning graph



12th March.

Professional – the best approach to their work. Qualities – doesn't mind how you work as long as the work gets done. Teachers able to adapt and get different groups working. Takes things seriously – fair in lessons. Some issues with the title of the room – Inclusion –when it really is exclusion. Just separated from each other – really likened to the exclusion room.

January 2010. I scribed these notes whilst Chris completed the visual diagram. What would be valuable, given more time, would be to revisit these visual diagrams with the students in Spring 2010, to see if their views have changed. In this visual representation of how he views his learning and behaviour, he views his behaviour as having little influence on his learning. It might be useful to reflect on how his behaviour impacts on other students.

Callum: a Year 8 student

At the time of this research, Callum is in Year 8. He participated in the initial discussions about the research in November 2008 and indicated he wanted to be involved and do a presentation. He completed the ethics lesson, closely supervised by the SENCO, and reported back to me when his parent had the letter from me. He is on School Action plus for learning and behaviour and no record of FSM. He completed a presentation to the school council in Summer 2009 of his ideas and some thinking about the research. He found it difficult to talk about school subjects he liked but did note cooking was good, and on one occasion, he wanted to stay in a DT lesson instead of doing an interview. He liked horse riding and rugby, but wasn't always able to take part due to 'costs'.

Attainment. His KS 1 results were considerably less than expected in reading and writing and just below for maths. By KS2, he has 'caught up' with reading being at expected level with maths, English and science just below and only writing still less than expected.

Attendance. There is quite a variation in his attendance from two primary terms at 90 percent with his last term at 96 percent, followed by a similar pattern in his first term at the secondary school. However, by Spring 2008, he had 85percent attendance (and two unauthorised sessions) with an improvement again in the Summer 2008 back to 92 percent - similar to the school average. His attendance in Summer 2009 is 92.5 percent.

Exclusions. He had no formal recorded exclusions in his primary school. His record of IR is threaded through with a visit at least once a term for a variety of reasons, usually related to out of classroom, corridor or inappropriate out of school comments to teachers. He had an inclusion in Summer 2009 for a 'racism incident'. Callum disagreed with this judgement.

Questionnaire. In Part One, he indicates mainly negative perceptions of lesson organisation indicating only a few times do 'teachers expect student to help each other, teachers behave well towards me, and helping everyone who has difficulties. He is clear he does not know what will be taught next. In Part Two, school policy, he is very positive that everything possible is done to stop bullying and teachers mostly sort out difficulties, work hard and being helped to become part of the school. He feels only a few teachers like to teach him and the school makes it hard to attend. Part Three, he disagrees that staff help each other and treat students with equal importance and on a few occasions thinks students help each other, treat them with respect and do not favour one group of students over others. He indicates the school mostly makes students feel welcome and teachers try to help students do their best.

Interviews. Along with most of the other students, Callum regards the room as a punishment with a clear set of rules once in the room. He illustrates a similar dilemma to most other students in the research in terms of participation and learning. On one hand, he acknowledges an essential 'fairness'

in the need to have some sort of discipline system and unfairness when others encourage him to break the rules or are not given the same punishment for similar 'offences'. He also notes '*you are the one who helps yourself the most*' ((9/02/09) and that the IR *keeps me and others in school*. In this paradox of participation, the IR, it would be unfair to have students treated the same – you need to allow for diversity 'differences of character'. Paradoxically, on some occasions the school has seen the IR as a mechanism to reinforce values, respectful speaking to teachers in all settings, including outside the school whilst in uniform, and appropriate behaviour in corridors and anti-racism, whilst enhancing equality in the broader sense of reinforcing social, emotional learning. In this case, the school is concerned with retaining the physical presence of Callum and ensuring his inclusion as a general educational principle Parsons (1999, p.21). In this sense, the IR enhances Callum's participation in education. On the other hand, there are inherent aspects of working with children and young people that can be seen as unfair, '*it wasn't only me*' (10/02/09), the IR could be seen to reinforce notions of injustice and exercises power over students and that, quite rightly, students expect consistency in discipline matters. Thomas and Vaughan (2004, p.19) reflect where the ultimate sanctions are used as a 'routine part of the disciplinary process, combined with the desire to be seen as 'hawkish' in matters of school discipline' the effectiveness of the measure becomes diminished.

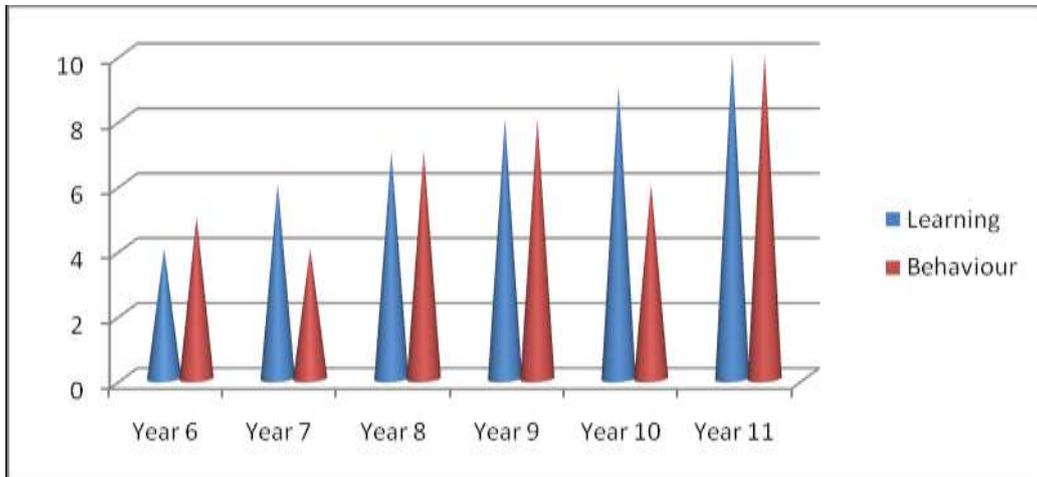
Observations.

I focus on a particular incident in his first lesson observation as it illustrates the 'power' of both student and teacher. In this case, the situation was in a lesson being conducted by a student teacher in an English lesson. Towards the end of the lesson, the teacher called them all back to conduct the 'plenary'. This started the B game off. I could not be sure the students (15) knew the 'rules of the game' explicitly - but the next 10 minutes were very difficult for the student teacher concerned, as around the room the students 'called out', interrupted others, gave 'silly' answers and incurred either B1 or B2 on the board. Callum stayed out of this game entirely. He was identified by the student teacher and given a warning on the board, and just watched it. He did not join in the game when one boy on his table group with the close attention of a TA, insisted loudly; he didn't understand a technical term being used. Order was restored once enough of them had got their names on the board and the lesson was drawing to a close.

At the end of the lesson and out of the blue, Callum was then called out, by the student teacher, as somebody to come back at lunchtime for something that had happened during the last five minutes of the lesson. At this point, he protested more and more loudly and 'stormed' out of the room – complaining. (RN) I was torn at this stage with finding out why he thought he was being singled out and interested in seeing what he was actually doing. (There were three others but the student teacher was reluctant to use the full force of the B game, giving detentions, and resorted to giving them his own 'lunchtime' detention. He had simply included Callum in this event). The TA seemed to not know what to do and left him alone. *At this point Callum calmly said to me 'it's all right Miss watch this'. He went to the teacher, calm and compliant, and after some polite and apparently submissive talking got his 'behaviour card signed' and got out of the detention.* He was exercising choices during the lesson in

the sense of participation, he appeared to be relatively engaged in the lesson and the teacher and other students seemed to have developed the lesson with him in mind.

Callum: A visual Lifeline for learning and behaviour



12th March, 2009

Pupil notes: Using the computer we completed this chart to show my learning and behaviour. Learning is when I am finding out about things – finding out new and old things. Good behaviour is when I am happy, listening to the others – teachers and other students and when I am more mature.

By Year 10 my behaviour might be less than now because I might be worried about exams and thinking about what is coming up in Year 11. In Year 7 I moved into a new school and found it difficult to understand the rules, the other students and the learning was quite hard and difficult to understand.

I am now in Year 8 and things have improved. I understand the rules better and I can work easier and understand the work better than Year 7. My behaviour has improved as I have found more friends.

RN: In summary.

My interpretation of these events was that Callum was very capable of exercising ‘power’, his own, over others and he illustrated this to me during the observation. Callum had the individual attention of the teacher and TA in this situation. He also had me, the researcher, observing him. He was illustrating his ‘agency’ in terms of ‘his ability to sort out the problem’. This appeared to surprise those around him, the teacher aid and the SENCO, in a later conversation.

Callum characterises this dilemma, for the teachers, in terms of an increasingly individualised ‘targeted’ approach in deficit models of practice, seeing the individual as the problem, compared with developing wider collaborative social structures to challenge ‘social structures’. Callum appeared to be challenging the assumptions of others, the student teacher, in that he was choosing to define himself in two different ways in this situation, the problem solver and solution finder. For me he showed how he was both ‘controlling’ himself and others. He clearly would not have understood these interactions in these terms, and these are possibly wider matters than this research can travel with Callum. Nevertheless, he provided an opportunity to illustrate how the young people, who may have had particular perceptions of their ability or ‘control’ put on them by the school system, could move beyond that and exercise their own participation, authority and ways of resolving problems.

Appendix twelve: staff case study:

Researcher note: January 2010. I completed a case study analysis for each staff member following supervision guidance and further reading, particularly Black-Hawkins et al. (2007) & Parsons (2009), in order to clarify and illustrate the key concepts of inclusion and professionalism within the research design. I completed a case study on each staff member which replicates the research chapter themes; inclusion and professionalism. I present two of these below; Kathy the head teacher and Jane the IR manager. They have seen these case studies, (see methodology) and agreed to them.

Kathy : the Head Teacher

RN: Kathy has been in this school as Head Teacher for eight years and teaching for 30 years. She has much experience in both subject base – science as a specialist – and collegial roles through working in the Midlands and South West secondary schools with challenges in terms of language intake and standards. She identifies other experiences leading professional development. I have worked closely with this Head Teacher as she was my line manager for three years prior to the research. I still worked with her in my professional role to support and challenge the school in terms of achieving targets for the improvement of attendance and the Partnership spending.

How does Kathy identify inclusion?

There is a clear expectation that inclusion is both a process responsibility for staff and an integral aspect of the school. *'I think it's ingrained. It's one of the core values of the school; the core values are Aspiration, Inclusion and Respect, and the inclusion is part of all the policies and all the discussions and I can't imagine it being any different. I mean I know we did Equality and Diversity training with partners in the community but it was more than that. It has been the thread of what we do'.*

Managerialism or Discretionary Professionalism?

This Head Teacher reflects a conversation of professional working, not only internally, but externally as well. *'The Partnership working was very important because the three people from the secondary schools worked really closely together. They did learning walks; they were looking at their own practice and sharing'.* (She is reflecting that in developing the IR they did not use packages developed elsewhere but key principles, working from aspects of work they already knew worked alongside a set of values that ascribed to promoting inclusion. This school was provided with funds to support reducing exclusions and set about developing this expectation as a collaborative, including consultation with the LA and their staff. She had worked previously with the SENCO in this research, Johanna, to develop the social and pastoral base for provision.

The Head Teacher reflects her use of discretion further, *'I am more flexible, I will compromise, but I would make sure that we had made the point and that the parents and the child and that the sanction is served. But I know there are issues of pride, there are issues of special needs, in terms of accessing, and some won't back down'.*

Individualism or Ecological Professionalism?

Improving learning is the key reason this Head Teacher gives for the work of the school. *'I think that we are focusing on the learning needs of young people and we are removing barriers to learning'.* The motivational base for developing the inclusive ethos in this school is getting her staff, and where

appropriate students or parents, to work with a wide range of professionals for personal social or emotional difficulties.

Interestingly, she reflects how social workers could see the value of the work in the IR: 'Social Services – we had one girl who was a child in care and she had been in the IR and the Social Worker was very supportive of what we were doing because she had realised that we had tried very hard to work with that girl'. She and other staff reflect a similar narrative about police and youth services. In turn, fellow professionals in the LA and records of Partnership meetings similarly reflect this focus from this Head Teacher on getting both the best learning in a wider sense of achievement as well as inclusion and reducing exclusions. The individual – the allocation of students with behaviour problems and narrowing the focus of attention to 'individual problems' - is widened to a much more ecological professionalism.

Bureaucratic or Continual Learning?

Her narrative reflects the 'journey' from a position three years previously '*we had positive behaviour policy which was not used consistently, we had a lack of very messy, inconsistent rewards situations. And that has evolved, we had to redo our behaviour for learning policy and look at consistent practice across the school, make sure that we not just establish rewards, but that they were very evident in everything we did and that's gone through another cycle because we have again gone*'. The description here is of a review cycle in which staff and students have been 'brought into' an inclusive ethos. This has been less about improved technical systems. It has, for example, only been with the current IR manager that data has been produced that can be used by the senior managers in the school. Pastoral staff, employed under the BIP programme- Graham and Steve - have trust and discretion and are part of this development of values and acknowledgement of expertise.

Other interesting aspects to professionalism.

The account of this Head Teacher reflects the need to run a discipline system alongside a pastoral system. '*Once you have done your sanction then we can talk about nurturing and re-building the bridges and re-integration into the community*'. In this, the agency of the Head and staff are exercised for the very explicit learning ethos, and thus a focus on achievement, as well as positively influencing the belief that all can succeed. Unlike Parsons (1999), who perceives '*structures and processes*' to exert more power than individual agency', this Head Teacher and her staff appear to have used the managerial, the individualistic and the bureaucratic to work and develop within wider lenses of discretion, valuing the collegial, revisiting and continually learning, either from each other, or other external agencies including the LA.

Jane: The Inclusion Room manager

As a reminder, Jane is the Inclusion Room manager directly supervising and setting the daily tone and expectations for the room and provision. I interviewed her on two separate occasions with one of these being interrupted twice by others. The room is called variously a 'unit' or 'room'. IR refers to the place where the students take part in the experience.

Views on role of IR.

'My roles are to ensure that the Inclusion Unit is run smoothly on a day- to- day basis. I am informed of which students will be attending, for what reasons. I collect work as close as possible to their

curriculum lesson. For example, if it is geography about rivers they get an hour of geography learning about rivers in the IR'. 'I ensure their education is not disturbed or is (the disruption to not being in lessons) is minimised as much as possible'. She works from 9am when she collects the work, does paperwork and then at 12pm collects the students from the office area and 'escorts' them to the room.

RN: There may be something in the fact she has a teaching background. 'I have had feedback from the children, that because I have a teaching role, I know what is expected of them. They quite often sit there and think they just have to copy, but it's 'no – you have to work, that's not good enough. You haven't answered it'. The same as if they were in the classroom with minimal contact because the idea is that I am not teaching them on a 1 – 1 basis but I am supervising them from a teacher's perspective'.

Participation.

During the interviews, Jane reflects that the values around 'participation' are somewhat contradictory for the Inclusion Room. 'I think participation is what we don't want them to do at the moment, they are isolated, so they are not participating in the rest of the life of the school, but they are participating in their work'. Participation is meant in the sense referred to as 'staying in school' and also 'to access to the curriculum'. Of the latter, Jane reflects how she is building up the bank of internal resources and she more recently acquired some resources for students with SEN. Here, she is identifying with her teaching background and knowledge by ensuring she can provide the students with materials she thinks are relevant to the lesson.

RN: In terms of members of staff working together, and as reflected in the narrative for professionalism, Jane works with other staff in the school. Firstly, to get resources, secondly with senior school staff to identify patterns in IR data, and thirdly to identify issues with particular students, as reflected in the narrative about a homework punishment for a student with SEN failing to write a six-page essay. This is more in the nature of supporting classroom practice afterwards, rather than working with other staff. In fact, Jane reflects some difficulties about attending staff meetings and participating in the more informal life of the school as a result of her role.

Equality.

Grayling (2009) offers the concept of equality as a relational concept linked to enhancing opportunity. In terms of the IR, Jane turns around traditional arguments for home as being a punishment to the school taking responsibility to enhancing that opportunity. 'Sending a child home is not a punishment like it was in the old days where if you were sent home from school it was a bad stigma and that's how I felt when I went to schools if you were excluded – it was shameful. Now it's not shameful, they are not ashamed to be sent home from school. Whereas here they are not sent home, they are kept in school and they are made to work. Their education doesn't suffer for whatever they have done'. In this sense she is using equality of opportunity and the IR context to reflect how the school is building access to schooling, rather than excluding students.

Jane extends this to what students need to do: 'they need to take on board the ethos that they are here to learn and bad behaviour will not be tolerated'. Jane also notes for teachers 'marking the work gives the child a sense that their work is valued'.

Thomas and Vaughan (2004) caution that equality of opportunity 'rests on certain political and moral assumptions that are not accepted by all'. This could include equality in the sense that some particular behaviours or 'offences' are not valid for this inclusive approach and the author is aware that some staff in this research, in some settings, have illustrated that, for example, students who bring knives to the school are not suitable for an equality of opportunity in this sense and are therefore would be given an FT exclusion.

Diversity and Inclusion.

Thomas and Vaughan (2004), in their *Theory of Justice* note that the 'difference principle requires that inequalities in wealth and social position (which are inevitable) should ? be arranged to benefit the worst off group in society'. In this research, I have included staff references to value in terms of social and emotional well-being and curriculum for student need rather than administrative convenience. Rawls (1972) extends this principle to recognise that 'fairness, and hence equality, sometimes demands inequality'. In these case studies this might take this to mean that students with different needs might be treated differently to achieve the same outcome.

Jane reports that in the IR she provides '*A wide range of curriculum materials at all levels are available, including SEN materials (some handwriting). The only things I don't have are specialised paints and DT equipment. PE is curriculum- related.*

In terms of how she works with different students, she observes she makes '*no difference between boys and girls in the room – more down to their general personality. If it's a diligent boy that's here, he will be diligent. You just have to deal with it appropriately.*' (p.18). She also reflected that if she praised Chris in a particular way when he attended the IR he improved his behaviour in the room. She reflected this observation with a teacher and had noted he hadn't been back from that teacher.

Other aspects to inclusion.

Clearly, the students are excluded from some aspects of school life whilst they are in the IR. For example, clubs and after school clubs. She does refer to some students as finding this most disappointing. Similarly, they are excluded from participation in the sense of learning alongside other students as they are required to work in silence whilst in the room.

She makes specific mention of one student, Bob, who at the time of this interview had been in once early in his 'managed move'. '*The school has a culture of inclusion and the ethos (names Bob) 'he actually feels that he is part of the school and he feels, from what I understand, but considering he came with this horrendous background and baggage he doesn't seem to be so bad, so he feels belonging, and I think a lot of children feel that.'* (p.25). This might mean that some students find the quiet ordered routine of the room and provision a more suitable option than regular classrooms and organise themselves to be in the room. The educational lenses that these staff apply to their students mean this is less likely to occur. The students are more likely to be referred to the provision run by Steve or the multi-agency partners.

In summary.

Jane's narrative for inclusion through the use of an IR illustrates the key strands to inclusion reflected in this thesis. Firstly, she articulates how participation, through staying engaged in the work of the school

and being in the school, is a dynamic relationship with the rest of the school. Secondly, unlike much other writing on exclusion, for example Slee (1995) which reflects the punitive aspects of school discipline or worse blames students inclusion for poor behaviour, she considers the school has a responsibility to provide for this equality of opportunity. Thirdly, in organising materials and resources she considers the students and the teachers in ensuring that work is completed and standards are maintained.

Appendix thirteen: student's disciplinary Inclusion Room to Spring 2010.

I followed up the students' participation in the disciplinary IR since the research period on 3rd March 2010.

	Summer 09	Autumn 09	Spring 09	Other notes
Lewis	None	None	None	School reports he has some social matters they are attending to but his academic progress is satisfactory.
James	None	Yes -verbal	Yes - fighting	James is subject to a complex and wide range of social care and multi-agency interventions. The school reports he is doing well as does his social worker.
Ronaldo	None	None	None	
Sam	None	None	None	
Chris	Yes	None	None	School reports ongoing issues with Chris but reports they feel he is able to be kept on track.
Callum	Yes	Yes	None	Minor verbal matters with staff
Leny	Yes	Yes	None	A child in care, Leny keeps testing the school staff and boundaries.
Peter	None	None	None	Since the research, Peter has had his 'case closed' with the multi-agency team and the school reports he is 'on track'
Bob	Yes	Yes	None	Attendance as a result of internal discipline code. However, the school and Bob are still working together.

Following supervision in February, I investigated the possibilities of examining these students' achievement records. However, the school appeared to have 'target data' which I did not feel reflected the principles associated with this research. Taking into account the research boundaries, I noted the general school improvement trend was upward and improving. This could be illustrated by reference to Raise on- line data from the school and records taken during a professional meeting with the Head Teacher and Deputy on 1st March 2010.

Appendix fourteen: record of supervision

Date	Method	Focus	Outcomes
September 2008	Face to Face - Elias/Nick	The proposal	Clarifying points as per notes
October 2008	Face to Face – Nick	Review of proposal/methodology	Adaptations made – visual methodologies investigated
November 2008	Email – Elias/Nick	Ethics approval	December, approval
January 2009	Face to Face – Nick/Elias	Clarifying key concepts Interviews SPSS training	Check questions PPT prepared for pupil interviews Roz or Ros? Fisher or Fischer? conversation for the CHAT framework.
February 2009	Email – Elias	9 th May conference abstract and initial pupil questionnaire	Revisions, Endnote data base issues,
March 2009	Face to Face – Elias	9 th May – presentation, interviews, case study methodology, teacher interviews coming up for review	Endnote data referencing system fixed, questions shared,
May 2009	Conference presentation Supervision	Progress on pupil information. Initial pupil analysis – interview, observation and visual frameworks.	Initial analysis. Redrafting required. Complexity will require careful handling and concept definitions. Pupil vignettes: Case Study detail. Concept map
June 2009	Email with progress update and note.	Draft layout and key concepts explained See supervision notes and follow up.	July 17 th appointment.
July 17 th	Face to face	NVIVO training Refinement on the thesis overview	Revision of approach, chapter writing, within case analysis, cross-case analysis.
November 2009	Face to face Visit to Ros or Roz Fischer Fisher? to clarify Activity theory	Completed and handed in for comments chapters one to four	Consideration of Viva examiners,
3 rd February 2010 8 th March final draft.	Face to Face. Supervision on first draft	Specific aspects particularly change methodology and discussion on Figures. Final draft to be submitted. External examiner organised.	

Appendix fifteen: research chronology and protocols

Prior to the formal gathering of 'research evidence', the theory and methodological approaches have been developed through the modules in the taught part of the thesis. Methodological principles and understanding continued to develop during the formal research phase. In particular, this is referenced by further reading, thinking and conversations about Cultural Historical Activity Theory, particularly Thomson (2008) and case study design Gibbs (2007, p.31). The readings I used are reflected in the references section of the research.

	Timing	Format	Storage
School Profile	Various between October 2008 and July 2009.	Individual pupil data – general and specific school profile www.raiseonline.co.uk school website school documents – policy statements	Pupil folders Password-encrypted computer
IR pupil selection and ethics	January, 2009	Paper – completed during lesson on ethics with teachers and students	In individual pupil files
Pupil attainment and data	January, 2009 and September	Local authority records and school records. Raise on- line https://www.raiseonline.org/login.aspx?ReturnUrl=%2findex.aspx	Pupil or overall file records
Piloting questions in another school	November 2008	Developed the on-line survey (taught myself the skills for surveymonkey) and tested in another school. Supervisor feedback	
Year 8 & 9 Pupil Questionnaire. N=160	January, 2009	Surveymonkey tool, gathered anonymous data from 49 percent possible Year 8/9 pupil cohort Spreadsheets. SPSS training Presentation at 9 th May, 2009 staff/student conference. Pilot concepts of inclusion and professionalism in research.	University of Exeter – My files Own computer database and system
IR research group N=9	January, 2009	Individual students completed by hand and researcher input to complete summary spreadsheet Presentation at 9 th May, 2009 staff/student conference Pilot concepts of inclusion and professionalism in thesis.	Digital recordings on researcher computer Password-protected memory stick.
Individual interviews N=9	January to February, March, 2009	Digital recordings – computer Transcribed using Word by independent person Booth and Ainscow (2002) Listened again for further analysis during analysis.	Interviews files on password-protected memory stick
Pupil participant visual timelines	February, 2009	Student chose own method and narrative approach with researcher to illustrate a behaviour/learning timeline from Year 6 to Year 11. Parsons (1999, p.45)	password-protected memory stick

Pupil classroom observation	March, April 2009	Pupils observed for half an hour in two different lessons. Participation and inclusion aspects observed. Write up Easter break April 2009. Develop use of memos after Denzin and Lincoln (1994, p.228)	
Staff questionnaire N=30	March, April, May 2009	Draft sent to supervisors March 2009 for comment. Used the Booth and Ainscow questionnaire as the basis. Sent to another school in the Partnership for testing. N=78 (see appendix above) Administered during two- week period spanning last week of April and first week of May.	
Staff interviews N=9	March, May/June, 2009	Draft of questions sent late March to supervisors for comment. Used some aspects of semi-structured interview from supervisors and adapted others to suit the methodological framework.	
Staff interview findings and analysis	June/July 2009	Ongoing analysis using proposal framework for each staff member. Member checking. Professional colleague checking.	
Research write up	July 2009 to July 2010	Chapter writing, methodological principles research, question clarification, supervision guidance and advice. Professional clarification.	On-line web storage

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