

Why are Looked After Children fixed term excluded from school? Using Interpretive Phenomenological Analysis to understand the process

Submitted by Thomas Coles to the University of Exeter as a thesis for the degree of Doctor of Educational, Child and Community Psychology (D.Ed.Psy) in 2012.

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I certify that all material in this dissertation which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other university.

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First Submission: 17th August 2012

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Research overview – Studies One and Two

Looked After Children and Fixed Term Exclusions

Looked after children¹ (LAC) are seven times more likely to be excluded (fixed term and permanently) from school than their peers (Margo & Sodha, 2010). Fixed term exclusions have risen significantly in the last decade (Daniels et al, 2003). Research shows that the detrimental impact of this process upon outcomes for these young people is significant (Daniels et al 2003).

Research demonstrates that LAC achieve “poor outcomes across all domains and it is well established that LAC are the most vulnerable group of children within education” (Jackson, Whitehead & Wigford, 2010, p.69; DECP, 2006). This increased awareness regarding poor outcomes for LAC led to the Children Act (DfES, 2003) calling for all local authorities to prioritise the education of LAC.

In 2005 only 6% of care leavers (LAC) achieved 5 A-C grades, (against a national average of almost 50% non-LAC) (Barnardo’s, 2006). Also, 36% of care leavers did not sit any type of formal examination (compared with a less than 10% national average). Research has also shown LAC to be more likely to undertake criminal activity when compared with the rest of the population (Daniels et al, 2003). LAC have been seen to be one of very few groups in society who “exhibit so many of the indicators of social exclusion (homeless, jobless and friendless)” (Dent & Cameron, 2003, p.3).

Research (Harker, Dobel-Ober, Lawrence, Berridge & Sinclair, 2003; Honey, Rees & Griffey, 2011) has reported that LAC have higher ratings than non-LAC relating to enjoyment of school, indicating the importance this plays in their life. Disruptions to this can be viewed as critical in terms of their future development and outcomes.

The current research

The current research responds to a wider Local Authority (LA)/Educational Psychology Service need to understand why LAC are FTE at a disproportionately high rate (Blair-Smith, 2011) when compared to many other LAs (19.4% compared to national average of 12%). More specifically, it is looking at why a relatively small number of LAC received multiple FTEs.

¹ Under the Children Act 1989, the term ‘looked after children’ refers to children who are provided with substitute care, either on a voluntary basis to assist parents or as the result of a court order (Macauley & Young, 2006). Within this study LAC refers to both looked after child and looked after children

There is a significant body of research relating to the needs of LAC (Stein, 2006; Gilligan, 2000). A review of the recent literature relating to educational psychology shows that areas such as attachment and resilience (Dent & Cameron, 2003) are prominent within the practice of Educational Psychologists (EPs) (Richards, Norwich & Nash, 2011) as providing a research and theoretical base. However, there is little research which explores the views and competence of teachers working with LAC (Goddard, 2000). After all, it is teachers who are working with LAC daily and thus having a significant impact upon their development (Myers & Pianta, 2008).

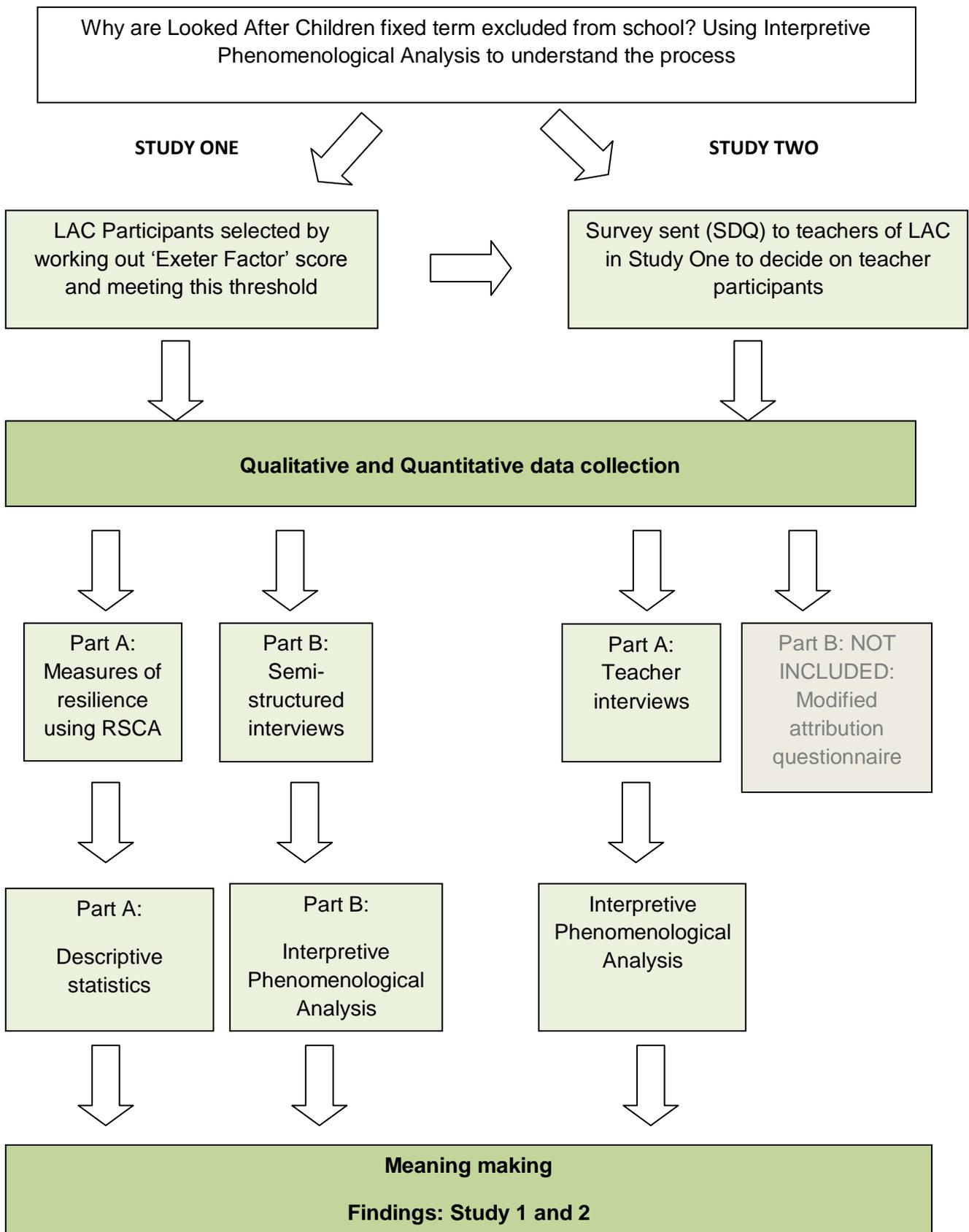
This research is mostly exploratory in nature. As a way of generating understanding, attribution theory and concepts of resilience provide a theoretical framework and focus for data collection and analysis. Equally, the research is committed to exploring what is important for the participants in terms of their perceptions (Tomlinson, 1989).

Attribution theory has been used in previous research to investigate the causal attributions made by pupils relating to behaviour (Miller, Ferguson & Byrne, 2000). Previously this has been undertaken quantitatively and can be considered to not truly capture the child's voice. The literature in this area is small, but has been viewed as important in designing appropriate behaviour interventions (Miller et al, 2000). The research responds to Holland's (2009) assertions that when discussing recent research with LAC, "some research designs allowed very little leeway for young people's individual constructs of their experiences to emerge" (p.230).

The research also sought to understand the perceptions and constructs of LAC and teachers and will focus more broadly on the LAC's views of school, teachers and themselves in relation to others. Similarly, the interviews will explore the general views of teachers relating to LAC as well as their specific understanding of the LAC participating in study 1.

When conducting this type of research, it is important to position myself as my personal experiences and constructs can affect the design, data collection and subsequent analysis. I am a white middle class male who has worked in education, youth work and health settings for the past 5 years.

Figure 1: Diagram to show the processes and interactions of Study One and Study Two



Abstract

Study One

Study one aimed to understand the perceptions and attributions of LAC fixed term excluded (FTE) from school on multiple occasions. This was carried out with reference to resilience, and an understanding of the possible protective and risk factors were also sought. Concepts of resilience (Prince-Embury, 2008; Gilligan, 2009) and attribution theory (Heider, 1958) provided a broad theoretical framework for the research.

Methods: The study followed a mixed method design (carried out simultaneously). One aspect involved semi-structured interviews being undertaken using interpretive phenomenological analysis (IPA) (Smith & Osborn, 2007; 2008) in attempting to generate understanding of the thoughts and feelings of LAC going through the process of being FTE. The second aspect involved the resilience of the LAC being psychometrically measured using the Resilience Scales for Children and Adolescents (RSCA) as a way of validating and contextualising data deriving from the interviews.

Results: Teachers acting as confidants and providing emotional containment appeared to significantly enhance resilience. Opportunities for dialogue and a focus on aspects to be developed in a supportive and positive manner was also important. The majority of the LAC had an external locus of control, appearing to serve them adaptively, allowing them to alleviate negative emotions relating to their behaviour. FTEs generally were causally attributed as stable and global, appearing to derive from entrenched thoughts, feelings and behaviours. The process of FTE appeared to compromise aspects of resilience as well as little positive effect being found in terms of learning and development.

Study Two

Study two aimed to understand how teachers perceived the LAC participating in study one, and providing comparison with perceptions of the LAC of aspects such as FTEs. The study also sought to provide an understanding as to the causal attributions made by teachers related to LAC. Specifically, how these attributions affected their thoughts, feelings (Weiner, 1985) and practice relating to LAC.

Methods: The study followed a mixed method design (carried out sequentially). A survey (SDQ) was used to provide the sample of teachers. Semi-structured interviews were carried out with eight teachers, using IPA as the method of analysis. The Modified Attribution

Questionnaire with integrated vignettes² was also undertaken by teachers to elicit more stable attributions relating to LAC.

Results: Data deriving from interviews found support for Weiner's (1985) cognitive-emotional-action model. Attributions of high controllability and locus increased teachers' feelings of anger and frustration relating to the causes of the LAC's behaviour. Empathy towards the LAC was affected by; collaboration with colleagues and professionals, understanding the needs of the child, ethos of the school, a child centred approach and the LAC's behaviour deriving from their care background. Further key findings are discussed from a theoretical perspective with implications for practice proposed.

² Due to low response rate, this is not formally recorded in the results and discussion

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Study 1

1.

Introduction

The literature has been sourced through a number of EBSCO and Psycinfo sources, Google Scholar, online searches and books. To ensure that the research was viewed from a variety of perspectives, a number of differing search terms were used³. This section intends to provide an overview of the literature rather than an in-depth exploration (please refer to appendix 25 for the full literature review for the research).

1.1 The problem with exclusion from school

Overall, permanent exclusions from school have decreased in the UK by 41% since 1994 (Evans, 2010). However, the number of pupils being Fixed Term Excluded (FTE) has increased significantly in the last decade (Daniels et al, 2003; Evans, 2010). Permanent exclusion is defined as the complete removal from the school roll, whereas FTE is exclusion for a set number of days, which can be no greater than 45 in an academic year (Evans, 2010). Daniels et al (2003) reported findings showing a “statistically significant association between numbers of fixed-term exclusions experienced by the young people and their degree of engagement in education/training/employment or disengagement/unemployment two years after exclusion” (p.26). The greater number of FTEs YP received the less likely they were to be engaged two years after permanent exclusion (Daniels et al, 2003).

Those excluded from school are more likely to become adults committing crime, have little chance of achieving meaningful qualifications from school and thus are not as successful as their peers when it comes to securing future employment (Osler, Watling & Busher, 2001). Cooper & Jacobs (2011) challenges what can be viewed as often quite punitive practice relating to Social Emotional and Behavioural Difficulties (SEBD) (many of the LAC within this research are defined as SEBD), saying “with no other educational problem is it considered legitimate to apply legally sanctioned punishment and exclusionary practices” (p.38).

1.2 Attribution Theory

Attribution theory was first developed by Heider (1958) and has been described as being “tremendously influential” (Dweck, 2000, p.139) within an educational and psychological context. Burgental, Johnston, New and Silvester (1998) summarise the purpose of research underpinned by attribution theory when they state that it “has been traditionally concerned with the causal search for meaning as a way of framing one’s response to life events or as a

³ Search terms included (with a variety of combinations and in isolation): Looked After Children/Children in Care AND Attribution/s/theory, Resilience, Educational Psychology

means of understanding the significance of those events for the future” (p.461). Weiner (2000), states that within the field there has been a lack of distinction, for example, between future versus past events, and the attributions people make here. Due to this, the definition below will be used as a framework to inform an aspect of the interviews as well as making sense of the subsequent data.

Weiner (2000) states that “a great deal of research has documented that there are three, and indeed only three underlying causal properties” (p.4) relating to the attributions people make. Abramson, Seligman & Teasdale (1978) have provided evidence to include a fourth dimension (specificity, defined below)

- Locus - location of the cause; internal (controlled by the individual) or external (events happen to people, rather than an individual controlling these) to the person.
- Stability - whether the cause is likely to stay the same in the near future or can change.
- Controllability/Responsibility - whether the person can control the cause, viewed to be related to emotions such as anger, pity, gratitude, or shame. If we feel responsible for our failures, we may feel guilt.
- Specificity (global cause vs. specific) - is what caused (for example an exclusion from school) something specific (i.e. a specific bullying incident) or general (i.e. the way teachers treat me generally).

Weiner (1980) states that “these attributions, together with their associated emotional responses, determine behaviour responses” (p.2).

Locus of control as a specifically separate construct within attribution theory was developed by Rotter (1954). Rotter (1954) refers to more generalised ways of thinking in terms of the attributions people make about their experiences. Weiner’s (1985) theory focuses on attributions made relating to past events. Rotter (1954) believed that the attributional process related to locus of control helps to predict people’s future behaviour.

Rotter (1954) used the term ‘generalised expectancies’ relating to this, i.e. people will expect certain things to happen a certain way and this is explicitly linked to the amount of control they exert over this. For example, I am likely to do well in the upcoming test as this depends on how much effort I exert, demonstrates an attribution made by someone with an internal locus of control. Someone with an external locus may attribute the test as being too difficult

for someone of their ability and so the amount of effort exerted is unlikely to make a significant difference to test performance.

Jackson & Martin (1998) carried out a retrospective study examining the experiences of adults who had been in care. Jackson & Martin (1998) split participants into low and high achievers (defined as having at least an A-level or diploma). They found that among the psychological factors contributing to educational success and well-being was participants who had high internal locus of control and self-esteem.

Pupil Attributions

A small body of research (Moses & Croll, 1985; Miller, Ferguson & Byrne, 2000) has looked at pupil attributions (specifically informed by this theoretical base) and behaviour at school. Research into this area can be viewed as not truly capturing the voice of the children involved, using questionnaires informed by focus groups to elicit attributions.

In Miller et al's (2000) research, pupils most commonly attributed 'challenging' behaviour to teacher unfairness (80.4%), more significantly than to parents. This contradicts the work of Croll and Moses (1985) who found students attributed 'challenging' behaviour to parents compared with teachers at a ratio of 17:1. Pupil vulnerability (78.6%) was also seen as being an important cause of student misbehaviour. These were seen as being more important than family problems (65.6%) or how strictly the classroom was managed (69.4%). However, it could be argued that pupil vulnerability derives from 'family problems' (Cairns, 2002) and so the dichotomy presented between these two can be questioned.

Maras, Brosnan, Faulkner, Montgomery & Vital (2006) compared the attributions of students with SEBD and those without. They found that the SEBD population attributed blame to themselves for negative events significantly more than the control group.

1.3 Resilience

Resilience is a concept increasingly researched and prominent when discussing LAC (Jackson & Martin, 1998; Jackson et al, 2010). A growing body of research suggests that protective factors are stronger predictors of success than risk factors (Werner & Smith, 1992; Jackson & Martin, 1998; Cooper & Jacobs, 2011). Resilience has been defined as individuals who "seem to be able to understand what has happened to them (insight), develop an understanding of what has happened to others (empathy) and experience a quality of life that is often denied to others (achievement)" (Dent & Cameron, 2003, p.5).

Gilligan (2000) states that the following are crucial in enhancing resilience; a review of the literature by Cooper & Jacobs (2011) shows that these aspects cover the most prominent findings in the area:

(1) “Reducing the stockpile of problems” (Gilligan, 2000, p.37). Rutter (1990) states that multiple adversities can have a cumulative and overwhelming affect for LAC. He states that reducing just one of these adversities can have a “disproportionate and decisive impact” (Gilligan, 2000, p.37)

(2). “Pathways and turning points in development” – ‘one favourable experience may be a turning point in a child’s or young person’s trajectory or development’ (Gilligan, 2000, p. 39).

(3). “A sense of having a secure base” (Gilligan, p.39) – secure attachments provide the child with a secure base from which to explore the wider world (Bowlby, 1988). Gilligan (2000) cites Werner and Smith’s (1992) “seminal” (Cooper & Jacobs, p.41) research as evidence to the importance and buffer effect that relationships and mindful adults have against difficult home circumstances.

(4). “Self-esteem/self-worth” – “even one positive relationship and/or success in something the person values ‘may do much to combat a sense of failure in other spheres of one’s life’ (Gilligan, 2000, p.40- 41).

(5). “A sense of self-efficacy” – Having a clear sense of purpose and direction is of paramount importance to YP in difficult circumstances (Gilligan, p.41)

Woodier (2011), provides evidence for the positive effects of allowing LAC to experience themselves in more successful roles than previously experienced. He also cites the importance of LAC having support that is “well attuned” (p.277) to the individual. He reinforces the view of the importance of the social environment, that resilience, “while intrinsic attributes are important, it is equally important to acknowledge that resilience emerges in a supportive context” (p.262).

Jackson et al (2010) compared the resilience of LAC with non-LAC attending a special school. They found that the LAC had lower resilience scores, however did not find any significant differences concerning the self-perception of the LAC. Interestingly, they did find that the LAC were more likely to describe themselves using attributes relating to other people, suggesting how important these relationships are to them.

The significance of this piece of research (Jackson et al, 2010) can be questioned as it is purely quantitative and yet the sample size (4 LAC and 12 non LAC participants) makes it difficult to generalise the results (Robson, 2002), specifically relating to resilience and attainment. What is significant is that even within an SEBD population (special school), the LAC's resilience was significantly less than that of the SEBD pupils (Jackson et al, 2010). Discussion relating to the ease in which resilience can be measured takes place within appendix 12

2. Research Questions

- 1) What are the perceptions of secondary school LAC relating to them receiving multiple fixed term exclusions? (RQ1)
- 2) What are the attributions of LAC about their fixed term exclusions? (RQ2)
- 3) What other factors are important to consider within the FTE process; specifically what may compromise or enhance resilience relating to this process? (RQ3)

3.

Design and Method

3.1 Methodology

The research utilised a mixed methodology approach allowing the “researcher to simultaneously answer confirmatory and exploratory questions, and therefore generate and verify theory in the same study” (Tashakorri & Teddlie, 2003, p.15). There has been significant literature citing the incompatibility of research mixing qualitative (QL) and quantitative (QT) methods and thus the differing ontology inherent to these (for example, interpretive versus positivist) (Ernest, 1994). The success of studies incorporating a mixed methodologies approach has gone some way to discredit the view that differing paradigms cannot be part of one piece of research (Tashakorri et al, 2003); leading to it being called the “third methodological movement” (Tashakorri et al, 2003, p.45).

The research took an interpretive and social constructivist stance relating to the LAC’s attributions and perceptions. Interpretive research has been described as seeking to build up “rich (thick) descriptions of the cases under study” (Ernest, 1994, p.25) concerning people:

“their inter-relationships and contexts....allowing a reader to understand the case through identification, empathy, or a sense of entry into the lived reality of the case. Interpretive cases should also be illustrative and generative. The particular is intended to illustrate the general; not with the precision of the exact sciences, but suggestively as an illustration of a more general and complex truth” (Ernest, 1994, p.26).

Quantitative elements of the proposed study relate to measures of resilience. These elements fall within a positivist paradigm “concerned with objectivity, prediction, replicability” (Ernest, 1994, p.22).

3.2 Research Design

Study 1 utilised a mixed methodology approach, comprising qualitative and quantitative data (Bryman, 2006; Tashakorri et al, 2003). One aspect is eight semi-structured interviews (Robson, 2002) to produce personal narratives⁴ of the participants regarding how the children/YP have experienced the exclusion process, and their attributions relating to why they received multiple FTEs. Robson (2002), states that the “study of individual cases has always been the major (albeit often unrecognised) strategy in the advancement of knowledge about human beings” (p.11). Psychometric measures of resilience were also undertaken by the LAC.⁵

4. Procedure

4.1 Sampling strategy

Purposive sampling was employed as the researcher believed that the participants could illuminate a theoretical point, rather than the purpose being to generalise to other cases (Smith & Osborn, 2008).

Access to the sample of young people was brought about by contacting the Inclusion and Reintegration Officer (within the LA) who had a record of all the LAC FTE in the last 6 months, including the frequency and nature of the exclusion. From this, the EPs of the relevant schools were contacted and the researcher was introduced to the schools (of the LAC) via this means.

It is important to define what multiple FTEs are for the purpose of this research. The ‘Exeter Factor’ was devised to establish which children will take part in the study. The ‘Exeter Factor’ has been adapted (for this research) from the Bradford Factor, which is used in human resource management to see whether employee absences reach a certain threshold (Mooney, 2006), with a weight being given to frequency of absences. The current study used the ‘Exeter Factor’ in the same way, applying the same mode of calculating absenteeism to how much a child has been absent due to FTEs. This has not been applied to school absenteeism before, hence it being referred to as the ‘Exeter Factor’. LAC with a score of

⁴ Importance in eliciting the voice of the child is stated in appendix 20

⁵ Further rationale presented by Bryman (2006) are presented within appendix 23

above 80 points were initially only going to be considered suitable for the research, however due to the lack of LAC available for the study, a more flexible approach to sampling was undertaken; LACs with a FTE more than once within a six month period were considered for the research.

The Exeter factor formula is as follows;

E = S² x D where:

- E is the Exeter Factor score
- S is the total number of spells (instances) of absence of an individual over 6 months
- D is the total number of days of absence of that individual over 6 months

4.2 Participants

Eight LAC participated in study one. They were accessed from five different secondary schools within the LA. Once a LAC met the threshold for the study (process described above) a letter was sent to the SENCO/designated person for LAC, requesting participation of the LAC for the research. If no contact was made within a week then the researcher contacted the SENCO directly.

Verbal consent was gained from those with parental responsibility for the LAC which was either elicited by the SENCO or the researcher via telephone contact. An opt-out letter was then sent to the carers, where they were given the opportunity to respond if they did not want the LAC to participate in the research.

4.3 Ethical considerations

Use of the opt-out method was carefully considered (ethically) and it was decided that this was the best approach as it meant that giving consent required no effort on behalf of those who had parent responsibility, but equally, they were fully informed of the intentions of the research. Due to consent for the interview being requested by SENCOs (for the LAC), questions can be raised as to whether the LAC truly gave their consent prior to meeting me

for the interview. Although I did ask SENCOs to pose the question (to the LAC relating to participation within the research, rather than dictating to the LAC that they must participate within the research), it is clear that the manner in which this was undertaken will vary for each LAC. Equally, it is possible that the LAC themselves were eager to please and thus felt they were unable to decline participation within the current research. It is also important that I accept my own eagerness for the LAC to participate in the current research (due to there being a lack of potential participants) may have detrimentally influenced my communication with the LAC relating to the option of participating or not, in the research.

In attempting to account for these potential difficulties I was clear with the LAC that they had the right not to participate in the research once the process had been described. To formalise this process, they were required to read and then sign the consent form (in appendix 10) before undertaking the interview. They were also made aware that they were able to stop the interview at any time or decline specific questions, as suggested by Westcott and Littleton (2005). The purpose of the research was explained and it was made clear that they were making a positive contribution to understanding the area of the research. The next steps in terms of the data collected (the fact that the interview would be destroyed, names and institutions anonymised) were then explained to the LAC and they were asked how they felt about the process, with the opportunity to ask questions themselves.

In line with the BPS Code of Ethics and Conduct (2009), participants were treated with respect, both in interactions with the researcher and in the writing of the study (more detail found in appendix 11). All participants were anonymised in written records and confidentiality was upheld in all aspects of the research. Any written record of individual identity was securely stored and destroyed when no longer required. Approval for the research was obtained from the University of Exeter, School of Education Ethics Committee (appendix 10).

Figure 2: Profile of the LAC participating in study 1:

Interviewee	Age (school year)	Exeter Factor Score	School size	Time spent at current school?
1	14 (9)	20	1,103	Since year 7
2	12 (8)	10	1,800	Since year 7
3	16 (11)	27	660	Since year 7
4	15 (11)	20	615	Since year 7
5	13 (8)	90	1,800	Since year 7

6	13 (8)	36	1,800	Since year 7
7	13 (8)	20	1,319	Moved from another school (due to moving house when not in care)
8	12 (7)	6	926	Since year 7 (September 2011)

4.4 Methods

Semi-structured interviews were used (schedule within Appendix 3). These have been seen as the “exemplary method” (Smith & Osborn, 2008 p.57) when carrying out interpretive phenomenological analysis (IPA). This form of interviewing allows the researcher and participant to engage in a dialogue whereby initial questions are modified in the light of the participants’ responses and the investigator is able to probe interesting and important areas which arise. Hierarchical focusing (Tomlinson, 1989), was used to partly counter research bias in terms of the agenda and direction the interview will take, tackling the “dilemma when contemplating the use of interviewing...Namely to the extent that they define and pursue their own topic, they miss the interviewee’s construals and reactions, which they precisely wish to obtain” (Tomlinson, 1989, p.155).

Hierarchical focusing has been seen to align well with research taking a social constructivist perspective (Tomlinson, 1989). It requires the researcher to develop a “construal interview agenda” (p.166) which proposes a guide/structure in terms of what needs to be covered in the interview – however this is only a guide and the researcher followed up aspects of what the interviewee said, so that important construals were not omitted (Tomlinson, 1989).

The LAC also undertook the Resilience Scales for Children and Adolescents (RSCA) (Prince-Embury, 2006)⁶. This produced quantitative data, which was analysed alongside qualitative, helping to profile the resilience of the LAC. Use of the RSCA also increased reliability of the interview data, as Cohen, (2000) states: ‘in qualitative research, reliability can be regarded as a fit between what researchers record as data and what actually occurs’ (p.119). This built upon recent research in this area (Jackson et al, 2010; Honey et al, 2011).

Techniques derived from Bene-Anthony (Roche, 1970) were used, where the LAC posted their responses into the one of five possible slots in a box.

⁶ For critique refer to appendix 12

4.5 Data analysis: Qualitative data

Interpretative Phenomenological Analysis (IPA) (Smith & Osborn, 2007; Smith & Osborn, 2008) was used to analyse the data emerging from interviews with the LAC. IPA is a 'bottom up' approach which begins by coding the data. The researcher then looks for themes within these codes throughout the text. A theme can be defined as a recurring pattern of meaning. IPA also views the research exercise as a dynamic process with an active role for the researcher within the process. The researcher should be trying to gain an insider's perspective.

(IPA) (Smith & Osborn, 2007; Smith & Osborn, 2008) is an approach to psychological research which was first utilised in health and social psychology in the past decade, initiating a growing body of research. There are a small but growing number of studies which have utilised IPA within an Educational Psychology (Crowley, Hallam, Harre & Lunt, 2001; Robinson, 2010) providing context and evidence that this is increasing (at least at doctoral level) (Petch, 2012).

IPA provides the psychologist with the opportunity to engage with a research question at an idiographic (personal) level (Willig, 2008). IPA is theoretically underpinned by phenomenology (Giorgi & Giorgi, 2009), symbolic interactionism (Reynolds & Herman-Kinney), hermeneutics (Thiselton, 2009) and idiography (Willig, 2008).

Phenomenological psychology is concerned with an individual's personal perception or account of objects or events and the meaning that is ascribed to these, avoiding positivist assertions of making an objective statement of objects or event (Smith & Osborn, 2008).

Symbolic interaction postulates that "mind and self" (Smith & Osborn, 2008. P.17) are the products of the social interactions we encounter. The meaning that people ascribe through interactions only becomes possible through a process of interpretation (Smith & Osborn, 2008). In this sense there can be comparisons made with personal construct psychology (PCP) (and tools within this); a widely applied approach within educational psychology. However, both Kelly (1955) (the conceiver of construct psychology) and phenomenologists have been keen to distance themselves from each other. Kelly's (1955) PCP has been regarded as being "too cognitive" (Smith & Osborn, 2008, p.16) to be categorised within a phenomenological approach as well as the emphasis being on construing, rather than perceiving (key to phenomenology).

There are a number of epistemological assumptions made by IPA about the world it studies and the role of the researcher in the research process (Willig, 2001). These are summarised below:

- **Realist approach to knowledge production**

It aims to generate theory relating to how and why people think about the phenomenon under investigation. There is the assumption that their narratives provide us with an insight to their thoughts and feelings and that these are manifested in their experiences. There is recognition that the researcher's interpretation of this are impacted upon by their own beliefs, thoughts and experiences. This bias present within the interpretation is seen as a necessary component to the process of understanding another's experiences, i.e. understanding requires interpretation. Due to this, a reflexive approach (Willig, 2001) to the research is required by the researcher; an awareness of their influence and analysis of how to minimise this affect.

- **Relativist ontology with regard to the world**

The focus is upon eliciting the subjective experiences of participants, rather than looking for objective truths. There is recognition that the same events can be experienced in categorically different ways.

- **Symbolic interactionist perspective**

Within IPA there is the acknowledgement that people's views of themselves and events within their environment are the result of interactions with their social environment, and that these views are perpetuated through this process.

The process of IPA requires the personal accounts of the participants to be systematically analysed by the researcher. The role of the researcher is an active one in attempting to "get close to the participant's personal world" (Smith & Osborn, p.53); the researcher's own conceptualisation of the data significantly influences this process.

IPA involves what is known as a double hermeneutic (or two stage interpretation). The participant is looking for coherence and sense making within their world and the researchers role is to try and understand and make sense of how the participant goes about this process (Smith & Osborn, 2008). IPA therefore "combines an empathic hermeneutics with a questioning hermeneutics...trying to understand what it is like, from the point of the view of the participants, to take their side. At the same time, a detailed IPA analysis can also involve critical questions of the texts from participants, such as the following: what is the person

trying to achieve here? Is something leaking out here that wasn't intended? Do I have a sense of something going on here that maybe the participants themselves are less aware of?" (Smith & Osborn, 2008, p.53-54).

The following quote provides a summary as to the purpose of IPA, whilst touching upon some of the difficulties with interpretation and understanding within the approach:

"IPA has a theoretical commitment to the person as a cognitive, linguistic, affective and physical being and assumes a chain of connection between people's talk and their thinking and emotional state. At the same time, IPA researchers realise this chain of connection is complicated – people struggle to express what they are thinking and feeling, there may be reasons why they do not wish to self-disclose, and the researcher has to interpret people's mental and emotional state from what they say" (Smith & Osborn, 2008, p. 54).

4.6 Quantitative analysis

Data from the psychometric measures of resilience (RSCA) was analysed using the Statistical Package for the Social Sciences (SPSS). (Prince-Embury, 2006). Descriptive statistics were presented from this to assess the LAC's protective and vulnerability factors relating to resilience, including the individual sub-scales of mastery, relatedness and emotional reactivity.

4.7 Reflexivity

Reflexivity requires the researcher to "acknowledge how their own experiences and contexts inform the process and outcomes of inquiry" (Etherington, 2004, p. 31-32). It is recognition of the fact that it is impossible to remain outside of one's subject matter while conducting research. Reflexivity comes in two forms; personal and epistemological. Personal "involves reflecting upon the ways in which our own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research" (Willig, 2001, p.10). Epistemological requires the researcher to engage in questions such as "How has the research question defined and limited what can be found? How has the design and methodology constructed the data and findings?" (p.10).

5.

Results

5.1 Qualitative Results

Figure 2 (below) shows the four superordinate themes which have been derived from the eight interviews with the LAC. Below, each theme will be demonstrated with extracts from the participants. The extracts chosen are those viewed during analysis as being particularly significant and representative of the views of other participants, in line with IPA as the method of analysing the data. Appendix 1 provides further detail relating to all extracts found within the data, as well as the frequency of these for each interview within the superordinate themes⁷.

➤ **Figure 3 Superordinate themes (emboldened as main heading) and sub-themes from which these were derived relating to interviews (specific interview in brackets) with Looked After Children**

Social, emotional and behavioural needs	Relatedness and belonging	Attributions: locus, specificity and stability	Impact of FTE
Struggle to conform to and accept authority (3,4)	Relatedness and belonging (4,6)	Attributions; locus & stability (1, 2,3,5)	Effect of FTE (1,3,4, 8)
Emotional and behavioural impact of being in care (4)	Closeness and relatedness (3)	External locus becoming internal over time (4)	Negative emotions experienced – exacerbated by FTE (5,6)
Behaviour; emotional reactivity (1)	Desire to belong and be sociable (5)	External locus relating to school experiences (6)	FTE (2)
Need to be stimulated; seeking out exciting experiences if these don't happen (5, 3)	Tension of needing behaviour support vs this leading to lack of meaningful interactions (5)	Attributions and perceptions relating to behaviour (7,8)	
High emotional reactivity (6)	Relatedness and safety (1)		
Emotional and behavioural needs; effected by being in care (1, 2)	Relatedness and belonging affected by being in care (8)		
Behaviour, teachers and emotional reactivity (2)	Anxiety, anger relating to social interactions (linked to social development) (8)		
Emotionally unresponsive leading to ambivalence towards school; lack of analysis and	Relatedness and being		

⁷ Appendix 4 also provides extracts and subthemes emerging from the interview data and would benefit from being read alongside the results section for completeness

<p>reflection (2, 3, 7)</p> <p>Moral and social development (8)</p> <p>Perception of school and difficulty in seeing the bigger picture (8)</p> <p>Lack of analysis and self-regulation; high emotional reactivity (7)</p> <p>Lacking feelings of competence, enjoyment and stimulation, leading to seeking out more exciting experiences (4,6)</p> <p>Emphasis placed on how others view him, perhaps due to feeling inadequate (1)</p> <p>Academic self-concept (8)</p> <p>Importance of having a split identity between home and school (4)</p> <p>Pain of past, causing a focus on the 'lighter' side of life to reduce pain from the past (5)</p>	<p>listened to (7)</p> <p>Importance of being listened to and understood (4)</p> <p>Disempowerment of voice not being heard and listened to (5)</p> <p>Voice not heard or consulted – lack of restorative perspective from school (6)</p> <p>Feels voice is not important/heard – lack of restorative perspective from school (3)</p> <p>Importance of being listened to (1)</p>		
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5.2 Figure 4: The relationship between the research questions and the super-ordinate and subthemes identified within the data

Research Question	Super-ordinate and subtheme	Discussion section
1. What are the perceptions of secondary school LAC relating to them receiving multiple fixed term exclusions?	Impact of FTE	7.1
	Subtheme: Lack of learning and wider impact (non-school)	7.2
	Relatedness affected	7.3
2. What are the attributions of LAC about their fixed term exclusions?	Attributions: locus of control, specificity and stability	8.1
	Subtheme: External becoming internal: not recognised by teachers	8.2
3. What other factors are important to consider within the FTE process?	Relatedness and belonging	6.5
	Sub-theme: Importance of settled and positive care arrangements	6.6
	Social, Emotional and Behavioural needs	
	Sub-theme: Emotionally unresponsive and ambivalence	6.1
	Feelings of inadequacy	6.2
		6.3

5.3 Social, emotional and behavioural needs

The above theme was well represented within all of the interviews. These SEBDs were described to varying degrees, but in all cases it was clear that these needs significantly affected their experiences of school and also permeated many other factors (themes, described in this section). The extent to which the social, emotional and behavioural needs were affected by being in care varied significantly. Within some interviews, this was not elaborated upon and it should be noted that this section is not attempting to set out any model of causation between being in care and having these needs. What became apparent, however, was that being in care was a contributory factor at times exacerbating these needs⁸:

⁸ Italicised text refers recorded speech of the interviewee (LAC) and smaller, emboldened text is speech of the interviewer

*“You should ban foster care, you shouldn’t be able to go into foster care. **What do you mean?** I just don’t like foster care because you’re not with your family and it’s better for people if they’re with their mums and dads. **Do you think there was a way you could have stayed with your family?** Probably not because I was young when I left and I didn’t really know, so I probably couldn’t do anything, no” (interviewee 1)*

Here, interviewee 1 describes a level of cognitive dissonance relating to being in care; he does not believe in foster care, however does not see an alternative. It is not difficult to imagine the profound impact that these conflicting beliefs will have in terms of him being able to process this coherently. The use of language when he says *‘I probably couldn’t do anything’*, hints at a pain and confusion relating to being taken away from his family.

The importance of compartmentalising home and school was a strategy (and recorded sub-theme), that was evident for half of the LAC. This can be viewed as a strategy that enabled them to function, shutting off the pain regarding aspects of their life. When this compartmentalisation is disturbed, the result is significant:

*“And is that really important to you that people don’t know about your history? Yeah. **Why is it important?** There are some kids who don’t really like me and I don’t really like them either, they’re dicks. **In this school?** Yeah. ‘J’ and ‘A’, they think they’re a solid bunch but they’re like sports jocks, think they’re really hard, but... **Why don’t you like them?** because (interrupted)...Because they think they’re hard and they found out about my mum and they just used it against me. Like *** R.. How did they did find out? Yeah, cos I was talking, the only person I’ve talked about it with is ‘I’, but this was in a maths lesson and they were behind us and they heard it and they started using it against me and I broke their noses; ‘J’s’ and ‘A’s’, so I’m not really friends with them” (interviewee 4)*

Another extract spoke of how his history had a negative impact upon his home life with his foster family. Despite his foster Dad appearing to try and use his past in a positive way (to shape desired behaviour and provide motivation) it is clear the pain and anger felt about this meant that this was a strategy that had a significantly detrimental effect on interviewee 4:

*“...there was one time, when like my foster parents were going to kick me out, because I was really bad,**You talked about feeling safe at school, did that mean***

you didn't feel safe at home? They don't really know about my past life really, but M* (foster Dad) and that do. M*** would just use it in a way. Could you say that again please? They don't know about my past, but M*** always uses my mum and it just really annoys me and I just got really angry. What do mean he uses her? Well because my mum was like a druggy, and prostitute, that's why I'm here, but he would use it and say your mum was small, immature and stuff like that and it just really annoyed me" (interviewee 4)**

5.4 Relatedness and belonging

Within the interviews, the LACs' relational experiences and belonging to a group was a theme that clearly had significance, especially as an area of resilience, or where resilience may be lacking.

"What has enabled you to stay in school permanently, we've touched on this a bit, but if you could expand a little bit? Friends. How do they help? I wouldn't really be able to see my friends because where I live is in the middle of nowhere on a farm, I have no way of getting here except on a school bus so I see my friends here and then my carers let me stay behind after school and let me see my friends for a couple of hours" (interviewee 4)

Interviewee 4 has clearly developed relationships with peers who are sensitive to his home life and change their behaviour to respond to his needs; the fact that these were friendships developed over a number of years also appeared to be important. He is clearly socially motivated and this extract encapsulates the sense that this is a big influence on him staying in school and not being permanently excluded.

Interviewee 2 and 3 displayed a level of ambivalence or lack of feeling towards their teachers, which perhaps can be attributed to similar feelings towards school generally:

"Does it matter if they take an interest in you? That wouldn't make any difference".

"...it's not a good feeling or a bad feeling (coming to school), you just kind of have to do it." (both interviewee 3)

“So are there any teachers that stand out that you really like? No... What other subjects do you like? None” (interviewee 2)

Empowerment/disempowerment of voice being heard (sub-theme)

Both interviewees 4 and 5 (in appendix 4) expressed their views strongly with regards to their contact with social services:

*“Just always put the kid first cos I know my older social worker put money before the kid, like her pay. Really, ok...that’s why I got a new social worker. What do you mean, could you say a bit more about that? I had a woman called *** she was absolutely useless at her job, she wouldn’t do anything, just take her money and talk to me for like a minute and then go. So, you felt like she didn’t really care? She didn’t know what she was on about either. In what way? She didn’t know what the kids want, she has kids herself she would say this is what I do with my kids, this is what your gunna do, but her kids are younger” (sic) (interviewee 4)*

These feelings of not being truly listened to clearly evoke anger and frustration here and it should be noted that this response came after the question; *‘if there was a message you could give to those that make the rules relating to CiC regarding how to stop them getting FTE’s, what would that be?’*. Of course this is interviewee’s 4 perceptions of events however, the example of the social worker seemingly applying ideas from their own children, suggests that perhaps there is not a true understanding of his views and needs.

Further examples of disempowerment (from interviewees) through a lack of voice being listened to can be found in appendix 1. The following is an example of where the LAC felt supported and listened to; making a significant difference to their experience of school:

“Well actually I haven’t got any detentions this year. That’s good, so how have managed to do that? Because I’ve had a lot of chances. So, that helps when teachers give you chances? Yeah, if I didn’t have many chances I probably would have got a detention quite often. Why do you think they give you chances? Because they know I’ve got a hard time at home and they know I come to school a bit angry and all that and they think that I need more, not much but a bit more chances than others because yeah. So, they understand where you’re coming from...Yeah they know where I’m coming from. So is that all teachers? Not all teachers, well most teachers,

*yeah, like Mr *** is supportive, really supportive, other teachers like Mr *** who's like my key worker at school, he normally talks to me about how I'm getting on"*
(interviewee 1)

5.5 Attributions: locus of control and specificity

Analysis of the interviews showed that all LAC at some point discussed (often implicitly) whether locus of control was internally or externally located, with situational differences within this. The following are examples of where the LAC exhibited an external locus of control relating to their school experiences (further examples can be found in appendix 1):

"Yeah and that's why I get expelled and stuff because people wind me up"
(interviewee 5)

"Do you think you'll be able to do that? [not get permanently excluded from school] I don't know. What's going to help you to do that – what's helped you stay in school so far? Like teachers, stopping me from getting excluded" **(interviewee 6)**

"but I just can't do it – he'll help me in some places and my helper will help me, but I'm like I can't do it" **(interviewee 4)**

"Probably if I'm like in a bad mood and someone's annoyed me and it will like set me off for the whole day. Why might you be in a bad mood? Dunno, if someone puts me in a bad mood". **(interviewee 2)**

"I don't know, umm, well probably won't be able to completely stop it (FTEs), but probably try not to. Why do you say you couldn't completely stop it? Cos, I dunno, I end up doing something once in a while stupidly and then get caught and get sent home". **(interviewee 3)**

There was also a lack of active participation in certain choices important to them (GCSE choices), suggesting a sense of things 'happening' to certain interviewees rather than having an element of control within this:

"So, textiles, I assume you chose to take that? Well, we had to take a technology and I was basically left doing that" **(interviewee 3)**

Examples within most of the interviews could be found of where the LAC discussed aspects where an external locus was becoming internal. What was also evident was that although many of the interviewees were able to see a development in terms of how they thought about their own conduct in relation to others. There was evidence within the interviews that this often did not transfer to real life situations.

“Instead of getting myself in trouble, just leave it. Is that something you feel you can do more now? Yes. What’s allowed you to do that? Yourself (sic)” (interviewee 2)

Extracts from interviewees 1 and 5 (appendix 4) encapsulate the difficulties of putting thoughts into action, but also demonstrate feelings of control over these situations to an extent. This appears to have reduced the frequency of negative behaviours. In the case of interviewee 1, this appears to be directly correlated with therapeutic input (the teacher states it is Human Givens Therapy).

“Are there any other things that you could think of that has stopped you from getting excluded from school completely? Not really, no. Walking away from the situation. Is that something you’ve always been able to do? Not always. So, what helps you to do that? I just ignore them and walk off if they’re just shouting or something.... I had anger management therapy. How long ago was that? Only a couple of months ago and I went 3 times. So, did that help with the walking away you just spoke of? I haven’t actually done it since then; I haven’t had to walk away. So, was it useful? It was actually.” (interviewee 1)

Analysis of the interviews shows that the causes of the FTEs were overwhelmingly global (as opposed to specific). Although specific incidents were described, it was clear that these derived from relatively entrenched thoughts, feelings and behaviours (references to these found in appendix 1). Interviewee 5 perhaps summarises what may be underlying FTEs received for the LAC involved in the research:

“I think if anyone gets suspended it’s not because they’re happy is it, they must be either annoyed or upset or something that they’ve done something wrong” (interviewee 5)

5.6 Impact of the Fixed Term Exclusion (FTE)

“So how did it make you feel when you got sent home for 5 days? I was kind of a bit upset, like I can’t see my mates for ages apart from on Facebook {...} Yeah I was just a bit, so bored. Because if you’ve been expelled then you’re not allowed to do anything in my house, like you’re not allowed to watch TV until after school hours, so I was just so bored and I don’t like being bored. I just go for walks or something like that because I’m not even allowed on my bike when I’ve been suspended.”

(interviewee 5)

The above extract demonstrates a range of feelings that were evoked by the FTE. Keeping his mind off of his past was a theme to emerge from interviewee 5. He talked about the ways that he would reduce boredom and increase stimulation for himself. The FTE appears to have inadvertently forced him to re-live some of the trauma of his past. He talked considerably about his social desires (described in ‘relatedness and belonging’ and in appendix 1.) and how these were not met within school. Feelings of isolation and possibly feelings of difference from his peers appear to be have been compounded by the FTE. It is not the fact he is out of school in the first instance (he understands this, shown in appendix 4), but more to do with the duration of the initial FTE (a school week) and then another week out of mainstream lessons, meaning he will have no real social interaction with his peers within school time for two weeks.

“So she wasn’t very happy at all? No. Was anyone else in your family at that point? Yeah, because like all my family have been good at school and I’ve, I’m not really. What things did other people say? I used to stay with my Nan a lot to give me and my mum a bit of rest, and like I wasn’t allowed to stay with my Nan for a night or whatever. So how did that make you feel? P’d off because me and Nan get on quite good (sic)” **(interviewee 6)**

The degree to which the FTE effected (or at least the extent to which the interviewees were willing to elaborate) the interviewees differed (for further comparison see appendix 1). However, an almost constant, was the negative reactions of those at home. Interviewee 6’s extract (above) is an example of the wider familial implications and knock on effect an FTE can have. The interviewees initial use of ‘I’ve, I’m not really’, perhaps suggests that he feels his opportunity to be ‘good’ at school has passed. The range of factors contributing to an FTE, are clearly complex and interactive. In the case of interviewee 6 however, there did

appear to be a decline in motivation from the first FTE received, to how he felt currently. His perception of struggling not to be permanently excluded appears to have become internalised as a pathological view of him failing school. The quotation below from him strongly suggests a lack of purpose and motivation relating to school:

“Sometimes I only go to school to wind up teachers” (interviewee 6).

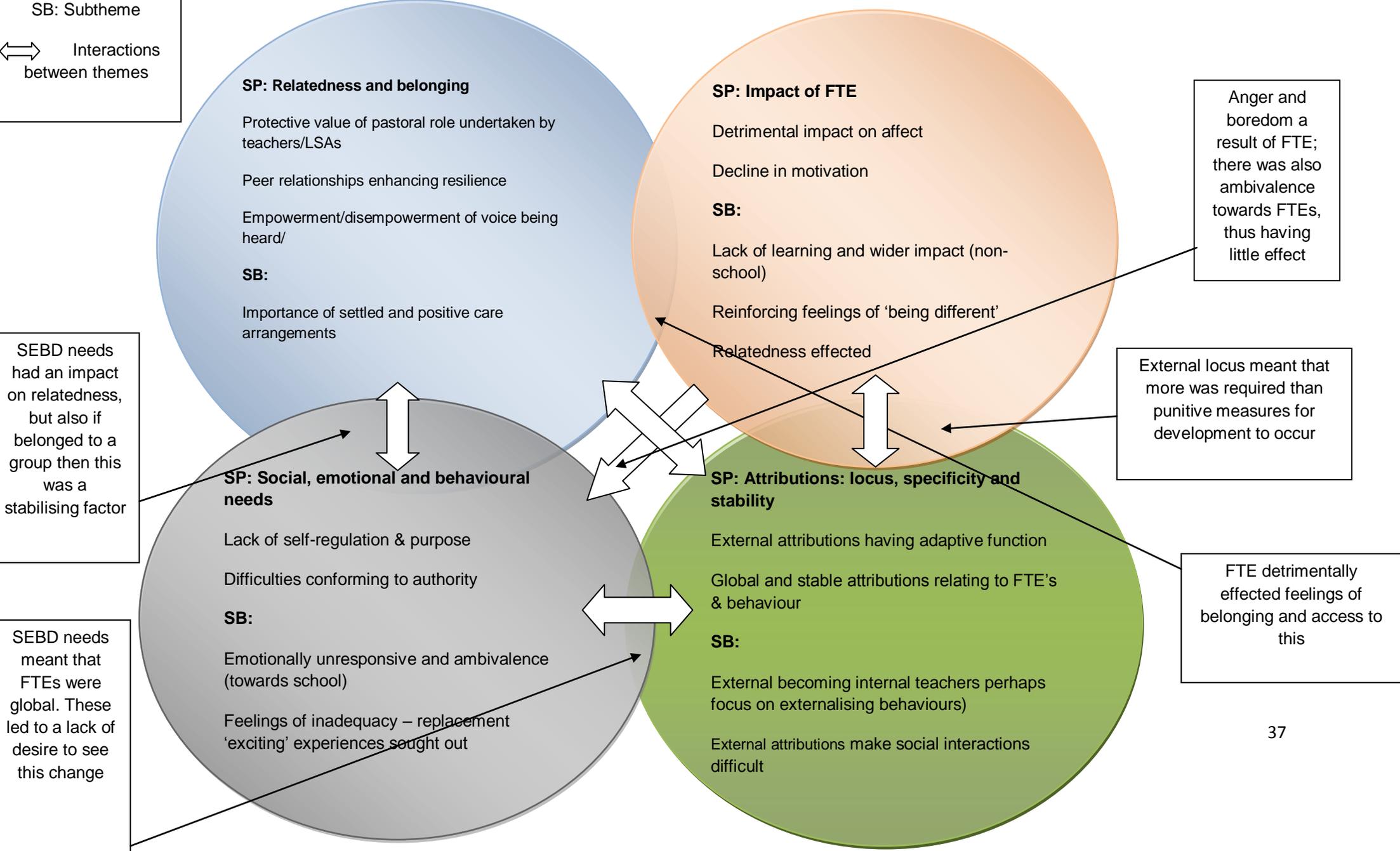
Key

SP: Super-ordinate theme

SB: Subtheme

↔ Interactions between themes

5.7. Figure 5: Venn diagram to summarise findings from the four super-ordinate themes and interaction between them



5.8 Descriptive statistics of Resilience Scale for Children and Adolescents

Figure 6 (below) shows empirical data to support the answering of research question three. It should be noted that due to the direction and emphasis of the research changing (due in part because of the richness of the data emerging from the interviews), there has not been significant analysis of the RSCA results as a stand-alone aspect of the research. The main purpose of the data was therefore to aid the researcher in the development of hypotheses relating to data emerging from the interviews with the LAC.

The LAC's scores on the resilience scales show some areas of strength for individual YP. However, what is more striking is the fact that only one of the eight LAC is recorded as having 'resources' that are average or above. Five of the eight LAC are considered to have above average vulnerability. For the three sub-tests (mastery, relatedness, reactivity), reactivity and mastery are shown to be the area where there is the most significant need for this cohort of LAC. Both interviewees four and five scores on the reactivity scale stand out as scoring very high on the emotional reactivity sub-scale. Equally, interviewee six scores very low on the relatedness sub-scale. The scores for these three interviewees on the extreme ends of the spectrum correlate well with themes deriving from their interviews.

Figure 6: Showing results from psychometric measures of resilience (using the RSCA) for Looked After Children:

Interviewee	Age	Mastery	Relatedness	Reactivity	Resources	Vulnerability
1	13.00	50.00	39.00	57.00	44.50	57.50
2	13.00	35.00	44.00	31.00	38.50	45.50
3	16.00	40.00	41.00	45.00	39.00	53.00
4	15.00	34.00	50.00	79.00	42.00	71.00
5	12.00	56.00	39.00	77.00	47.50	67.50
6	13.00	28.00	44.00	56.00	35.00	63.00
7	13.00	41.00	43.00	62.00	42.00	62.00
8	12.00	33.00	51.00	64.00	42.00	42.00

Interpretation key for RSCA scores

High = >60

Above average = 56-59

Average = 46-55

Below Average = 41-45

Low = <40

Emboldened data shows where scores are average or above (positive connotations for all aspects other than 'vulnerability')

6.

Discussion

This chapter explores, discusses and further defines findings from study 1. This chapter will be structured using the four superordinate themes (and within these a number of subthemes, as outlined in figure 2) with reference to the initial research questions. The responses of the LAC will be discussed in terms of psychological theories of attribution and resilience.

Recommendations for practice and reflections on the research process are amalgamated with study 2 in the concluding section in Chapter 20.

6.1 Relatedness and Belonging

6.2 Sub-theme: Empowerment/disempowerment of voice being heard/not heard

6.3 Research Question 3: What other factors are important to consider within the FTE process; specifically, what may compromise or enhance resilience relating to this process? (RQ3)

The current research has demonstrated the difficulty in identifying what may be most significant in terms of resilience being enhanced or compromised. However, one key theme emerging from the data was that of relatedness and a sense of belonging, to a peer group or school generally. This supports research by Glover et al (1998) who found a link between belonging to school, peers and increased academic performance, motivation and well-being.

The results section has presented data where a sense of belonging and connectedness appeared to be lacking with peers and school. Some interviewees (discussed and supported by data from study 2) lacked a connectedness to peers due to (enforced and non-enforced) separation within school.

Certain LAC appeared to have quite a pathological view of school because of some of their negative teacher relationships. A lack of dialogue was apparent and attempts to elicit views (from teachers) were sometimes lacking; *'They just threaten me with detention of something'* was the response of interviewee 6 when asked about how his behaviour was dealt with. Gilligan (2009) helps to understand the perceptions that some of the LAC had of themselves;

“Young people in care may struggle to find a social role other than that associated with being Looked After, or being known as the ‘bad kid’ in school. They may therefore be at risk of having a range of social roles that is too restricted. Looked

After Children may need more intentional opportunities for developing other social roles, ones that they consider meaningful” (p.6)

Within the current research, exhibiting challenging behaviour appeared to be a form of communication when certain LAC did not feel empowered to give their views relating to their school experience. This perhaps reflects the findings of Hartas (2011), who suggests a lack of “visibility and recognition” (p.108) as one explanation for this. The students in her research reported that those noticed were high academic achievers or those who exhibit significant challenging behaviour.

This links strongly to a sense of connectedness and identity, not only with school and staff, but also the belonging of peer relationships. Criss, Pettit and Bates (2002) carried out a significant longitudinal study (600 participants) following children experiencing ‘chaotic’ family situations. They found that peer acceptance and friendships moderated these YP against developing aggressive and socially unacceptable behaviours.

Aldgate (1990) further cites the importance of encouraging positive peer relationships, lacking with some of the LAC:

“School does not have to wait until the emotional problems are sorted out. School may offer young people in need or in care an escape route from an exclusively ‘in need/care identity’ or from the otherwise consuming effects of loss separation or abuse. Peers in school may helpfully become a point of reference, instead of the young person having an exclusive focus on peers in care, or on peers in similar difficulties”.(p.42).

Sub-theme: Empowerment/disempowerment of voice being heard/not heard (moved from appendix 16)

The current research demonstrates the importance of the student-teacher relationship. This supports Werner and Smith’s (1982) research where they demonstrated the positive effects a relationship with a mindful adult could have in acting as a buffer for children/YP experiencing difficult home circumstances. Data shows that a negative relationship (or perception of this) perhaps exacerbates difficulties with regulating behaviour, supporting research by Myers and Pianta (2008). The importance of this is significant, in terms of the motivation of the LAC to engage with the teaching and learning process. The results (and appendix 1.1) also show examples (specifically interviewees 2, 4, 5 and 6) of the LAC justifying verbally abusive behaviour towards staff, sometimes leading to them receiving

FTEs. This supports research by Tattum (1982) and Rosser & Harre (1976) who found that key motives for student behaviour were described as “reciprocation” and “retribution”.

The current research differs from previous work in this area (Myers & Pianta, 2008; Tattum, 1982; Rosser & Harre, 1976). This is due to the differing needs of LAC (even though other children could have had similar needs) and so sometimes the relationship, although not overtly positive may have been due to teachers treating the LAC ‘the same as everyone else’, and thus inadvertently acting in a way that means the LAC did not feel supported and understood. For these assertions to be more reliable (from the current research), more specificity would have been helpful in terms of eliciting from the LAC those lessons and teachers who they felt kept in mind and a sense of connectedness within the class. This would have allowed greater clarity as to the protective value of these experiences and where this may have been compromised.

Positive teacher relationships were described by all the LAC (except one) and these were perhaps undermined by the less positive relationships where the difference in teacher approach was described as being difficult to accept at times, as well as entering certain lessons seemingly in a heightened state of emotional arousal.

The importance of teachers acting as confidants and mentors (within the current research) suggests the protective value of this positive educational experience is significant. It is interesting to compare interviewees 5, 6 (a lack of dialogue with teachers already discussed) and interviewee 2 with interviewees 1, 4 and 8 particularly, who clearly display levels of high reactivity but also spoke of having supportive and empathic teachers. They also spoke of the fact that specific teachers would help them reflect upon their mood state and behaviour and so it could be suggested that this process allowed them to reduce levels of emotional reactivity and have greater feelings of control (discussed further within ‘attributions’ section). These findings support previous research relating to how resilience is built (Gilligan, 1997; Eisenberg, 2004).

7.1 Impact of Fixed Term Exclusion

7.2 Sub-themes: Lack of learning and wider impact

7.3 Relatedness affected

7.4 Research question 1: What are the perceptions of secondary school LAC relating to them receiving multiple fixed term exclusions?

The impact the FTEs had on the LAC varied. The results section shows that for some of the LAC, the FTE brought about feelings of embarrassment and frustration. Although the data

cannot strongly justify using the term 'shame', I believe there is a possible link with some of the feelings experienced by the LAC and Woodier's (2011) assertions: "Shame often leads to a desire to escape or to hide. When this is not possible an individual is likely to lash out in a state of rage (p.265)." This helps us to contextualise some of the seemingly self-harming behaviours exhibited by the LAC. Equally, we can see that sometimes feelings of frustration and embarrassment became intensified by the FTE.

Interviewees 2 and 3 appeared ambivalent towards the FTE process. One of the possibilities for this is that for the individuals, the FTE was perhaps treating them in a way which reinforced how they expected to be treated. This ambivalence is not uncommon with LAC, as Cairns (2002) states, YP can live in a state of hyper-arousal or disassociation. A worrying outcome of the FTE is that it is possibly perpetuating their negative sense of self. This discussion has already discussed the fact that punitive approaches for un-resilient YP can have significant detrimental effects. Appendix 1 (p.134) demonstrates the significant psychological impact of the FTE for certain interviewees.

Embarrassment and boredom are some of the emotions that can be viewed to be a result of the FTE. Boredom, combined with a lack of self-regulation (discussed above) in some cases forced the LAC to focus on the pain they had gone through relating to their family memories. In one case, this pain and enforced reflection went on for almost two weeks. Although it can be argued that this reflection is no bad thing, without anyone to support and facilitate this, it was clearly a very difficult time. The powerful emotions sometimes evoked by the FTE meant a change in behaviour and regression to an earlier developmental period (which for one interviewee had been spoken about as a very difficult period). This interviewee also spoke of a sense of isolation from his peers as well as feeling patronised by the level of work he was sent home to do.

The length of the FTEs was also significant. Some of the interviewees accepted the reasons for the FTE however, the length of time was questioned by some, with this ranging from one day to over a week. Also, one incident did not allow for an instant integration back into mainstream lessons, meaning the interviewee spent 2 weeks isolated from peers. The emotional ramifications of this are significant (for all of the LAC) in relation to research already discussed relating to attachment to school, feelings of relatedness and belonging, as well as the positives the LAC spoke of leaving their 'in care' identity at home. As one interviewee stated it "seems a bit harsh", when the LAC understood the reasons for the FTE. So why, for example, is more than a day required? This suggests a lack of understanding of

some of the needs of some of the LAC. It is also interesting to compare this with how a person with autism was treated and how the SEBN of one LAC were not viewed as significantly (appendix 1, p.23).

The FTE also meant that the LAC's feelings of being 'different' from their peers were sometimes reinforced. This is an important consideration as research suggests that LAC have reasons already to feel different from their peers (Jackson & Martin, 1998).

One interviewee spoke of the fact they covered up the FTE, suggesting they did not want to add to the stigma of being in care, whereas another spoke of the disapproval of peers perhaps reinforcing feelings of embarrassment.

8.1 Attributions: locus of control, specificity and stability

8.2 Sub-theme: External becoming internal

8.3 Research question 2: What are the attributions of LAC about their exclusions?

The current research, by its very being suggests that FTEs are not a positive experience. So, do the attributions of the YP reflect this? Two of the interviewees who were particularly ambivalent towards school spoke of the lack of effect of the FTE, both seemingly finding it rewarding. There appeared to be a lack of learning from this experience (interviewee 8 can be included in this too) for these interviewees, with no intentions to change the behaviour they had been excluded for. Interviewee 3 provides an example of this process. He denied he had punched a child in the face (despite witnesses), and so although school may have viewed the FTE as a punishment, this seemingly had no effect. This reinforced his sense of anger and bewilderment relating to this interaction. Theory and research has already been discussed as to why he may be feeling like this (Van der Kolk et al, 1996; Woodier, 2011) and challenges a punitive approach to dealing with this (Klein, 1999).

This is a complex issue as much therapeutic work done with LAC focuses on them making external attributions for traumatic life experiences (Cairns, 2002). It is possible that the external attributions are a result of a learned defence mechanism. In a similar way, attributing behaviour externally also has a shielding effect on a person's self-esteem. For LAC, this is a likely way of protecting an already fragile self-concept

8.4 Locus of control

A number of the LAC made external attributions relating to their behaviour. Rotter's (2012) theory relating to locus of control suggest that a lack of responsibility for actions will mean there is a lack of emotions such as guilt and shame relating to this. For certain LAC there was a lack of motivation and purpose to change behaviour. This is supported by interviewee 5, who expressed anger and embarrassment at his behaviour (within the interview). He appeared to be developing an internal locus of control relating to his behaviour, but appeared to lack any real strategies to recognise when he may be becoming highly emotionally aroused and thus change his behaviour accordingly.

A developing internal locus and this positively impacting behaviour was not always evident. Perhaps behaviours became so entrenched that this was too difficult without significant and consistent adult support. This is explored further in study 2 relating to data emerging from the teacher interviews. There has already been discussion as to the potential functions of these behaviours and so the benefits of changing this needed to be achievable for change to occur. The perceptions some of the LAC had about how others perceive them (and the searching for a social role already discussed) and this becoming internalised is very relevant here. For example, the data (appendix 1) refers to many of the LAC believing that teachers perceive them in a negative manner and having low expectations of them in terms of behaviour and learning. This supports Jackson and Martin's (2002) research.

➤ **Figure 7: An overview of the global versus specific and stable versus unstable attributions elicited from the LAC**

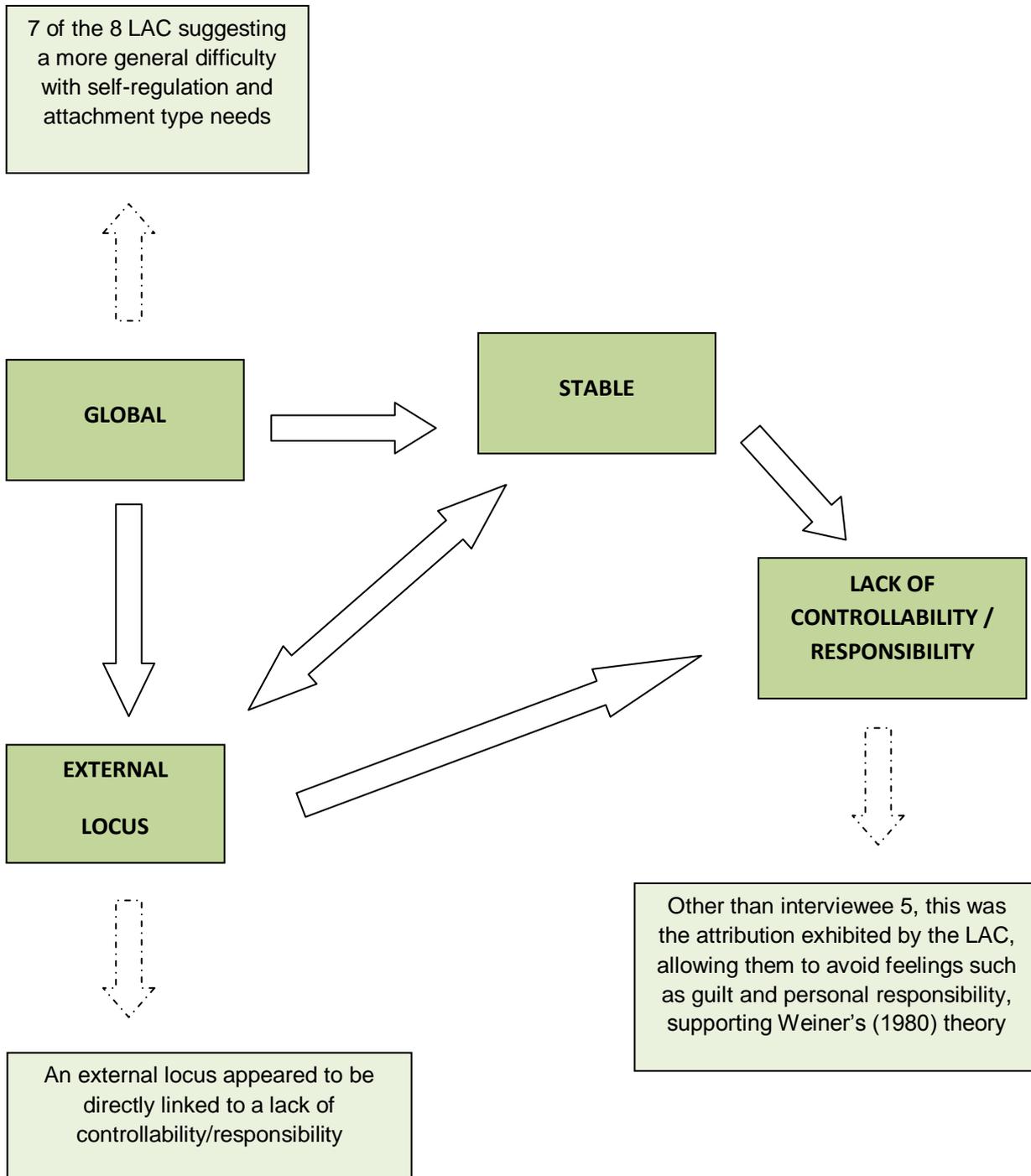


Figure 7 displays attributions of the LAC relating to the specificity and stability (defined within literature review). It represents the interview data which overall showed an overwhelming sense of the FTEs being the result of underlying difficulties with self-regulation, related to

social, emotional and behavioural needs. The FTEs, even though perhaps the most extreme examples of behaviour, can be viewed as taking place within a continuum of similar behaviour and appeared to be a manifestation of the underlying needs (discussed further in the answering of research questions 1 and 3). The striking aspect was how (generally) the LAC were aware of this, perhaps contributing to their external locus of control.

Figure 14 (appendix 1) also shows that six of the eight LAC interviewed gave responses indicating a stability in terms of their perception of the causes for FTE. The reasons for this differed, from seeing no reason to change behaviour (as the FTE was not viewed as an inconvenience), to not understanding why there was a need to change this, as well as seeing it as the responsibility of others (teachers and peers) to change. These two dimensions of attribution theory help to provide a clear understanding and wider context within which the FTEs took place. Crucially, it helps to understand what may be maintaining behaviours and the lack of control felt by the LAC within this; it seems likely that a FTE was/is unlikely to change this (LaVigna & Willis, 1995).

The above allows us to discuss and analyse the role of school in the education of LAC. Interviewee five, for example can be seen as having a more developed locus of control. This was seemingly brought about by an understanding of some of the likely antecedents where he struggled to regulate his behaviour. The focus of the school appears to be on his high emotional reactivity rather than recognition of his strengths, and thus choosing to work with this. When compared with those interviewees that are less emotionally reactive but equally have less understanding of their thoughts linked to behaviour, this appeared to be less of an issue for school, i.e. not being moved to an SEBD school. This reflects Cooper & Jacobs (2011) problems of inclusion in relation to SEBD, as schools tend to prioritise 'problem children', as those who show greater externalising behaviours.

The current research found that although sometimes restorative approaches were used (partly ascertained from discussion with school staff), the LAC perhaps were not able to benefit from this as their self-awareness and understanding another perspective were not adequately developed. Woodier (2011) has provided evidence for the kind of preparatory work that could lead to more restorative approaches being used with the LAC in the current research. Woodier (2011) describes positive values being developed within a trusting relationship for LAC. Facilitating reflection upon positive social behaviours of people they are close to also saw engagement increase in terms of interventions aimed at developing self-efficacy, self-esteem and self-awareness.

9.1 Superordinate theme: Social, emotional and behavioural needs (SEBN)

9.2 Subtheme: Emotional unresponsiveness and ambivalence

9.3 Subtheme: Feelings of inadequacy

9.4 Research Question 3: What other factors are important to consider within the FTE process; specifically what may compromise or enhance resilience relating to this process? (RQ3)

The theme most significant in terms of frequency of emergent codes was that of SEBN. The results section has discussed the fact that a lack of stimulation and self-regulation appeared to have a detrimental effect upon learning, behaviour and processing emotions. Many of the interviewees spoke of the manifestations of these within school, which appeared to sometimes become internalised as a self-perception of themselves and school.

The current research has presented data showing a lack of self-regulation. Lengua (2002) provides the following understanding of self-regulation; “Children low in self-regulation may have difficulty managing negative affect associated with multiple risk and may have difficulty controlling negative behavioural manifestations of their negative affect” (p.146). This is perhaps not surprising as Cairns (2002) states that this is common in children who have not developed secure attachments and that considerable time will be needed for these children to self-regulate consistently.

In terms of analysing how this may have impacted the resilience of the LAC, it is important to look at the development of self-regulation. The data suggested that underlying a difficulty in self-regulating was a lack of self-awareness from the LAC. Self-awareness has been defined as “the capacity to observe one’s thinking, feelings and attributes, manifesting as a ‘stepping back’ from experience and the ‘grip’ of emotion” (Woodier 2011, p.263). Research suggests a link between the development of self-awareness and the building of resilience in YP (Bernard, 2004; Woodier, 2011).

An important finding of the current research is that a lack of self-regulation appeared to be linked with the learning and social relationships of the LAC, which in turn led to feelings of inadequacy relating to these domains. One of the manifestations of this lack of self-regulation and an interacting of these experiences appeared to culminate in an FTE. Also

the link discussed here appears to have good face validity; this is just one possible variable related to the FTE of the LAC, and clearly there is significant variability within this for individual LAC. Equally the researcher is aware of the contradiction in focusing on needs of the LAC, rather than areas of strength and resilience, as discussed within the introduction (Dearden, 2004).

Another finding of significance within the current research was an ambivalence towards school exhibited by the LAC. Cairns (2002), provides an understanding of why this may be the case when she states a lack of secure attachments can mean that:

“Conversation, intimacy, discourse, playfulness and simply keeping company with others are activities which humans find pleasurable, except when the capacity for joy has been excised from their lives by trauma. Then life is a dull wasteland, days are to be got through, and other people are threats or resources or just not of any interest at all” (p.108)

The above quote gives a glimpse into what some of the LAC’s day may look like. The interviews and measures of resilience (using the RSCA presented in the results section) showed a spectrum of social, emotional and behavioural needs. Interviewees 2, 3 and 7 can be described as emotionally unresponsive (to differing degrees)⁹.

This holds great significance for the current research as these LAC appeared unwilling to engage in dialogue (such as discussing reasons for the FTE) that may bring about any sense of personal responsibility. This lack of meaningful engagement highlights the profound difficulty of the participants in possibly entertaining another perspective and thus suggesting that actions such as an FTE are likely to have little positive effect, especially for these three participants. Van der Kolk, McFarlane & Weisaeth (1996) help to understand the possible psychological processes taking place with the LAC. He discusses the process of ‘numbing’ whereby a person who has experienced trauma dispenses with feelings due to the primary focus being on survival.

Cairns (2002) states; “Emotional responsiveness is equally a luxury of safety...Instead of the usual mixture of affects and feelings available to humans, the disordered person is reduced

⁹ This at times meant that eliciting perceptions and attributions was a difficult process. However phenomenological analysis requires a level of interpretation and abstraction, which can use non-verbal responses and analyse what is *not* said as well as verbal data (Smith & Osborn, 2008).

to an emotional rage which goes from extreme fear to extreme rage with no points in between” (p.108).

And so due to this numbing of feelings of inadequacy, it is perhaps not surprising that the LAC needed more exciting experiences at times as the everyday may have had little impact: “Some young people may disengage from school out of boredom, refusing to ‘play an educational game’ they find increasingly dull or irrelevant or that makes them feel inadequate. For some, their disruptive behaviour may be a reflection of disrupted lives over which they have little control” (Wetz, 2009, p.22).

This links to Woodier’s (2011) research and specifically to building resilience in LAC where he discusses the positive effects of LAC experiencing positive roles. This appears to have relevance and can perhaps explain, at least in part the sub-theme of inadequacy within the current research. Some of the data from the LAC interviews also supports research by Jackson and Martin (1998), who found that learning to read fluently could be significant in enhancing resilience.

Some of the social and emotional needs (of the LAC) appeared to have been understood by school staff, whereas for some, perhaps a lack of understanding meant that an ambivalence and lack of self-regulation was exacerbated inadvertently by school. Interviewee 3 was a strong example of what appeared to be a ‘stand-off’ between him and school staff as he was aware that he was inciting angry responses from staff from smoking in front of them. However (and study 2 confirms this), there were no behavioural issues in lessons. This appears to support Cooper’s (2000) research who found that “School regimes that were characterised by a mechanistic and impersonal approach to pupil management were associated with pupil disaffection” (Cooper & Jacobs, 2011, p.39).

Rather than building on this significant area of resilience (for interviewee 3), the focus was on this small section of the day where interviewee 3 wanted to undermine authority, instead of trying to understand what may be underlying this behaviour. Klein (1999), states that a punitive emphasis to school discipline is likely to “tip the un-resilient child over the edge and into the quagmire of disaffection” (p.39).

Woodier (2011) helps to put this confusing attitude (displayed by interviewee 3 and others) into context when stating that “children with secure attachments are better able to mentalise, enabling them to solidify an understanding of an internal experience but also enabling them to realise that their perceptions are fallible and only one of a range of possible perceptions”

(p.264). This also helps to understand a level of 'black and white' thinking seen in all of the interviewees and thus a lack of understanding and conformity to some of the many rules and authority figures within school.

Study 1 aimed to elicit and understand attributions (Research Question 2) and perceptions (Research Question 1) relating to LAC being FTE from school. The research also aimed to look at what other factors may be relevant to the FTE process, specifically an attempt to understand areas of resilience, as well as where this may be compromised (Research Question 3).

With regard to research question 2, attributions relating to the FTE were stable and global, suggesting that unless specific intervention (other than punitive measures) takes place the reason for this behaviour is unlikely to change. It has been hypothesised within the discussion, that data from the LAC interviews suggests that an external locus of control may serve the purpose of alleviating a sense of blame relating to certain difficult interactions, and thus protecting the LAC from negative feelings relating to this.

An implication from this research is that it will be beneficial for the LAC if approaches take an attribution focused perspective in understanding the YP's motivations as well as providing a focus for interventions. LAC have already been discussed where attributions across the four dimensions means that it appears unlikely that a continuation of the same approach will allow behaviour to improve, and thus FTEs to reduce in number. The attributions elicited suggest significant underlying needs are required to be addressed to make a difference in behaviour, rather than FTE being the result of a few one off incidents of extreme behaviour.

This supports research by La Vigna & Willis (1995), who state that for behavioural change to take place, a focus needs to be placed upon what the child might be trying to communicate through their behaviour, as well as realising that environmental, skill development and reinforcing strategies will need to be put in place. They refer to this as the Multi Element Model. Within the model, they also refer to 'reactive strategies', which the FTE could possibly be defined as. EPs can play an important role in working with schools in communicating evidenced based approaches such as this and encouraging them to realise that punitive approaches are unlikely to be effective in changing the behaviour of children with significant needs, some of which have been discussed within the current research.

This is in contrast to applying punitive approaches which this research has shown appear to be of little social, emotional or cognitive benefit to the individual. Newman and Blackburn (2002) discuss the importance of YP having a locus that is internally located as well as the direction of interventions relevant to the LAC when they state;

“The key quality needed to trigger resilience and recovery is the ability to see childhood adversities in a new way, and to recognise that one is not a powerless actor in a drama written by others” (p.7).

Resilience appeared to be enhanced when teachers acted as confidants, providing emotional containment for the LAC. This appeared to be a prerequisite in encouraging increased analysis relating to behaviour and self-awareness. A sense of belonging with peers also emerged as increasing motivation to engage with school. When this was lacking, resilience appeared to be compromised. A lack of self-regulation and self-awareness was also found to compromise the resilience of the LAC.

The discussion has provided analysis of the results and related this to existing theory and research, with some implications for practice in terms of meeting the needs of LAC. Study 2 looked at the perceptions and attributions of teachers and so a more in depth conclusions and implications section is located at the end of that section 20, where the interview data will allow a more comprehensive analysis in terms of the psychological process involved in LAC becoming FTE.

11.

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Study 2

12.

Introduction

The literature has been sourced through a number of EBSCO and Psycinfo sources, Google Scholar, online searches and books. To ensure that the research was viewed from a variety of perspectives, a number of differing search terms were used¹⁰. This section intends to provide an overview of the literature rather than an in-depth exploration (please refer to section 5 for the full literature review for the research).

Attribution theory has been introduced in study 1 and usually describes the process by which individuals form causal interpretations of the events around them. “The theory applies more generally, however, to the process whereby people attribute characteristics, intentions, feelings, and traits to the objects in their social world. The attribution process seems to serve the individuals need to make sense of the world around him” (Kanouse & Hanson, 1971, p. 47).

12.1 The attributions of teachers

Maras, Brosnan, Faulkner, Montgomery & Vital (2006), cite the importance of using attribution theory due to “the wealth of research that shows teachers’ expectancies and related attributions are directly related to their subsequent methods of working” (p.294).

Weiner’s (1980) studies showed that teachers would exhibit emotions such as sympathy or disgust depending on whether they saw the behaviour as internal and controllable or external and uncontrollable. Teachers and undergraduates playing the role of teachers selected more punitive sanctions for pupils they judged as being responsible for poor academic performance than those they judged as having little control over academic performance (Reyna and Weiner, 2001).

Mavropoulou & Padelriad (2002) discuss attribution theory applied specifically to show how initial attributions affect teachers’ emotional state and thus how they respond to such behaviour:

¹⁰ Search terms included (with a variety of combinations) Looked after Children/Children in Care AND Teachers, Looked After Children, Attributions, Attribution Theory and Resilience.

“a teacher who attributes misbehaviour to internal, unstable and controllable factors (i.e. the teachers’ attitude) may think that her own contribution may be effective in the treatment of the problem. On the other hand, if a teacher explains misbehaviour as a result of strict and violent parental discipline (representing an external, unstable and uncontrollable cause), then her expectations for a successful educational intervention may be minimal. Therefore, the role of teachers’ causal beliefs about behaviour problems in their decision-making process is highly critical.” (p.192).

Johnson, Patenade & Inman (1992) found that adults are likely to perceive hyperactive and aggressive behaviours as originating within the child and being stable over time. They did however also find that aggressive behaviours were seen as being more within the child’s control and elicit more negative evaluative reactions. They were therefore much more likely to make excuses for the hyperactive behaviours of the children. Johnson, Reynolds, Freeman and Geller (1998) elicited attributions of parents (for their child’s behaviour) comparing open ended interview with questionnaire responses. They concluded that “in particular, parents’ open-ended responses reflect more complex, multifactorial models of causality than are tapped in rating-scale methods” (p.97).

Medway’s (1979) research involved two studies, including interviews with teachers relating to children referred to the psychology service. The attributions that teachers held regarding students’ effort directly correlated with the amount of negative feedback they gave them. The study also highlighted differences in the attributions teacher’s held for perceived learning and behaviour difficulties. For study one (using semi-structured interviews) “Ability factors” (p.812) were seen as the major cause (67%) for children with learning difficulties, whereas for behaviour, 67% of the time the cause was perceived to derive within the home. Behaviour being attributed to the home was also seen as the most important causal attribution in Maxwell’s (1987) study (elicited via questionnaires).

Study two (which used questionnaires) did not produce the same results in terms of behaviour significantly being attributed to home. Medway (1979) suggests that some of these differences could be explained by the more ‘severe’ (in terms of needs) children being discussed in the open ended study (as these were the first referrals for the school year), whereas in the structured study, the children were not as high a priority for the school. Questions are also raised as to the most effective way in which to elicit attributions.

Miller's (1995) study used structured interviews to elicit the attributions of 24 primary school teachers. The findings found that parents were viewed as being 2 ½ times more likely as being "the origin of problems" (p.9) compared to solutions, than pupils. Parents were also 7 times more likely to be implicated than teachers, reflecting other attribution studies in this area (Medway, 1979; Maxwell, 1987; Clarke & Artilles, 2000)

In Miller's (1995) study, 92% of teachers attributed pupils as having low controllability over behaviour. The most commonly attributed origin of difficult behaviour was seen as "a need for praise", "a lack of acceptance of social norms" and "physical/medical" (all 29%) (p. 13). Miller's (1995) study also demonstrated that teachers can simultaneously hold multiple attributions relating to behaviour causality, as well as a significant number taking responsibility for 'problem' behaviour. However, an even greater number of teachers attributed behaviour as being within the child (medical model). Miller's (1995) research required teachers to have experienced success relating to interventions implemented; the attributions for those children where it was perceived 'nothing works' would also have been worthy of study .

Gibbs and Gardiner (2008) showed differences in the structure of attributions held between primary and secondary school teachers. It seems evident that these teachers recognised that, in effect, behaviour problems are a product of social interactions and do not merely lie within the child. One significant difference between the attributions held was the fact that primary teachers distinguished between "their own and parental influences on behaviour" (p,74). Gibbs and Gardiner (2008) hypothesised that this was partly due to the much higher frequency of contact primary teachers have (than secondary teachers) with parents, allowing them to make these causal attributions. Secondary school teachers saw their own application of rewards and sanctions as being the biggest influence on student's behaviour. More so than pressures the child might be constrained by or curriculum related pressures the teachers themselves may be experiencing.

This differs to Miller's (1995) research (which involved just primary school teachers), as it sees the teachers accepting more of a causal role regarding behaviour. Gibbs and Gardiner (2008) however, concede that as the questionnaire was similar to that used by Miller (1995) (for primary school teachers), it may not be the most appropriate for those working in a secondary school.

Lucas et al's (2009) study shows significant differences in attributions in response to real and hypothetical behaviour scenarios. This demonstrates the importance of recognising the

“underlying assumptions” implicit to a “measurement approach” (p.474) something which Burgental et al (1998) state has been lacking with attribution underpinned research¹¹.

Research focussing on the views of teachers relating to LAC has been described as minimal (Goddard, 2000) with research tending to focus on care leavers (Jackson & Martin, 2002), as opposed to those currently in care (Dearden, 2004). Research has also tended to focus upon the outcomes of LAC, ignoring sociological and psychological processes (Berridge, 2007). In the last two decades particularly, sociological perspectives have been criticised for “being more interested in developing sociological theory *per se* than in applying sociological thinking to understanding educational institutions and problems” (Berridge, 2007, p.2)

Dearden’s (2004) research showed that more resilient LAC who were more resilient were able to identify teachers who had high expectations of them. Further factors related to increased resilience of LAC have been discussed in the literature review within study 1; these are the perceptions of LAC however, and not the teachers themselves.

Jackson and Martin (2002) found that 76% of care leavers felt that more support from teachers would have benefitted their education. This support tended to be focused upon an additional emphasis on building a positive relationship with LAC and ensuring they were aware they were held (emotionally). High expectations were found to be imperative (supporting Dearden’s (2004) findings), and stereotyping related to being in care was also viewed as being important to avoid (Jackson & Martin, 2002).

The research will use Weiner’s (1985) model across the four dimensions to inform the interviews as well as the analysis. The more general definition of attribution theory (defined above) will also be used to inform both of these aspects.

13. Research Questions

- 1) What are the attributions held by teachers relating to LAC? (RQ1)
- 2) What are the teachers’ perceptions and understanding of LAC? (RQ2)

¹¹ Refer to appendix 22 for discussion of vignettes and critique of the most favourable approach to elicit attributions

14. Design and Method

14.1 Methodology

The orientation of the research is the same for studies one and two and is introduced (on page 19) within study one.

14.2 Research Design

Study two utilised a mixed methodology approach, comprising qualitative (QL) and quantitative (QT) data (Bryman, 2006; Tashakorri & Teddlie, 2003). One aspect was using semi-structured interviews (Robson, 2002) within the IPA (Smith & Osborn, 2008) approach to produce personal narratives of the teachers relating to their perceptions and attributions of LAC (from study 1). A survey was used to provide the sample of teachers. The Modified Attribution Style Questionnaire (Peterson, Semmel, von Baeyer, Abramson, Metalsky & Seligman, 1982; Lucas, Collins & Langdon, 2009) was also used to elicit stable attribution styles relating to LAC.¹² However, due to participant responses being too small to use for quantitative analysis (10 responses), this has not been presented within the results and discussion section.

The Modified Attribution Questionnaire (MAQ) (Lucas et al, 2009) has been maintained within the main body of the methodology to retain the integrity of the research. There is presentation and discussion of the qualitative responses in appendix 20. This is an area which should be considered for future research.

15. Procedure

15.1 Sampling strategy

The sampling strategy used was non-probability sampling initiated by administration of the Strengths and Difficulties Questionnaire (SDQ) (Goodman 1999). The sampling is referred to as non-probability as there are no claims to be generalising findings outside of the sample chosen (Robson, 2002). This is not to say that findings within the research are not relevant,

¹² Further detail can be found within study 1 relating to the benefits of a mixed methodology design.

but due to the small sample size and interpretive nature of the research, this is not the purpose. The results from the SDQ are shown below in figure 5.

15.2 Participants

Figure 8 Profile of the teachers participating in study two, as well as showing which LAC (from study 1) they teach:

Interviewee	School size (including 6 th form)	LAC interviewed about	Teacher status
9	615	4	Class Teacher (DT, Food)
10	660	3	Deputy Head with class teaching duties (History)
11	615	4	Class Teacher (Science)
12	1,103	1	Class Teacher, Head of Year and tutor to LAC discussed (interviewee 1)
14	1,319	7	SENCO, 30 % time spent teaching smaller groups (of which LAC is part of)
15	1,800	2	Class Teacher (Maths)
16	1,800	6	Class Teacher (Maths)
17	1,800	2	Class Teacher (DT, Food)

As figure 8 (above) shows, eight teachers participated within the semi-structured interview aspect of study 2. A further eight teachers also completed the SDQs, aiding the sample from which the interviews were chosen.

15.3 Methods

The first aspect was a survey questionnaire (distributed via email, found in appendix 19.1) and administered to all who teach the LAC from study 1. The survey elicited how teachers rate the LAC on aspects relating to 'emotional problems', 'conduct', 'hyperactivity', 'peer problems' and 'pro-social behaviour'. The SDQ (Goodman, 1999) was used due to its high levels of validity. Further discussion related to this, as well as the psychiatric underpinnings of the SDQ is found in appendix 19. Analysis was used to dictate the sample used rather than being used for interpretive means and thus is not presented in the results section. The survey provided a cross-section of evidence of how the teachers perceive the LAC's

behaviour. Without this, it may be that for example, the interviews could be with the teachers who see the child/YP as challenging behaviourally, ignoring more positive attributions of others teaching them. A representative sample was then chosen.

Semi-structured interviews (schedule in appendix 15) were undertaken with the teachers. These have been seen as the “exemplary method” (Smith & Osborn, 2008 p.57) when carrying out interpretive phenomenological analysis (IPA). This form of interviewing allows the researcher and participant to engage in a dialogue whereby initial questions are modified in the light of the participants’ responses and the investigator is able to probe interesting and important areas which arise. Hierarchical focusing (Tomlinson, 1989), was used to partly counter research bias in terms of the agenda and direction the interview took, tackling the “dilemma when contemplating the use of interviewing...Namely to the extent that they define and pursue their own topic, they miss the interviewee’s construals and reactions, which they precisely wish to obtain” (Tomlinson, 1989, p.155).

Hierarchical focusing has been seen to align well with research taking a social constructivist perspective (Tomlinson, 1989). It required the researcher to develop a “construal interview agenda” (Tomlinson 1989, p.166) which proposed a guide/structure in terms of what was covered in the interview; however was used only as a guide and the researcher followed up aspects of what the interviewee said so that important construals were not omitted (Tomlinson, 1989).

15.4 Data analysis: Qualitative Data

IPA was used (Smith & Osborn, 2008) to analyse the data emerging from interviews with teachers of the LAC. IPA is a ‘bottom up’ approach which begins by coding the data. The researcher then looked for themes within these codes throughout the text. A theme can be defined as a recurring pattern of meaning. IPA also views the research exercise as a dynamic process with an active role for the researcher within the process; the researcher was trying to gain an insider’s perspective. Appendix two provides an exemplar of the IPA process, using one of the LAC interviews. IPA has been described in detail in terms of its theoretical underpinnings within study one (p.23) and so should be referred to for study two.

15.5 Quantitative analysis

A cross section of how the teachers rate LAC using the SDQ was decided by choosing the median score of the overall score from the five sub-scales (a copy of the survey can be

found in appendix 17) for each of the 8 LAC. The teachers who responded to the electronic version of the SDQ is shown below (figure 9). Although this was effective in determining some of the teacher participants. Relating to some of the teachers of the LAC, due to not more than one or two teachers responding per LAC, these had to be chosen regardless of the SDQ score. Two teachers were chosen who did not complete the SDQs as they were the only teachers available to speak about the respective LAC due to commitments. These issues are discussed in more depth in section 17.1, relating to limitations of the current research.

Figure 9: Responses from the Strength and Difficulties Questionnaire, used to determine teacher participants (results of the individual sub-section scores are found in appendix 6):

Teacher (emboldened selected for interviews)	LAC (from study 1)	Overall SDQ score: Low need = 0-15 Some need = 16-19 High need = 20-40
1	3	12
2	3	9
3	4	14
4	2	24
5	2	20
6	2	26
7	2	19
8	5	15
9	2	21
10	2	9
11	1	23
12	2	18
13	6	17
14	5	17
15	4	18
16	4	17

Use of vignettes required a similar approach as that utilised by Clark & Artiles (2000). Six, different short vignettes were shown to the teachers or completed electronically. Three of the vignettes depicted LAC with disruptive behaviour and the remaining three were non-LAC

also exhibiting disruptive behaviour. The teachers were then be asked to complete Likert type (Robson, 2002) scales, the adapted Modified Attributional Style Questionnaire (appendix 18), used previously by Lucas et al (2009). The teachers rated the cause of the behaviour along each of the four dimensions labelled: internal-external, stable-unstable, global-specific and controllable-uncontrollable. There was also an open ended question to allow participants to respond by writing down the expected behaviour of the YP described in the vignette.

The amount of contextual information included in the vignettes used to describe the LAC or non-LAC was based on the amount of information used by the vignettes devised by Hastings, Reed & Watts (1997).

16.1 Qualitative Results

In this chapter the themes are derived from the interviews with eight teachers, all who have taught the LAC from study 1. Figure 10 (below) shows the four superordinate themes deriving from the eight interviews with the teachers. In the remainder of this chapter, each theme will be demonstrated with extracts from the teachers. The extracts chosen are those viewed during analysis (by the researcher) as particularly representing the views of the participants, in line with IPA as the method of analysing the data (Smith & Osborn, 2008). Appendix 21 provides further detail relating to all extracts found within the data, as well as the frequency of these for each interview within the superordinate themes.

Figure 10: Superordinate themes and sub-themes from which these were derived relating to interviews with teachers of the LAC (interviewed for study 1)

Analysis of needs - affected by professional collaboration	Teacher emotions	Dissonance and external locus leading to relinquished responsibility	SEBD needs and issues of inclusion
Understanding and practice relating to LAC (9) Analysis of own practice (11) Understanding of behaviour relating to 'H' (16) Analysis and planning to enable development for 'J' (14) Differentiated and flexible planning (9,14) Experience and understanding of behaviour exhibited by 'C' allowing a focus on his engagement within school (14) Lacking support in meeting LAC needs (17) Frustration at lack of support relating to meeting 'T's' needs (15) Intra-professional working and solution focused approach (12) Importance of team work within school	Focus of facilitating positive experiences (9) Importance of relationships (10) Empathy and positive approach to working with 'C' (11) Relationship and perception of 'H' (16) Empathy and positive approach to working with 'C' (11) Lack of a close empathic relationship (15) Understanding and perception of 'T' (15)	Tension between a punitive approach and meeting the needs of LAC (10) External pressures and lack of resources relinquish responsibility (10) Dissonance relating to aetiology of behaviour and affect and support required for 'C' (11) Frustration and lack of hope regarding behaviour management = lack of responsibility for (15, 16) Belief that more could be done to meet needs of 'J' (14)	Lack of moral, emotional and social development - difficulty with a lack of structure (x2) (10, 12) Needs of LAC different to non-LAC (x2) (10, 12) Understanding of behaviour exhibited by 'C' allowing a focus on his engagement within school (12) Emotional and behavioural affect of being in care (11) Effective inclusion, related to FTE (11) Behavioural needs and strategies (16) Tension of meeting

<p>and external professionals (14)</p> <p>Emotional social and behavioural development – understanding of (14)</p> <p>Meeting needs within class focused on learning – lack of integration with social, emotional aspect (16)</p> <p>Struggle with written aspects of the work (9)</p> <p>Practical aspects of lesson providing feelings of pride and efficacy (9)</p>	<p>Sensitive, positive and empathic approach (14)</p> <p>Empathic and child centred approached to support inclusion (12)</p> <p>Good versus bad ‘T’ and effect of this (17)</p>	<p>individual versus rest of student needs (17)</p> <p>SEBD and issues of inclusion (15)</p>
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Figure 11: The relationship between the research questions and the super-ordinate and subthemes identified within the data

Research Question	Super-ordinate (emboldened) and subtheme	Discussion section
<p>1. What are the attributions held by teachers relating to LAC?</p>	<p>Teacher emotions</p> <p>Polarised responses relating to importance of positive relationship</p>	15.1
	<p>Subtheme: Lack of specific information meaning empathy reduced</p>	15.2
	<p>Empathy a prerequisite to personalised support</p> <p>Lack of relationship means perceptions of LAC derive from observed externalising behaviours</p>	15.3
	<p>Dissonance and external locus leading to relinquished responsibility</p> <p>Cognitive dissonance observed when unsure when locus was external or internal</p> <p>Punitive versus needs focus</p>	16
<p>Sub-theme: Stable versus unstable attributions re LAC behaviour</p>	16.1	
<p>2. What are the teachers’ perceptions and understanding of LAC?</p>	<p>SEB needs and issues of inclusion</p> <p>Disparate understanding of needs; inclusion of LAC challenged</p>	18
	<p>Acceptance of corporate parent responsibility versus being unaware of need for this</p>	18.1
		18.2

	Sub-theme: Containment versus thriving	18.4
	Needs in empathy and self-awareness	18.5
	Need school structure, but lack conformity	
	Analysis of needs – affected by professional collaboration	17
	Correlation between increased analysis and support from colleagues, external professionals and child centred ethos	17.1
	Sub-theme: Ecological vs curriculum focused view	17.3

16.2 Analysis of needs - affected by professional collaboration

The above theme was represented within all of the interviews and was the most commonly occurring of all the data. The interviewees showed significant variation in the amount of apparent analysis they made regarding the needs of the LAC they taught. The amount of analysis and hypothesising relating to behaviours and presentation of the LAC appeared to strongly correlate with the actions and support subsequently implemented. Two interviewees particularly stood out as having a very good understanding of the reasons for certain behaviours as well as the kind of support required. It should be noted that these were a head of year and leader of the SEBN unit. However, they were not the only interviewees in positions of seniority:

“We are very clear with the home as well, what our tones, pitches are and what he is allowed to get away with so we are all singing from the same hymn sheet so he knows the boundaries there as well” (interviewee 14)

“The ethos of the school and the connection I have with social care and his therapist, he comes to meetings, we email regularly so a real close team work really genuinely around the child” (interviewee 12)

“I absolutely believe in very high levels of behaviour but I think you achieve that through proper levels of support” (interviewee 12)

Interviewee 12’s views on how behaviour is best addressed for LAC was clearly focused upon meeting the needs of the child, rather than a more punitive emphasis seen in the responses of others. This contrasted with other views that were less needs focused, where it was expressed that there was a limit to the support they felt they could provide:

“It’s not always possible [to differentiate], it depends on the topic you are teaching but I try, yes” (interviewee 16)

The above provide examples relating to the importance of professional collaboration. This appeared to allow a holistic planning for the child’s needs. Further extracts (appendix 23) showed that through professional collaboration, an understanding of the specific needs of the child were identified and plans put in place to meet these. Significant analysis of underlying causes and needs was also observed by other interviewees (particularly 9, 11 and 17); however there was a lack of certainty which appeared to derive from a lack of support and confirmation (of certain hypotheses) from colleagues and external professionals.

A lack of support and access to colleagues within the school was something that caused frustration for some of the interviewees, as well as meaning their focus of support was perhaps not as ecological as it could be, ignoring certain social, emotional and behavioural aspects. This also perhaps shows a lack of information being effectively disseminated from a senior level (when compared with the above data).

“No, there is never anything shared, you wouldn’t know that she is kicking off (assuming she is) in all her subjects, they sort of say if you flag it up or whatever that there is a problem, well what are you going to do? What Strategies are you going to try, rather than saying it’s everybody. It’s not you, it’s her, you know we have tried this overall, there is never, no consistency of approach which would probably be very useful” (interviewee 15)

“So that meeting in ‘H’s’ case wasn’t particularly helpful (with the SENCO), but we did try {...} I wouldn’t say LAC; it’s their learning that you are thinking about in the classroom and it’s just because they are in care it doesn’t necessarily effect the way that they learn” (interviewee 16)

In summary, this theme has discussed teachers displaying significant differences in their understanding and analysis of the underlying causes of the LACs behaviour and presentation within school. This level of analysis had a significant impact upon how they sought to meet the needs of the LAC, with a minority taking a child centred approach and having ecological views. Professional support and collaboration (from fellow school colleagues and external professionals), as well as experience contributed to the interviewee’s understanding of the LAC under their care. Where this was absent there was a lack of clarity on the primary needs of the LAC. To differing degrees this led to frustration

and anger as well as a narrower, more curriculum and punitive based approach to understanding and managing behaviour.

16.3 Empathy and relational aspect affecting support

This theme was significant and arose from all of the interviews. The level of empathy teachers displayed for the LAC's history and current situation influenced the relationship between the two. Equally, there was recognition that a positive relationship was important in facilitating LAC engagement (appendix 23). Responsibility was also taken for the welfare of the LAC, portraying an expectation that they needed to do more than they would for non-LAC. The use of 'we' by interviewee 9 demonstrates the shared responsibility she felt.

"I did point out that you have family here I know they are not your blood family but you have people who care for you here" (interviewee 11)

"I want him to feel comfortable in that lesson and It was good for him I thought that was a confidence boost. But we have good days and bad days" (both interviewee 9)

"He didn't really know where to turn, or who to go to, before I came and he now sees me as a consistent figure which is key for 'C', which has made a change in school because he knows there is someone looking out for him but also there is somewhere he can always come" (interviewee 12)

Where a positive relationship was not prioritised, then this appeared to have a detrimental effect on both the teacher and LAC in terms of the LAC being engaged and the teacher being fully committed to engaging them:

"Things are going much better now she is not in the class, I feel better about it because she is not there. If she was willing to give it a go arrive with a positive attitude, like she is going to do some work, do as she is told and behave like a normal child (whatever normal is), rather than carrying on being 'T' and being the way she has done so far" (interviewee 15)

This quotation is extremely revealing; first of all relief is expressed that 'T' is no longer in her class. Then there is the frustration that she doesn't act 'normally', and the explicit stating that she is not willing to accept 'T' into her class if she carries on being herself as she currently presents, with emphasis on responsibility of the child to change. This point is further exemplified in the following quotations.

“I don’t know him well enough to know if he is in control and doing things because he wants to or whether he can’t help it. I wouldn’t know enough about him” (interviewee 16)

“Just seems to me that she disrupts a lot of lessons, it’s not fair on the others in a way but then at the same time she needs a chance too but, I am not sure whether she has had too many chances. But that’s again that big question of when do you stop? But I mean I don’t think all her problems are her own fault. I think her background hasn’t helped her”. (interviewee 17)

Both of the above extracts are engaging with issues of whether the LAC’s feelings of control are internally or externally located. For interviewee 17, this seems important in terms of, as she puts it the amount of ‘chances’ given. There is clear empathy for her situation, but also the implication that much of how she presents is her own causing, and so perhaps this sense that she may have an internal locus may decrease her levels of empathy and thus patience with ‘T’.

In summary, this theme showed a level of polarised views in terms of the best approach to working and engaging LAC with regards to an empathic and relational aspect to support. Some teachers recognised the needs of LAC and the school’s role to act as the corporate parent. When this responsibility was not recognised, as well as not seeing a clear divide between the needs of non-LAC and LAC, then the amount of empathy and relational aspect was reduced.

16.4 Dissonance and external locus leading to relinquished responsibility

“Do you deal with him differently because he is a child in care or do you deal with him in exactly the same way as you would anyone else?” (interviewee 10)

“And I think ‘C’s’ only here [and not permanently excluded] because he is a CIC. Equally I don’t think that has helped ‘C’ either {...} There is an element of I’m going to play my trump card there, of I am a CIC” (interviewee 10)

“So to some extent you have to find a way that works between you and that child, there is only so much help that you can come up with really” (interviewee 15)

“So that meeting in ‘H’s’ case wasn’t particularly helpful, but we did try” (interviewee 16)

“There are some things in school you can’t touch on and he shouldn’t have to come in and see me holding all his concerns. It’s really embarrassing, I said this, I said that, he needs to be able to go somewhere else” (interviewee 14)

Within this theme there can be observed a degree of overlap with the last theme however, what was significant was when interviewees had unresolved cognitive dissonance relating to how the LAC were supported and/or should be. This may be due to a perceived lack of control, which appeared to lead to a relinquishing of responsibility.

16.5. SEBD needs and issues of inclusion

The final theme derived from the teacher interviews was one of the LAC having significant social, emotional and behavioural needs and how these needs brought about real concerns as to their effective inclusion in school:

“He will be behind the desk wanting attention to tell me about the weekend or what has happened the night before” (interviewee 12)

“C’ does things because it’s a completely amoral cost benefit analysis” (interviewee 12)

“Unstructured time when the kids go off and do something stupid. It seems that very often LAC are the ones doing it {...} It’s challenging them and trying to raise their expectations can be extremely difficult” (interviewee 10)

“He has trouble with empathy, he doesn’t see other people’s points of view and because ‘I am going to bloody well prove to you that I don’t care” (interviewee 10)

“C’ is very up and down emotionally and that may be partly as a result of a difficult background {...} I did wonder at one stage teaching him if there was something like bi-polar or if there were issues of drug abuse because his moods seemed so difficult and he was very hyper and then really down on everything and fed up with life but maybe I am wrong” (interviewee 11)

The extracts below show the differing approaches to dealing with behaviour and how this had an impact upon the inclusion of the LAC (see appendix 23).

“We have a withdrawal system so he would have been put into another [lesson] with probably a sixth form lesson. So is that effective? Not with ‘H’ no. It doesn’t have any effect at all. But at least it enabled me to teach the other students” (interviewee 16)

“We do circle time about him, not about him well about relationships which truthfully was about him” (interviewee 12)

The significance of some of the needs of the LAC caused some of the teacher’s notions of inclusion to be challenged, when thinking about meeting the needs of the rest of their class:

“And you notice, there was a lesson that she wasn’t in and it was a completely different atmosphere” (interviewee 17)

“But there are points when you think there are a lot of other kids in the school and if you think everything is disrupted by one person’s behaviour is it fair on the other kids and it’s a balancing point” (interviewee 11)

“What do you think or perceive to be the reason that has allowed her to stay in school rather than be permanently excluded? It’s contained, it’s...yeah...it’s stopping the impact on the rest of her peer group. Which has to be a priority, you know every child matters, but the other 29 matter collectively more than her, unfortunately, maybe” (sic) (interviewee 15)

The teachers described the needs of the LAC as significant, and for most of them there were specific behavioural manifestations recognised that LAC had in common. However, despite this recognition, there often appeared to be a lack of targeted support (in terms of intervention whatever guise this may take) relating to the area of need. This is closely related to issues of inclusion, i.e. the rest of the class comes first and so the individual needs of the child were sacrificed. Finding ways to justify this was also important in alleviating a level of dissonance for teachers. Perhaps developing empathy and a relationship would mean that it would be more difficult to justify this. And so, a vicious cycle can be observed as what the LAC required (based upon findings from study 1) was a positive, supportive relationship.

Some of the LAC had statements of special educational need, whereas some did not. It is interesting to think about the categorisation of the LAC and how this label may affect the support provided (appendix 23, p26). The needs of LAC interviewee’s 3 and 4 (study 1) were significant and it could be argued that if they were not in care then they would have a statement. Perhaps in some instances an understanding of the LAC’s background means

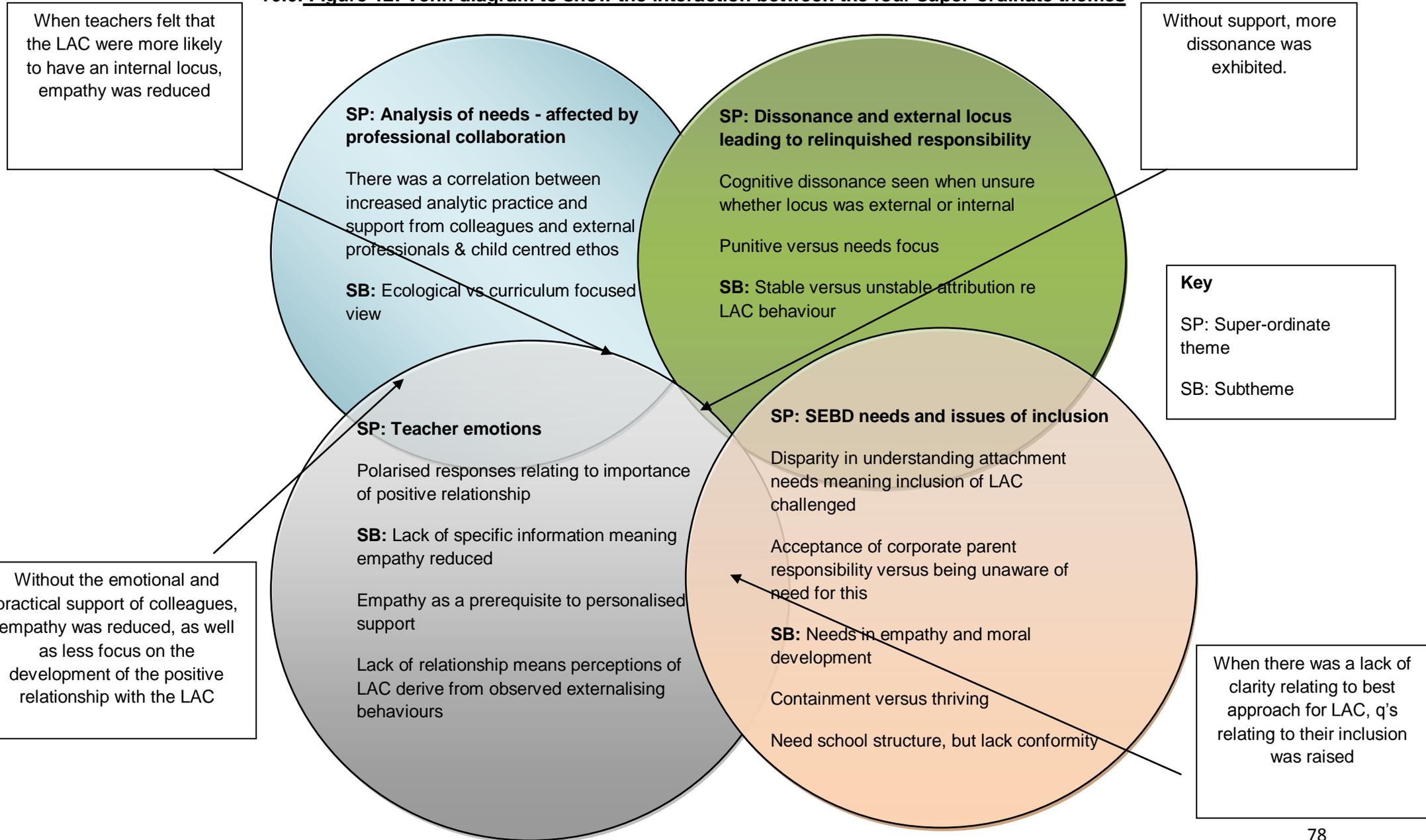
their significant needs are viewed as part of them, more so than someone who is not in care. Some interviewees had Child and Adolescent Mental Health Services (CAMHs) involvement however, this appeared separate to school provision.

A more integrated provision was required, which will be discussed in the 'implications' section. The difference between how school staff, social care and other professionals collaborated is also significant, as when there was a shared understanding of need, then social care were able to provide resources for significant and specific intervention (interviewee 1), whereas this was lacking in other schools.

The results section has presented the superordinate themes deriving from sub-themes emanating from interviews with teachers of the LAC. Initial interpretation and analysis has taken place regarding the meaning of the results. A full discussion of the significance of the results¹³ follows within the formal discussion section.

¹³ Quantitative data (deriving from the Modified Attribution Questionnaire) is not formally presented in the results and discussion sections (explained in footnote 24, p. 55). Appendix 22 presents and discusses qualitative results relating to this questionnaire as well as how this may form the basis for future work

16.6. Figure 12: Venn diagram to show the interaction between the four super-ordinate themes



This section will be structured using the four super-ordinate themes and related back to the initial research questions (RQ). The responses of the teachers (including LAC and teachers in the conclusion/implications section) will be discussed in terms of psychological theories of attribution; related to this (as attributions have been shown to effect our emotional reactions) (Weiner, 1985), literature and theory of teacher emotions will also be discussed.

17.1 Super-ordinate theme: Teacher emotions

Polarised responses relating to importance of positive relationship

17.2 Sub-themes: Lack of specific information, meaning empathy reduced

17.3 Empathy a prerequisite to personalised support

Lack of relationship means perceptions of LAC derive from observed externalising behaviours

17.4 Research question 2: What are the attributions held by teachers relating to LAC

The results and appendices have shown teachers showing a range of emotions, from empathy and compassion, to feelings of anger, fear and bewilderment from working with the LAC.

A review of the literature on teacher emotions shows that this is a fairly small area of research carried out within a psychological context (Sutton & Wheatley, 2003), not reflecting the significant output within a non-teacher context: “Along with motivation and cognition, psychologists now recognize emotions as one of three fundamental classes of mental operations” (Sutton & Wheatley, 2003, p.332), citing the importance of this to be discussed within the current research. Mcallister and Irvine (2002) found that teachers felt that an increased understanding and level of empathy was a necessary development in their practice towards meeting children/YP’s needs effectively.

The current research finds support for Weiner’s (1980) cognitive–emotional–action model of helping behaviour in terms of the relationship between attributions of control, feelings of anger and sympathy, and subsequently helping behaviour. Weiner (1980) found that attributions we hold across the three dimensions (locus, controllability and stability) guide our feelings, but that emotional reactions provide the direction for our behaviour.

The current research adds to Weiner’s (1980) model within a teacher (non-artificial) context. If teachers made low controllability attributions and had contact or information about their

home context then they would be empathic, informing their practice. However, if teachers had low controllability attributions, but they did not have access to information about their home life, then they tended to be conflicted about whether the LAC's locus was internally or externally located. This appeared to affect their levels of empathy and thus these teachers were more likely to adopt a punitive approach in addressing the LAC's behavioural needs¹⁴.

The current research found that the teachers could be categorised in the following three ways:

- Empathic and having a clear understanding of the LAC's needs and how to address these;
- Empathic but lacking clarity of understanding (of LAC's needs) and thus how the needs should be addressed;
- Less empathic; meaning a lack of compassion and desire to address the needs of the LAC.

Towards the end of this discussion a model (figure 13, p.85) is presented to understand the possible reasons behind these attitudes and subsequent approaches, with implications for EPs practice.

Responses from teacher interviews suggests that often, the default attribution (unless they were given significant reason to believe otherwise, i.e. having detail of the circumstances of their home life) was the tendency to over value dispositional or personality based explanations for observed behaviors, while under-valuing situational/environmental explanations for those behaviors. This has been termed the fundamental attribution error and supports previous research (Kanouse & Hanson, 1971).

The current research showed that half of the teachers experienced feelings of anger and/or frustration (explicitly stated or implied and through IPA interpreted as such) towards the LAC where they felt unsure as to whether this could be controlled or not, reflecting Reyna and Weiner's (2001) findings (discussed within the literature review). Sutton and Wheatley (2003) state that this is an important element to analyse within schools as "students'

¹⁴ Some qualitative responses from the Modified Attribution Questionnaire (Lucas et al, 2009) have also been reported to aid in the answering of this research question.

misbehaviour that elicits negative emotions in teachers is distracting and diverts attention from instructional goals” (p.339).

More empathic teachers (within the current research), also identified the building and sustaining of a positive relationship with the LAC as important. The question that arises then is; does a positive and closer relationship predict a higher level of empathy or vice versa? Hargreaves (1975) helps us to understand this process when his research reported that when we have a consistent picture of someone we tend to ignore subsequent information that may challenge this view. For some teachers, simply a lack of time (perceived or otherwise) appeared to be available for a relationship to be built and thus their initial observations (normally negative based upon externalising behaviours) remained. This was either due to the LAC arriving late to the lessons, missing lessons due to being out of mainstream lessons, the LAC being sent out for mis-behaviour or not being in the lesson due to them being taught in a resource base within school.

The importance of building positive relationships with LAC and thus increasing their chances of engagement has been explored within study one’s discussion. One of the implications from the current research is that building a positive relationship with the LAC should be a priority. More detail relating to this will be discussed within the implications section (page 92). Some of the teachers had little foundation to build upon when a LAC came to their class as there appeared to be lack of a personalised understanding and bringing meaning to a learning and classroom situation. Feurstein & Feurstein (1994) state that the mediation of meaning “is one of the necessary conditions to qualify as Mediated Learning Experience” (p.15) in affecting the child’s/YPs cognitive and emotional functioning brought about by their active engagement (and learning) in a task

Not entering into a relationship could also be viewed as one of the ways that teachers coped and did not become overwhelmed by the emotional experiences of the LAC (Youell, 2006).

Within the current research, when an understanding of aspects such as child development and attachment theory were lacking, teachers tended to draw greater comparisons with the LAC’s peers and thus their feelings of anger and frustration increased. This links to Sutton et al’s (2003) notion of meta-emotion, where they describe emotional reaction based on what is expected to be observed.

There has already been discussion as to the different emotions exhibited by the teachers interviewed. Relating to this, it is interesting to consider Weiner's (2000) research showing that our emotional state affects which attribution is selected to explain outcomes in the first instance (Keltner, Ellsworth & Edwards, 1993). Keltner et al (1993) showed that angry college students were more likely to attribute hypothetical misfortunes to other people, whereas sad students were more likely to attribute these misfortunes to situational forces. Within the current research it is not possible to identify the emotional states of the teachers before they taught the LAC, however, the research suggests that the different emotions evoked (of the teachers) impacted upon their practice.

This can be seen to expand the point already made about whether empathy was developed, and the impact this had upon teacher actions. Feelings of sadness and anxiety relating to the welfare of the LAC appeared to lead (supporting Keltner et al's (1993) research) to teachers attributing situational factors as the cause of behaviour, and thus being empathic and supportive in their approach. Conversely "When we are angry, our colleagues, friends, loved ones, and children seem lazy, manipulative, and intentionally obtuse" (Keltner et al 1993, p.751). So, when considering the role of EPs in developing practice, it would appear that reducing the anger of teachers is vital to this process.

Attribution research also helps to understand some of the potential cognitive and emotional processes of the teachers within the current research. Kanouse and Hanson (1971) showed that negative ratings are more influential than positive in influencing the overall picture of a person. Empathetic teachers spoke of a positive relationship with the LAC and so those without a close relationship with the LAC appeared to base their views on their external and observable behaviours, rather than perhaps more positive attributes that come from a closer relationship, as well as an understanding of their circumstances. Johnston, Patenaude & Inman's (1992) research suggests that adults tend to see more aggressive (when compared with hyperactive) behaviours as being within the child's control and have more negative evaluative reactions. This can perhaps explain a level of dissonance, as teachers were faced with aggressive behaviours, but also an awareness they were in care and all identified a link between home background and behaviour in school.

The importance of understanding the impact of emotions expressed by teachers and generally the way they perceived the LAC, is supported by the perceptions of the LAC themselves. The LAC often showed an awareness of how they themselves were perceived by school staff, for example identifying those who clearly cared and listened to them. There

was also the perception that certain teachers had low expectations of them in terms of behaviour and learning, supporting research by Honey, Rees and Griffey (2011). This also supports the views of Sutton and Wheatley (2003), who state that although teachers may think they are hiding their emotional state, students are often aware of this. This could contribute to an explanation as to why those relatively un-empathic teachers had an ambivalent relationship with the LAC, as the LAC were aware of this and thus had no motivation to make an effort in terms of how they responded to the teacher.

18 Super-ordinate theme: Dissonance and external locus leading to relinquished responsibility

Cognitive dissonance observed when unsure whether locus of control was external or internal

Punitive versus needs focus

18.1 Sub-theme: Stable versus unstable attributions re LAC behaviour

18.2 Research question 2: What are the attributions held by teachers relating to LAC?

The results section has discussed findings where teachers also had an external locus of control relating to their teaching of the LAC (different to their attributions relating to the locus of the LAC). The teachers with an external locus can be contrasted with those that described behaviours consistent with an internal locus of control in terms of their approach to behaviour. Teachers with an external locus of control generally adopted a more punitive and coercive approach, whereas those with an internal locus adopted a more child centred approach to behaviour, applying the rules more flexibly. Sanctions such as FTE were seen as more likely courses of action by the teachers with an external locus.

This supports Rotter's (1966) theories of generalised expectancies related to locus of control; i.e. the sense that teachers can create desirable outcomes or prevent undesirable outcomes. Lunenberg (1992) also supports the findings when he referred to teachers with an external locus as being more authoritarian and punitive in their approach.

Findings from the current study suggest that teaching experience does not necessarily correlate with increased feelings of personal control by teachers related to their practice with LAC, contradicting research by Sherman & Giles (1981). Teaching experience appeared to need to be specific to YP with behavioural difficulties (i.e. an EBD school and youth worker) to increase their feelings of control. Factors already discussed relating to a dissonance in terms of the needs and best approach for the LAC appeared to override teachers with considerable experience in contributing to feelings of helplessness.

What is not clear, and is an implication for further research is whether the teachers who exhibited an external locus (or indeed internal) of control relating to their classroom practice for LAC, was the same for non-LAC. Tentative suggestions that there may be a difference can be viewed in some of the findings, however further exploration is required to provide clarity here.

19 Super-ordinate theme: Analysis of needs – affected by professional collaboration

19.1 Correlation between increased analysis and support from colleagues, external professionals and child centred ethos

19.2 Research question 1: What are the perceptions and understanding of LAC?

Mavropoulou & Padeliad, (2002) found that teachers with high ratings of internal locus of control and self-efficacy demonstrated feelings of powerlessness in the classroom, they sum up by saying: “It appears that even skilled teachers who feel competent and have control over certain factors would only be effective if they consider themselves as a powerful component of the school system” (p.200). Interview responses from the current research strongly reflects these findings, even though related to LAC, if a teacher’s understanding and skills were not developed relating to LAC’s specific needs (as well as a level of influence at a senior level) then a level of dissonance could still be observed relating to the best ways of working with the LAC. Feelings of powerlessness were also externally attributed to factors such as LA agendas (i.e. a disproportionate focus on the attainment of LAC), lack of knowledge and support and recognition of the difficulties they face when working with the LAC from senior management.

This also supports findings by Harker, Ober, Berridge & Sinclair (2004) who found a disparity between the amount of liaison between strategic and operational staff within schools, in terms of their access to external professionals relating to the specific education of LAC.

The purpose and effectiveness of the FTE was discussed within all of the interviews. Half of the interviewees felt that the FTE did not help the LAC in any way, citing reasons such as appeasing parents, giving staff a break and sending out a strong message to the LAC’s peers. The rationale behind this process often was not clear and staff sometimes appeared frustrated at the fact that LAC were not ‘punished’ enough, i.e. played computer games whilst being excluded. Interviewees mentioned there having to be a line beyond which behaviours were deemed unacceptable. Different schools appeared to have different

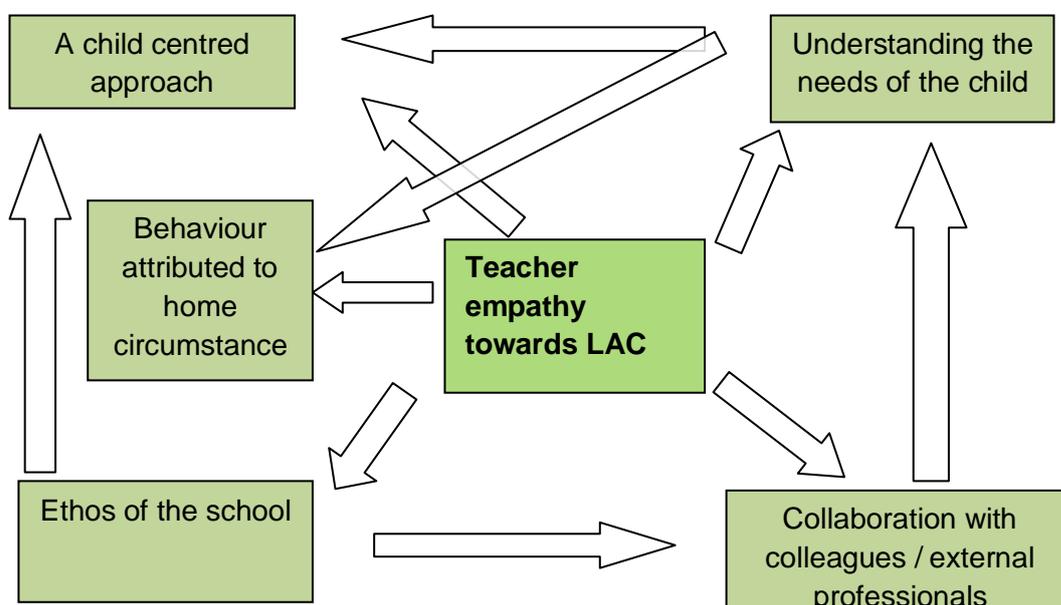
thresholds for this. For example, interviewee 10 spoke of the fact that interviewee 3 (LAC) was well engaged in lessons, but he found unstructured times difficult, which appeared to contribute to him becoming FTE.

It could be hypothesised that LAC interviewee 3 would not be FTE for his smoking and missing lessons if he was at the schools of interviewees 9, 11, 12 or 14; perhaps reflecting a solution focused rather than punitive emphasis by these schools. This can be seen to reflect what Watkins and Wagner (2000) refer to as when they state that successful schools in dealing with challenging behaviour “do not blame either pupils, their families or themselves, but they actively seek solutions” (p.11). The current research suggests however, that these solutions need to be underpinned by an understanding of the possible reasons for behaviour to avoid attributions such as the LAC being manipulative and lazy.

Another finding was that the schools that appeared to have a clear rationale for FTE, had much higher thresholds for this to be implemented as a sanction. This was also seen as a last resort. Schools that were not clear of this rationale appeared to undertake the FTE process far more readily. And so the main difference can be seen as the rationale and the processes of the FTE, rather than the FTE itself. Interviewees 12 and 14 particularly had a clear purpose for the FTE and there was also explicit communication to the students that this was a FTE, part of a learning experience, and they wanted them back in school.

Within the current research, it is important to analyse and discuss why some teachers were more empathetic than others.

Figure 13: A visual representation and summary of the factors (and interaction between these) that appeared to contribute to teachers developing empathy towards the LAC:



19.3 Sub-theme: Ecological vs curriculum focused view

19.4 Research question 1: What are the perceptions and understanding of LAC?

Within the current research there were teachers who took an ecological approach (Bronfenbrenner, 1979) in meeting the needs of the LAC. However, there were also teachers who appeared to believe their role was to primarily meet the learning needs of the LAC. The role of the SENCo and resource bases within schools is pertinent here, as for some teachers there was a sense that the SENCo provided for the emotional, social and behavioural needs of the child; that a teacher's role is to purely focus upon learning. Cooper & Jacobs (2011) suggests that an integrated approach to meeting the social, emotional and behavioural, as well as learning needs of children/YP, rather than these being met separately is beneficial. Some of the factors that appeared to contribute to teachers relinquishing responsibility for meeting certain needs of the LAC have already been discussed (summarised in figure 13 above), relating to the possible attribution process. This is an important finding when considering the role of the EP and will be discussed in section 20.

Related to these findings, Wehlage, Rutter, Smith, Lesko & Fernandez (1989) found that schools that were successful in meeting the needs of 'at risk' children and YP were part of a teacher culture where a moral obligation to serve the children/YP was prominent. Related to this point it is interesting to consider the perspectives of what a teacher should be, which the results has already discussed (more examples found in appendix 21). Views were polarised in terms of the emphasis placed purely upon learning, to interviewees who saw their role almost as surrogate parent figures relating to meeting the social, emotional and behavioural needs of the LAC.

20 Super-ordinate theme: SEB needs and issues of inclusion

20.1 Disparate understanding of needs: inclusion of LAC challenged

20.2 Acceptance of corporate parent responsibility versus being aware of need for this

20.3 Sub-themes: Containment versus thriving

20.4 Research question 1: What are the teachers' perception and understanding of LAC?

Issues of inclusion were touched upon to varying degrees by all of the interviewees. Interviewees 10 and 14 were frank about the fact that they felt the LAC's needs were not being fully met; this was more implied and not such a conscious reality for others. Not all of the LAC had statements and their needs were not perceived to necessarily meet the threshold for this, however this meant that school appeared to lack the resources to provide for the needs described above. Equally, some of the very specific needs such as a lack of empathy tended to be ignored if the externalising behaviours were not so great. However, it can be argued that the resources from a statement could bring about a very specific type of support required that currently was not within school.

LAC often have complex and multiple factors in their backgrounds, making it difficult to understand what causes certain behaviours (Bomber, 2007); data from the interviews supports this. The importance of knowing these should have a profound effect on how 'problems' are analysed and reflected upon by school staff (Woodier, 2011). During the interviews, only once was attachment and an understanding of this referred to, although it is possible that the direction of the interview meant that this was something that just did not arise.

As has been discussed in study one, the needs of children/YP with insecure attachments can be confusing (to those around them) in terms of how their internal working model of the world manifests. It can be argued that an understanding of attachment theory could have alleviated a level of anxiety and significantly informed the teachers' analysis and subsequent planning. It is expected that an increased understanding of attachment theory would make a difference to attributions of controllability and locus of control; further research is required in this area.

The size of the school is also important when considering accessibility to information (for the teachers) as well as a more personalised understanding of children/YP (figure 8 provides an overview of school size relating to specific teacher participants). Within the current research, there appeared to be a link between the size of school and the personalised understanding the teachers had of the LAC. It is clear however, that the factors in facilitating this cannot be simply reduced to this (see figure 13 and related discussion). School size was mentioned as a factor by some interviewees in facilitating inclusion and as a researcher there was a more personal, friendly feel to the smaller settings. In the larger settings, there were separate staff rooms and information sharing appeared to be departmental rather than whole school. This perhaps means that certain information is not shared as it may be (even in a less formalised

way) within a smaller school. This supports research by (Lee & Loeb, 2000), who reported a greater collected responsibility from teachers in smaller schools.

20.5 Sub-theme: Needs in empathy and self-awareness

20.6 Research question 1: What are the teachers' perceptions and understanding of LAC?

The LAC having needs in empathy and perspective taking has been discussed within study one and is corroborated within the teacher interviews. These needs appeared to make interactions with staff and peers very difficult at times. There was also evidence that they were not analysed sufficiently in terms of what this might mean for their experience of school. Hughes (2007) observes that children/YP who have not developed secure attachments are less likely to notice the effect of their behaviour on others, and in so doing, are less likely to develop empathy. Children/YP such as this may feel that sensitivity towards those they have 'harmed' could evoke further negative feelings. Reflection upon motives and intentions may provide evidence of their worthlessness, thus providing a functional reason for their avoidance (Woodier, 2011).

For some of the teachers (interviewed), containment of behaviour appeared to be the main preoccupation, however as the measures of resilience suggest from study one, this has perhaps led to a lack of focus on the "positive subjective and psychological states" (Joseph, 2008, p.187), meaning their primary needs (social, emotional and behavioural) were not necessarily focused on. The most progress appeared to take place when needs of the LAC were specifically focused upon. For example, one school was working with social services to provide Human Given's therapy to give one LAC a greater sense of competence and control relating to understanding and managing his own behaviour. This discussion has already presented the circumstances that appeared to supported this more analytical and positive perspective (figure 13).

Kochanska Forman, Askan and Dunbar's (2005) research helps to understand why some of the LAC may have needs in empathy and perspective taking. They provide a two-step model of the development of empathy and a moral understanding. The first step requires a reciprocal and responsive relationship with parents which orients the child "to be receptive to parental influence so that the child is eager to comply with parental expectations and standards. It is this committed compliance on the part of the child to the norms and values of the caregivers that in turn motivates moral internalisation" (Woodier, 2011, p.272). For many of the LAC, these steps may not have been accessed until a much later age, thus explaining

their current exhibiting. Teachers were often treating the LAC the same as others their chronological age in this regard, however, a need to go back to an earlier developmental stage appeared to be appropriate in the LAC developing these skills.

These findings pose significant questions in terms of implications for the education of LAC, specifically how the LA (and within this EPs) can support schools in meeting the needs of LAC. Implications for practice relating to this are discussed in section 22 (page 92).

21. Personal reflections as a researcher

One of the difficulties I encountered within the research was the notion of neutrality. Boyd (2000) believes it is impossible to undertake value-neutral research and I became aware of these assertions throughout my own study. From my selection of the research questions, to devising of the interview schedule and sampling approach; every decision was influenced by my own constructs, attitudes and values.

One of the reasons the research came into being initially was based upon the assumption that Fixed Term Exclusions were not positive. There is research (Stone, 2005) that supports this view, however I became aware of my stance and perhaps how this inadvertently impacted upon the interviews, particularly with the teachers. I became aware of the potential impact my non-verbal and verbal reactions to interviewee responses could have upon the direction of the interview, as well as my own views on the importance and relevance of what they were saying (as hierarchical focusing (Tomlinson, 1989) requires the interview to follow the lead of the interviewee within a broad schedule). In terms of the LAC, equally I became aware that questions around their Fixed Term Exclusion suggested an element of wrongdoing on their behalf, although the opposite reason (taking a restorative and curious stance) influenced the research questions.

In terms of the analysis, I was aware of the fact that although sticking rigidly to the IPA process, I was perhaps emphasising themes and points of interest that I felt would enable to the research questions to be answered. Due to this, and to remove an element of analysis bias I looked for data that challenged some of initial codes and findings (what Robson (2002) refers to as negative case analysis).

During the research process I also became aware of the overlap with my own practice as a Trainee Educational Psychologist. There were two aspects to this awareness; the first being my own thoughts and feelings coming out of interviews with LAC and teachers, believing that

as a psychologist working in that situation I would be able to being part of a process to bring about positive change. The difficult aspect was the fact that as a researcher, my role was not to be part of this process, and so having to walk away from situations created an ethical dilemma. This was partly resolved through supervision and realising that it was 'ok' to bring awareness of certain situations to the assigned EPs of the schools I had been conducting the research within. This however, brought another difficulty in terms of colleagues taking it personally that there were difficulties in one of their schools (they weren't aware of) and perhaps a degree of guilt relating to this.

The other aspect to the difficulties, with overlap between researcher and psychologist practitioner, (even though they don't need to be mutually exclusive) was the fact that schools did not always appear to be able to distinguish between the separate roles (even though they were not schools assigned to me within my patch). They often wanted to know findings from the interviews and when I felt it appropriate I was able to feedback in a general way in terms of needs that perhaps were not being addressed; at the same time adhering to confidentiality of the LAC. There was one instance where I feel the overlap became too much and potentially compromised issues of confidentiality as well as becoming involved in something that 'blurred' the boundaries between research and assigned school EP. I attended a Child In Need meeting as I had been involved with the LAC (and the assigned EP hadn't and wasn't able to be involved with the case due to historic issues with foster carers). From this point the school appeared to view me as the contact EP relating to this case and I was conflicted as I felt I had useful insight into the LAC, but also aware that I may have been overstepping the line, as well as being acutely aware of managing my own research and service time efficiently.

To counter issues such as this in the future I will be clearer that I am there as a researcher and that is my priority. I suppose the aspect I struggled with was the fact that school without my continued involvement would be getting very little out of me working with the LAC (other than a summary of my findings relating to the overall research).

Another difficulty encountered within the research was being able to access LAC; the fact that this was profoundly difficult meant that I had to be assertive in encouraging staff to seriously consider me being able to work with LAC. Staff and social workers were sometimes cautious in terms of me working with the LAC as they were perceived to be going through difficult periods (this has already been discussed in appendix 15 with 'Ethical Considerations'). The problem was I knew this was likely to be the case, hence me wanting to speak with them to understand what may be going on for them. I felt that due to my

experience of working as a psychologist, I would be able to assess the situation when meeting with the LAC if they agreed to this meeting. I was aware though that if this meeting didn't go well, then they may feel that they had failed, or internalised this in some way. Unfortunately this happened on a couple of occasions; once where the YP refused to engage in the interview at all and secondly when the YP did not want to continue with the interview as it touched on issues of home life, clearly too distressing to discuss.

The eagerness to access LAC in the first instance was a contributing factor to the YP (discussed above) not engaging in the interview. Normally I made sure I always liaised with the same person (SENCo, Head of Year) to make arrangements, but with this YP I spoke to a number of different people and assumed she had been informed of (albeit it vaguely) who I was and what the research entailed (a prerequisite to the other interviews undertaken); unfortunately this has not taken place and so the surprise when I turned up was too difficult to turnaround. Equally, the other LAC who prematurely stopped the interview could have been avoided if I had probed for more information relating to his suitability for the interview. I trusted that if school thought it was 'Ok' then it would be fine within a 1.1 situation. However, they didn't give me information (such as he had very recently been placed in care) that would have helped me assess suitability for the research and the ethical considerations required here.

22. Conclusion and implications for practice

Within the discussion sections for studies one and two, discussion and some conclusions relating to implications for EP practice have been made, including:

- The importance of EPs understanding the attribution process and the impact this is likely to have upon emotions and thus classroom practice
- Building a positive relationship between teacher and LAC needs to be prioritised; thinking about the realities of what this could look like is important to consider
- The likely longer term work required to meet some of the emotional and social needs of the LAC, including empathy, perspective taking and increased self-awareness.

These will now be further discussed with increased specificity, specifically relating to the role of the Educational Psychologist.

22.1 Role of the Educational Psychologist in developing practice with LAC

The current research poses questions relating to how EPs can access some of the teachers discussed in the current research, or positively impact some of the situations discussed, even if this is not by directly accessing teachers. It is difficult to determine the impact and role of the EPs relating to the schools discussed in this research. By omission at least, there is evidence to suggest that any work undertaken relating to the LAC within the current research has not been accessed by their teachers.

One of the developments for practice from this research (within the relevant LA) could be that EPs host workshop sessions on a regular basis so that all those that teach /work with LAC (where there may be difficulties) could access this. This could include input relating to how the attributions we hold will likely effect our practice, what resilience is and how can this be fostered in LAC. Equally, the likely possible impact that an understanding of attachment theory might bring has already been discussed.

When analysing the development of empathy for teachers (discussed above), this appears particularly relevant to the role of the EP. Approaches such as Group Consultation (Stringer, Stow, Hibbert, Powell & Louw, 1992) and Circle of Adults (Newton & Wilson, 2006) could be ways to facilitate such understanding, and similarly to the work shop recommendation

above, could become formalised practice within individual schools or clusters of schools. EPs are well placed to facilitate these processes.

22.2 Increased focus on social and emotional needs

LAC cannot be described as a homogenous group. However, there are needs that have been discussed that they may have in common, as well as the inconsistencies in how these are approached. The 'Child in Care Progress Monitoring Form'¹⁵ used by the LA requires attainment goals to be recorded, whereas perhaps a more developmental monitoring should be used (seeing this as being equal to academic attainment). This would relate to social and emotional needs such as empathy, self-awareness and perspective taking. Holland (2009) warns of previous psychological frameworks relating to LAC being focused upon child development (deficits within this) rather than resilience, and so being clear about what is likely to enhance resilience would be helpful.

And thus EPs can become part of thinking how these needs can be assessed as well developing LA wide practices that can enable schools to develop these skills.

Woodier (2011) describes his work as an advisory teacher for LAC, to support the inclusion of LAC in mainstream schools. There are advisory teachers within the LA (where the current research is situated) for children/YP with needs such as autism and behaviour. It is important not to take a deficit model approach to meeting the needs of LAC, however, professionals who have the time and skills to support the development of these YP would be beneficial. Woodier (2011) provides evidence of psychologists acting as consultants to such teachers, which provides a possible opportunity for future EP work within the respective LA. The Educational Psychology Service also adopts a traded model of service delivery and so working with social services and within the current Virtual School Team to perhaps develop EPs becoming involved with more on-going one to one input for this relatively small cohort of LAC. Ensuring there is a link between any work carried out individually and those that teach the LAC would be crucial in ensuring that needs are considered and appropriately responded to.

Another implication for EPs is how they support schools in ensuring that knowledge and understanding at higher levels within schools (as discussed in this research) is firstly achieved and secondly, becomes effectively disseminated. This would likely increase

¹⁵ As outlined by the Children's Act 2004 (section 52) that all LA's have a statutory responsibility to undertake the monitoring of performance and outcomes of LAC

teacher confidence and competence in providing effectively for the needs of LAC. Taking a systems (Kelly, Woolfson & Boyle, 2008) approach to developing the provision of the LA and schools would be beneficial to ensure an equality of provision. Hart & Atkins (2004, p. 171, cited in Woodier, 2011) found that adolescents becoming involved in charitable work helped in their development of empathy. There was evidence for this approach with some of the LAC, but for this to become formalised and consistent, this could become an LA priority. One of the tasks of the Virtual School Team could be to provide a provision map relating to the needs of LAC, upon which schools can draw upon.

One of the key implications from this research is that a more consistent focus is required in specific needs being addressed as a whole school approach, as opposed to emotional needs met outside of mainstream classes (this can be helpful, but the lack of continuity in support offered meant that this often appeared ineffective). This compartmentalising approach to LAC provision, appeared, at times, to exacerbate their needs.

22.3 Increased consideration of the impact of Fixed Term Exclusions

The current research shows that in some cases, FTEs from a pupil and staff perspective appear to make no difference and can have a detrimental effect in terms of motivation and some internalised negative views relating to school. Of perhaps greater importance was the fact that FTEs appeared to be normalised for many of the LAC and perpetuate their internal model of the world. Surely effective approaches would challenge this and would focus on building upon strengths, rather than weaknesses to be acted upon punitively.

The current research suggests that a closer monitoring of those being FTE needs to be undertaken. This could be triggered after the first FTE, with related support services becoming involved at this point.

It seems clear that the teachers within the current research would benefit from a level of supervision relating to their experiences with the LAC. Perhaps as one of the reasons for FTEs was to give staff a break, this would support a reduction in FTEs. EPs would be well placed to provide such provision and ensure that a psychological perspective and child/needs focus was developed or maintained for teachers.

Relatedness and belonging was discussed within study 1 as acting as a 'buffer' (or need) for the LAC in terms of their resilience. Sometimes home experiences of the LAC appeared to significantly impact this, where access and belonging to a group acted as a stabilising influence during periods of difficulty. For example when LAC were FTE, if access to peers was not available (during this period), then resilience was compromised. EPs are well placed

to support staff in ensuring areas of resilience are not compromised by bringing more of an ecological (Bronfenbrenner, 1979) view of how this can be developed or put at risk

An understanding of the attributions teachers and LAC may hold provides further direction to focus work in this area. The development of empathy and the circumstances within which this may occur has been discussed. For EPs to be mindful of this will be important, as well as supporting those on the school's senior leadership to understand this, allowing the most impact to be made.

Attachment theory training has significantly increased in terms of its dissemination and integration within schools in recent years (Randall, 2010). However, the current research suggests there may be significant work to be done in bringing about an understanding in this area. For example, "how the presence of the teacher, the needs of the child, and the demands of the learning task can leave children with a sense of achievement, agency, enhanced resilience and a positive engagement with learning" (Wetz, 2009, p.56). Wetz (2009) states that this is "not the current language of one-year teacher training courses or on-going professional development in our secondary schools, yet it needs to be if we are going to be able to re-engage disaffected young people within our schooling system" (Wetz, 2009, p.56). Wetz (2009) points to the Danish teacher training as a possible area for direction for UK training. This focuses on child development, as well as the skills and approaches likely to facilitate a positive class dynamic and increased sense of community within schools.

22.4 Limitations with the current study and future directions

One of the methodological issues of the current research is the manner in which the teachers for study 2 were accessed. Although there were sixteen SDQs completed, this meant that there were very few teachers to choose from for each pupil in terms of gaining a cross-section of how they rated behaviour. Subsequently, the sample selected may not be an accurate representation of how the teachers viewed the LAC. One hypothesis is that the teachers selected showed a greater interest in the LAC than the majority, hence wanting to become involved in research to do with them. Another hypothesis could be that some of the teachers had the vested interest of wanting to 'vent' about the LAC due to frustrations teaching them.

To counter this, future research could replicate an aspect of Miller's (1995) research in utilising teachers who had experience of implementing successful interventions, or perhaps

this making up half of the participants. A larger proportion of teachers (teaching the LAC) could also be insisted upon being involved, thus providing a more representative cross section of teacher perceptions and attributions.

A further methodological issue is the manner in which the IPA process was undertaken within the current research. Although the process of analysing the data was rigorous, it can be argued that the researcher was guided by too much by theory (attribution theory and resilience) in looking for themes, thus potentially the focus inadvertently being narrowed. Increased detail and narrative relating to both the LAC and teachers would also have been helpful in building a more elaborated picture relating to the participants, and thus be more in line with the IPA method of analysing data (Smith and Osborne, 2007).

Detail relating to interventions in place (for example, do the LAC have mentors, undertake therapeutic work?) would have increased the authority of the research implications. Although to an extent the teacher interviews provided clarity relating to this; some of the teachers would not have been aware of all support accessed by the LAC.

One aspect in which the research could be further developed would be to develop a picture of the LAC over a greater period of time. This would allow the unresponsiveness of some of the LAC to be placed within a greater context (and thus be understood more). For example, spending one session focused upon rapport building and allowing the LAC to be confident that the researcher was there to listen and understand their experiences. It is likely that some of the LAC would have been suspicious of the researcher's intentions due the fact they have met many professionals previously (Martin, 1998). Meeting them over two or three sessions would allow them to relax and allow the researcher to encourage them to take their time more in responding. Providing further evidence through observation of the LAC within school could also help to verify the interview data.

There have also been assumptions made within the research relating to the support and provision available to the LAC (although, interviewees in senior positions were aware of all support/intervention in place). Providing clarity relating to any therapeutic work undertaken or specific interventions (or systemic/who school provision deemed relevant) would allow stronger assertions to be made in terms of the approach required (such as the development of moral development discussed in this study).

Future research could look more closely at the constructs of teachers relating to their role, as it is likely that this plays a significant role in whether teachers exhibit empathy and

compassion, or not (Ravanette, 1999). Many of the teachers spoke of their role as educators of their specific subjects and it is likely this is influenced by their construct of what a teacher should be. Encouraging teachers to see their role as providing containment for the emotional needs shown by LAC (and indeed other YP) would appear to be required for them to have the understanding and freedom (i.e. not just focused upon attainment) to meet the primary needs of LAC. The discussion has already explored some of the school factors likely to facilitate this more analytical approach and empathic approach.

The research has tentatively proposed a model citing the factors appearing to facilitate empathy in teachers of LAC (figure 13). Further research could use structural equation modelling (Kline, 2011) to provide empirical support for this model. This would provide increased insight relating to the strength of each perceived causal factor, thus providing further clarity relating to directions for future practice.

The current research has provided insight as to why a small number of LAC have been Fixed Term Excluded. It is unique in that it includes the perspectives and attributions of both LAC and teachers and provides a comparison of these. Future research could look at schools' senior management teams and explore their attributions and perceptions of LAC (some of these were included in the current research). Their influence is significant as they decide the threshold for FTE as well as largely dictating the ethos with regards to behaviour and meeting the needs of children/YP. The current research also showed Learning Support Assistants to be a significant part of supporting the LAC, so it would appear relevant to gain a greater understanding of their perceptions and attributions also.

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18 Appendices

Appendix 1

Figure 14: All quotes from sub-themes that make up the four superordinate themes.

➤ **Social, emotional and behavioural needs**

Sub-themes (interview no in brackets) and code relating directly to quote	Quotation	Page and line number
Struggle to conform to and accept authority (3 & 4)		
Perhaps about undermining authority (3)	<i>So, is it that you need to have that cigarette because you're addicted, or more you want to miss the lesson? Mostly I wanna miss the lesson and then like when I've missed it I'll usually have a fag and stuff</i>	4.28
Embarrassed to concede he enjoys being caught	I dunno, I end up doing something once in a while stupidly and then get caught and get sent home. <i>How come?</i> I dunno, no reason, it's fun basically. <i>So sometimes you enjoy being caught?</i> Yeah, in a way	4.40
Struggle to accept authority (patronised) (4)	<i>Is there anything that might trigger you, telling teachers to 'f off like you talked about before?</i> The way they treat me sometimes, like a baby. You've got do this, you gotta do that	4.13
Struggles to conform to authority	I don't like the way they just demand respect either, I think you should have to earn it. Like, we earn it with our friends	4.15
A struggle to accept authority figures	The way they think they know everything, that annoys me	4.26
Unable to permit teacher to know more than him; tasks seen as highlighting incompetence?	I think she wanted to show her intelligence. <i>Why do you think she might do that?</i> Because she thinks she better. <i>OK, is that the same for a lot of your teachers; they think they're better?</i> Yeah	4.34
70-80% teachers think they're better; contradicts earlier statement that 'most of them are really good'	Could you give a percentage? 70-80%	4.36
Conflicting teacher expectations causing annoyance and confusion	Chillax; some teachers allow us to listen to music, whereas some don't. We have one headphone in so we can hear, but we still have our music in	4.21
Lack of warnings; high emotional reactivity	Like Mrs P, I just put my headphones in and she had a go at me and sent me out, so I just called her loads of names	4.24

School unable to control him	They tried to keep me in room A, but I went it went in there and just walked off again	5.15
Emotional and behavioural impact of being in care (4)	I did have one before this, but it didn't really work out. <i>How come?</i> Because I was always catching a bus and running off and just going to my mums because I was in London.	1.16
One foster placement break- down prior to settled placement of 5 years; escape back to mum	<i>So, do you still have contact with your mum?</i> Yeah. <i>How often do you see her?</i> About 3 times a year and then I'll see other family in between.	1.18
Still has contact with bio mum	<i>do you find it difficult not seeing her more?</i> Sometimes, but when I see her over a period then you talk about lots, you don't just sit there in awkward silence, it's easier.	1.21
Finds it hard to not see Mum but focuses on positive aspects of 'quality' time; maybe more detached though	They don't know about my past, but M*** always uses my mum and it just really annoys me and I just got really angry.	6.42
Insensitive use of bringing up Mum (Foster Dad)	Well because my mum was like a druggy, and prostitute, that's why I'm here, but he would use it and say your mum was small, immature and stuff like that and it just really annoyed me	6.44
Extreme anger and annoyance; due to evoking of traumatic memories	He was just trying to make me realise who I am where I've come from and what I can get. I realise that now, but I didn't really back then	7.2
Retrospective understanding	That really annoyed me, one time I hit him with a crutch and he had a massive bruise on the side because he said something like that	7.4
Overwhelming pain and anger	Because I said can you stop talking about my mum and he said yeah ok because I can see that it annoys you	7.9
Recognition and articulation of cause of anger	<i>Why don't you like them, because..</i> Because they think they're hard and they found out about my mum and they just used it against me {...} they heard it and they started using it against me and I broke their noses	8.17
High emotional reactivity; feelings of anger relating to reasons for being in care	Because I got p'd off about something at home and I just brought it in. I ripped up all the fence and doors, I just didn't stop	3.22
Home effecting school	Because there was one time, when like my foster parents were going to kick me out	6.31
Home life difficult – foster parents struggling to cope with behaviour	<i>Before you got excluded or at the time, was there something</i>	

Emotional and behavioural needs (1,2)	<i>at home that might have meant that you might have been more likely to be excluded; that put you in a bad mood for example? Yeah, probably. In what way? I dunno</i>	3.2
Home life effecting school, but unwillingness to expand (2)	<i>How long have you been with your current foster carers? Dunno. Since the start of the school year? Yes. How are they? They're alright. Could you say a bit more? No</i>	3.4
'T' not in a place to divulge the effects of home life	but then they keep doing it again for a couple of days and you get really annoyed with them and you start shouting at them and they go off scared and then the adults come and tell you off and we explain to them that they've been annoying and throwing stuff for the last couple of weeks and that I've got the end of my tether, angry and shouted.	1.37
Not being listened causing anger/frustration (1)	<i>how does that (annoyance at home) effect you? When you go to school? Not really, no, it's not that bad to affect me at school, it's just sometimes and then another girls scratches, she gets a bit aggravating and jumps and scratches you for no reason and then we go off and tell someone because we're not going to deal with it.</i>	2.4
Able to separate home from school in his analysis but this does not translate through to his actions / sub conscious reactions	Throw them off me or get really annoyed	
Anger caused by a cumulative effect of home environment	and they know I come to school a bit angry	2.17
Contradiction; comes to school angry sometimes, although above he says that home life doesn't impact	You should ban foster care, you shouldn't be able to go into foster care. <i>What do mean?</i> I just don't like foster care because you're not with your family and it's better for people if they're with their mums and dads	3.1
Cognitive dissonance: Staying with family versus being in care	I see my mum 3 times a year and my Nan twice a year, my brother, I'm the oldest by 5 years, who I was in care with, he's adopted so I don't see him anymore	4.37
Pain of missing bio family	I've not seen my Dad as far as I know. I've got photos of him but to me I've never remembered him	4.42
No memory of Dad	Yeah I miss him a lot, I miss all my family to be honest. Foster, as well, I still miss them a bit inside somewhere {...} so I just see her and go and just see her next time. So, yeah as I said earlier I've learnt to control it	4.43
Pain of past, but emotionally literate and has gained an element of control here	Well I think it's good that you're doing this project about people in care, I think it will help a lot of people to understand and actually think about their past. Actually	4.41-5.1

Stigma of being in care	talking like you have to me you can help them to be better in care and think it's ok	5.11
Lacking feelings of competence, enjoyment and stimulation, leading to seeking out more exciting experiences (4,6)	Confident, but doesn't like work. <i>Anything else?</i> Disruptive. <i>In what way?</i> If I don't like something I'll just swear at them and shout at them and mess around	1.23
Confident construct, also disruptive and not liking work (4)	It's a drag, homework, you hardly get any time for yourself after school, especially in year 11, but I suppose after that you've got the whole of your life free really	2.1
School not stimulating	Some of the lessons I don't understand; like maths that I was just in now was just arghhh, I don't understand this and he was just talking through it so that I sort of understood it, but it got hard.	2.5
Some lessons a struggle, perceives a lack support to develop	there's only what 105 days left of school	
Eagerly anticipating end of school	English, I hate writing and the teacher would have to say like you'll get a detention if you don't write, I'm like ah and write a couple of lines and that	2.8
Perception that he is no good so doesn't like the subject	Horticulture, I don't like that it's just boring {...} <i>Did you know what it was before?</i> I thought it was something to do with cooking because I do cooking as well, I thought you would just grow your own vegetables and just take them to the cooking room and cook them	2.20
Lack of purpose/motivation	I've got really un-neat writing, I can't spell properly. <i>Is that always something that you've found fairly difficult?</i> Yeah. <i>So that must have affected you in quite a few lessons I would have thought in terms of getting things down?</i> Maths, English, science. <i>Have you had any support with that?</i> I did have support but I got fed up with it. Because I know I can spell 'the' and 'when'. But 'pathetic' and that; words you'll normally use I just look them up on my phone if I can't spell them; I just go on my phone and spell check, so that's what I do	2.25
Learning difficulty – dyslexia? Written work a struggle throughout school	Someone who pushes you, but not too hard and you just get annoyed. Someone who says do the work, it will benefit you and then just feel, ahhh, I'll do it then	2.33
Cognitive dissonance: need for support vs feeling competent; embarrassment of learning needs	That's maths (where the teacher doesn't understand him) <i>So what does he do that's not so helpful?</i> I don't understand maths, never have; I've had extra maths after school, on	
High expectations important, within the realms of achievement; this shows they care and feel he is competent		

Needs reassurance to increase motivation	weekends and still don't get it. {...}; I sit next to a friend, but	
External locus of control relating to maths competence	I just can't do it – he'll help me in some places and my helper will help me, but I'm like I can't do it.	3.5
	but now I'm just getting fed up again. <i>Why are you fed up now?</i> I'm just bored; I wanna be outside	3.9-10
Bored of school currently(cyclical)	I just copy my friends	3.40
Embarrassment of needing help in maths; cycle of not developing skills		4.1
Feels work needs to be mediated better; feels embarrassed to express his true difficulties	Well I do put my hand up and say I still don't understand this but he goes through it again exactly what he said but it just doesn't sink in	4.10
Struggles to see purpose of lesson	so in horticulture and I'm like well it's green and the teacher said no you need to talk about more developed, so I said it's got veins. And she just went in for like the whole vascular bundle and stuff like that and I'm like it's a leaf	4.31-32
	I was running off like every day of the week for a couple of weeks	4.40
FTE behaviour – Lacking control	<i>Was there a reason why (you were running out of lessons)?</i> Bored, fed up with the teachers.	
Boredom contributing to extreme behaviour; excitement of behaviour outweighs benefits of good behaviour?	Swearing at teachers and that, breaking stuff, not just in school but around the town. <i>Like what?</i> Post boxes and that, you know the plastic ones people have inside the houses, just breaking them. Climbing over fences and just trashing gardens, I don't know why.	4.43
Period of intense challenging behaviour for 2 weeks; cyclical – related to motivation and boredom		5.5
	Well, one time they caught us; they brought us back to school but we just went off again	5.19
Excitement of behaviour	just a couple. <i>So why are you disruptive in a couple of lessons, what is it about those lessons that might make you disruptive?</i> Like sometimes, I don't understand the work, I'll get sent out on purpose because I don't understand the work	1.16
Negative experiences in a couple of lessons has a powerful effect on self-concept as a learner (6)	I'm just rubbish at them.	
	<i>So, do you think they know you find maths difficult and are quite supportive of that or not necessarily?</i> Mmm, yeah not really {...} She like helps me more (his other maths's teacher)	1.24
Internalised feelings of failure relating to maths competence		1.29
Doesn't feel understood and supported by maths teacher	It's boring (school). <i>What do you mean by boring?</i> I dunno,	

School not stimulating, causing a lack of motivation	I've just never liked school really	2.3
Never enjoyed school since year 3 due to difficulties with writing	<i>Can you remember when that started?</i> Year 3. <i>Ok, what was it about year 3 that meant you didn't really like school?</i> Just started doing proper work. <i>So what don't you like about proper work?</i> I just don't like writing	2.6
Freedom and enjoyment deriving from subjects where writing not required	I just love sport really. <i>And why is drama good?</i> I've just always liked acting. <i>Why do you like it?</i> Dunno, it's just... <i>Is it a release from other things?</i> I suppose it's more fun as well, rather than just sitting down and writing.	2.36
Struggles to see the purpose of school; contributing to a lack of engagement and motivation	<i>What do you think makes a good teacher, if you were to have your dream teacher?</i> Talk about football a lot, not make us do any work. <i>And what would they be like as a person?</i> {...} They would make you do work, but not loads of work...more practical stuff.	2.40
Anticipation of the school day causing anxiety	I work myself up to thinking it's not going to be bad, not a good day. <i>So what kind of things might you be thinking about and are going through your head?</i> Like sometimes, I just go to school just to wind up teachers (laughs).	3.16
Anxious about not being able to do the work	Yeah, I find the lesson hard. <i>And how would that you make you feel if the lesson is hard?</i> Like p'd off (laughs). <i>How come?</i> Because like, most of the teachers know that I struggle with work and stuff and if they don't help me it annoys me	3.34
Doesn't know how to break the cycle of behaviour; at the moment becoming disengaged and disruptive due to feelings of helplessness in lessons	<i>So, what do teachers do to help you with behaviour?</i> They might send me outside to calm down. <i>Does that help?</i> Sometimes. <i>How does that help?</i> (silence)	3.38
Excitement of skipping lesson – with 4 others; not good friends	My friends I think, I can't really remember (laughs). <i>So, you thought it would be quite fun to miss a lesson?</i> Yeah	4.20
Need to be stimulated & have a clear purpose; seeking out exciting experiences if these don't happen (3)		
Lack of stimulation	Science, textiles, ICT (don't like). <i>So, why don't you like science?</i> I just get like bored. <i>How come?</i> It's just science... <i>Do you find it hard?</i> No, I find it easy in a way, but it's still quite dull	1.27
	<i>So, textiles, I assume you chose to take that?</i> Well, we had	

Lack of motivation and awareness re GCSE choices; due to an external locus?	to take a technology and I was basically left doing that	1.32
Lack of purpose and interest means he will miss specific lessons	just like in textiles I've lost interest doing it and for ICT just don't see the interest	2.14
Knows expected behaviour, but won't regulate his	Well, yeah I end up skipping it and have a fag whilst doing nothing basically	3.20
Skipping lessons a way of gaining control	No, they have to like wait til I'm back in school. They don't really know where I'm going.	3.38
Smoking mainly solitary – class can be become overwhelming for him; needs time out?	Basically, every time I skip a lesson it's usually just myself. <i>So, is it that you need to have that cigarette because you're addicted, or more you want to miss the lesson?</i> Mostly I wanna miss the lesson and then like when I've missed it I'll usually have a fag and stuff.	4.26
Desire for excitement missing lessons/getting caught too great to change behaviour	I dunno, I end up doing something once in a while stupidly and then get caught and get sent home. <i>How come?</i> I dunno, no reason, it's fun basically.	4.39
Conscious there is a pattern to behaviour, perhaps suggests he could change if he was encouraged to analyse this	it's weird I go through having a bad month or so and then I'm just like really good, then bad, then good. <i>Why do think that is, is it something that's happening at home that helps it be good?</i> I don't really know either, it's just happens.	5.1
Helping out at primary school gave him feelings of competence and a purpose	I just enjoy PE and for my work experience I was up in my old primary school like helping a class out. I enjoyed that as well.	5.14
Need to be stimulated; seeking out exciting experiences if these don't happen (5)		
Importance of lessons being fun and stimulating	you never really get bored; and if you say Miss I'm bored she always says only boring people get bored and that kind of shuts you up a bit and you never really say you're bored. <i>So, does she know you quite well?</i> Yeah, I think she's the person I get on most with because like I dunno really, we're kind of the same people and we just get on.	4.27
Needs to being doing something, Bored easily – poor behaviour a more interesting alternative 'can't just sit there'	I kind of feel she rabbles on a bit and like I'm kind of a person where tell me something and then I'll get on with it, like I don't like teachers rabbling on about it {...} I dunno really, I can listen for hours as long as I can doodle or something or just have a pen and like draw on my hand or something or just have a piece of study and just fold it around	5.15
Doesn't find work hard – has good general knowledge. Does this mean he doesn't try that hard as perceives he is 'inherently good'?	I don't find things really, really hard {...} If it's interesting, then I'll listen, if it's not then I don't pay much attention	5.35
	If I'm interested in something I focused on that one thing, and I'm not really a multi-tasker but if I'm interested then	7.2

<p>Struggle to focus on more than one thing in lessons</p>	<p>that helps me behave</p>	
<p>If he's interested more likely to behave: A struggle to focus</p>	<p>So maybe if I just...even if it takes me 5 minutes then I'll come back to it and do another 5; it takes me all day to eventually complete it</p>	7.3
<p>FTE incident sparked by boredom and feelings of incompetence</p>	<p>It's just boring really and I was in languages, and they were like 6th formers; there doing actual full blown conversations and they were doing French as well and I'm not learning French, I speak Spanish. So I didn't understand a word they were saying</p>	9.8
<p>Pain of past, causing a focus on the 'lighter' side of life to reduce pain from the past (5)</p>		
<p>Fun an important construct</p>	<p><i>First of all 'A', how would you describe yourself?</i> I like having fun. Umm, I react badly if someone like offends me. I normally like hit them or something. Normally I like having fun, like a joke, telling jokes, like seeing people happy. <i>Is it quite important for you to be funny?</i> No, I just like, I don't really like being upset and like to always be fun and stuff</p>	9.25
<p>Doesn't like seeing people upset; perhaps reminds him of events in his life</p>	<p>I never normally sleep well, so I always come in quite tired, and if I don't sleep well, and if I've had a bad time in the morning or an argument with a kid I live with, I kind of bring that into school and then even if someone says the wrong thing but don't mean to say it, it might tip me over a bit {...} I just think about stuff, then I'll start thinking about things that have happened</p>	1.2
<p>Doesn't sleep well; home impacting school</p>	<p>It's only when I sit down or something I kind of start thinking about things</p>	1.4
<p>Difficulty to switch off causes lack of sleep; keeps busy for the whole day – this time means he isn't busy and so thinks about the past</p>	<p>because normally like I dunno I can leave all my problems at home and then when I step outside the door then that's just behind me. But then sometimes it would have been so bad that I just can't leave it at home</p>	7.20
<p>Keeping busy allows him to forget about the past</p>	<p><i>Could you give me an example of when you're kind to someone? Probably quite hard to think of one example...this morning?</i> Don't know.</p>	7.32
<p>Likes separation of leaving 'care' background at home – safety of school; split identity</p>	<p><i>And how might they do that (put you in a bad mood)?</i> Dunno</p>	7.40
<p>Pain too difficult to leave behind going into school sometimes</p>		
<p>Emotionally unresponsive leading to ambivalence towards school and lack of analysis and reflection (2,3, 7)</p>		
<p>Difficulty in engaging with question on a deeper more analytical level (2)</p>		
<p>Struggling to engage with q and expand</p>		

on a deeper level		
Struggling to engage with the question – emotionally unresponsive	<i>So, do you think it's you controlling your own behaviour rather than things happening to you; it depends on you more? (silence)</i>	8.6
Reluctance to talk about matters which relate to her in particular when they are bad – lack of controllability/responsibility?	<i>What was it for (the FTE)? Fighting and stuff like that. Can you think of one example? (silence). What was one of your fights about? Can't remember.</i>	8.7
Too difficult to engage with q's about her feelings	<i>So it annoys you when teachers get onto you? (silence) What kind of things might they say, not just to you but anyone? (silence).</i>	1.5
Contradiction; people in year saying things vs no-one says anything	<i>People in your year, in class? Probably. So, what would they say? I dunno because no-one in my year says anything to me.</i>	1.10
Likes drama but not the teachers; likes no other subjects	<i>What's your favourite subject? Drama. Do you like your drama teacher? No. What other subjects do you like? None.</i>	1.20
Refusal to engage in how teacher perceives her	<i>How would she describe you 'T'? 3 words..dunno.</i>	1.31-2
Believes teacher would describe her as averagely behaved, contradicting earlier statement of always being blamed; ambivalence?	Not badly, just... <i>In the middle? Yeah</i>	1.34
Difficulty in expressing why SENCo may understand her	<i>He's alright. Why's he alright? Dunno. Do you think he understands where you're coming from? Probably. Could say a bit more? (silence)</i>	1.15
Refusal to expand – again when talking about her feelings	<i>So, when you had to come back into school, did that change anything?(silence, shrugs) Did it affect you in any way? (silence) Did it feel strange coming back? What did your friends say? Just ...I dunno, Did they know that's why you were out of school? Yes, they knew. What did they think about it; did they think it was fair? What did they say? Can't remember</i>	1.38
Refusal to engage with & think about what friends may have thought of FTE		
Ambivalent towards school (3)	<i>It's alright I suppose. What do you mean by that? It's as alright as school can be...How could it be better? Dunno.</i>	2.3
Struggling to engage with the question and see how school could be better	<i>If you had to give it a score out of 10 in terms of how much you like it, what would you give it? 5. How could it be a 6? Dunno. How could there be a lower score? I don't know either.</i>	2.4
Lack of feeling towards school –	<i>It's (school) like one of those...oh how do you explain it; it's not a good feeling or a bad feeling, you just kind of have to</i>	2.8

ambivalence	do it	
Enjoys PE; struggles to articulate why	What's good about PE? I dunno, it's just like PE	2.33
Doesn't see teachers as helping with behaviour, or making it worse	Well, I don't think they do to be honest; they might do in a way, but I don't notice it	2.36
Struggle to think of ways things could be better – too complex to even engage in	I don't know to be honest (how FTE's could be reduced for CiC). <i>Is there anything that they could do, do you think that would help you?</i> Not that I can think of no.	1.8
Not very willing to engage and think about q in much depth (7)	<i>Is there a difference between noisy and loud?</i> I think so, dunno, probably	1.10
Difficulty with elaborating – egocentric communication	<i>So, what's the hardest?</i> French. <i>Why is that hard?</i> Because it is	1.14
Appears ambivalent towards school, is this easier than engaging in how he's feeling? Lacking emotional literacy?	<i>How do you feel about coming to school?</i> Alright {...} <i>what's going through your head about the day coming up?</i> Nothing much	1.17
Doesn't want to talk about specifics – too personal?	Call me names and just wind me up. <i>What might they call you?</i> I dunno. <i>Can you think of an example?</i> No, I can't think at the moment. <i>That's fine. What did you say might else annoy you?</i> I dunno	3.1
Pain of being in care - Interview stopped as interviewee 7 is unwilling to discuss current home life	<i>Can you give me an example there maybe, or is it not really an issue, sometimes...So, who do you live with outside of school?</i> In a care home...can we not talk about this (pushed recorder towards me).	5.8
Lack of analysis and self-regulation; high emotional reactivity (7)		
Recognises behaviour changes; when bad appears quite extreme	Sometimes it's up and sometimes it's down. If I'm in a bad mood, I kick off and destroy the room	1.2
High emotional reactivity and external locus; perceives peers as trying to wind him up	Just people annoying me. Classmates, yeah. <i>And what would they do, to do that?</i> Call me names and just wind me up	1.18
High emotional reactivity in response to being spoken to like 'rubbish'	Well, like if people were talking to me like rubbish, I just flip on them	1.22
Lack of patience and focus re learning tasks, leads to frustration	Because I like things to go my way sometimes. <i>And what happens if they don't?</i> I just kick off sometimes {...} if the work's too hard sometimes	1.41
Emphasis placed on how others view him, perhaps due to feeling		

inadequate (1)		
Attributes others' descriptions as integrated within identity (X2)	I'm like a natural sports person, like I got told by my therapy person that I'm a born leader apparently.	2.32
Compensating for feelings of inadequacy in communications	they say at home I've got a good head on, normally like I'm being really mature and happy and helping round the house.	1.36
	I played 5 matches and I didn't lose one, I played against this really good guy too and I beat him. I've never played before and I didn't lose a game and I was pretty good. <i>It sounds like you are a natural that's a good thing to be...yeah</i> I play all sorts, football, I'm good at.	1.39
Social development (8)		
Presents as earlier in terms of social development	I would like a tour around the university. <i>You would like a tour around the university.</i> Like all round it	2.16
	<i>Ok.</i> I have got good free kicks (changing the subject). <i>Have you?</i> Yeah, I could be like, I can't beat a two man wall but I can beat a one man wall. <i>Ok.</i> Here, here, on the side of your foot	2.28
Egocentric communication; presents as earlier social and emotional developmentally	<i>If you had to describe yourself in a few words.</i> Awesome and wicked. <i>Awesome and wicked.</i> <i>Ok, could you expand on that maybe a little bit?</i> No. <i>Ok, what's the difference between awesome and wicked?</i> One's like, awesome's like when you're like um I don't really know what awesome means, but wicked is when you're like really awesome.	1.2
Egocentric communication – lack of listening to my response	<i>Would it be like Bumble bee or Pride.</i> I don't know. Ratchet or Bumble bee. <i>Ok, why are they good?</i> Because like Ratchet, well they are both fast.	1.27
Wants to hold recorder – needs to hold something, help him focus?	I want to hold it	1.5-7
Interesting description of 'big skinny' – fine at school; egocentric communication	Because it makes feel like a really big skinny. Cos when I was in Year 6 last year I was at the top but now I'm at the bottom. Yeah. Like school years are like our years, like cat years for cats going to school.	1.1 & 1.30
Able to justify behaviour – lacking social/moral development	<i>Do you still feel that was a good thing to do?</i> Yeah, it was actually, because he annoys me.	1.11
Aware of how to ask questions politely – sometimes doesn't do this	If I ask politely they will, but if I don't they won't	2.5
Wanting reassurance from me		

1.1 pastoral support in place; allows him to reflect and analyse situations	If I was at university, you'd be my friend	2.16
Distractable (within interview)	She like says to me, why have you done wrong and all that. Yeah, and you're able to kind of say what's happened.	3.7
Partially joking about shooting teachers and pupils – why would he say that though – crossed his mind before?	Umm, that's just a bit of my shavings, pencil.	4.36
Violent (torturing) ideas towards others	I'd shoot all the pupils and all the teachers	6.24
	Or I could like torture `em	
Perception of school and difficulty in seeing the bigger picture (8)		
Lack of purpose and conceptual understanding relating to school	I don't really know what it is(school)	8.36
Doesn't seem to dislike this school	<i>Which do you like best, or is it difficult to say because they are so different? It's difficult to say. Yeah. Ok, Umm, what are your teachers like here? Cool. Cool? Yeah. What's cool about them? They are funny. They're funny</i>	9.16
Struggling to think about how teachers might help – analysing the situation; changing subject to avoid this or struggle with attention control	<i>Ok, so they stop you getting into fights (teachers), how do they do that? Umm, they go like, I can't remember actually. Ok. Pizza slice is only 50p.</i>	9.25
Perhaps struggling to see the wider picture	<i>One thing that you think would make a massive difference or a bit of difference so that you wouldn't get any exclusions. What could they do? Err. It could be at home, it could be anything. It could be... I could have, a force field because when they try to punch me, I would go boing. I'd break their knuckles (ha, ha).</i>	10.15
Struggling to elaborate on what a future might look like	<i>..... so if you weren't playing football, do you think you would still be in school, do you think you'd be sixth form or..... Yeah, probably. Yeah. Cos when Joe Hart played for the team, the keeper, in the Premier league, he was like, for Shrewsbury Town, he was still in college.</i>	11.6
Academic self-concept (8)		
Stupid/uncool described as talking, which he later describes as himself	<i>What do you mean by that, if I was to come into a classroom, for example and look at what they were doing, what would they be doing? Talking, mostly.</i>	2.34
Teachers see him as 'brainy' – then goes onto say he's just good at maths; not good at 'the other stuff'.	<i>How would they describe you? Brainy. Brainy? OK. So, does that mean you are good at your lessons? I'm good at Maths, {...} but not good at the other stuff</i>	3.22
Quickly changed the subject from	<i>What's hard about English? Writing. I don't like writing, or typing. Typing? Ok, Ooh. I go on the internet and play on</i>	

writing – annoying to discuss?	the x-box?	5.36
Black and white views – what does this mean for him as a learner?	Stupid. Brainy and stupid.	
Struggled academically since transition to secondary	Umm, this school has got harder lessons and the other school has got easier lessons. <i>OK. What do you mean by that?</i> Umm, like Maths it's more easier, but here it is more harder	10.9
Maths harder – earlier described as biggest strength	he can teach maths really well. <i>Ooh, ok how does he manage to do that?</i> Umm he goads all of us to work hard, some of us don't listen and we get C1's. <i>C1's?</i> They're like consequences	10.39
Lack of self-regulation – needs constant refocusing and responds well to this		
Importance of having a split identity between home and school (4)		1.20
Confidence important as it allows him move away from younger identity (shy) –social growth	When I first came here I was shy and I'd just like stay in a corner and just read a book or something, but now I'm just out playing football, in the computer room and talking to my friends.	1.37
Sees former self as separate from current	Well when I was in year 7 I was a right nutcase; I brought a crow bar into school. <i>Did you, how come?</i> Because I got p'd off about something at home and I just brought it in. I ripped up all the fence and doors, I just didn't stop. <i>It sounds like things have turned around for you a lot since then...</i> Yeah I've settled down	2.2
School a safe, happy place (as no-one knows his history)	like I wasn't bad in school because I felt school was somewhere I could feel safe and secure and happy	2.10
Despite this close relationship, still likes to keep home and school very separate	<i>Has he talked to you about your mum (teacher he is close to) and things like that or you don't bring that up with anyone at school?</i> (shook head). <i>And is that really important to you that people don't know about your history?</i> Yeah.	3.19-20
Behaviour; emotional reactivity (1)		
Tiredness = antecedent to annoyance	Other days when I'm tired and just come back from a long day at school and I'm tired I've got quite a short fuse	
Contradiction when describing own emotional reactivity; high vs low	Yeah sometimes had a short fuse, to be honest I've got better; I'm normally not angry and annoyed, short fusey. I've got quite a long temper and a long fuse.	3.28
Personal space impinged upon	There was one at the end of last school year, not that one, I don't know when that one was, but one of them was for pushing and that and getting in my personal space.	1.27
Knows that relaxing helps him	Not really, I was just trying to relax and clear my head	1.35
Behaviour, teachers and emotional reactivity (2)		

Perception that teachers don't facilitate/support positive behaviour	<i>Do teachers help with that (behaviour)?</i> No.	3.21
Conscious thoughts to focus on being good – doesn't translate to behaviour	Try and be good (behaviour). <i>And if something annoys you, how do manage to carry on being good?</i> I don't	6.28
Sees some teachers as fairly positive – those that are less militant	They don't just tell you what to do all the time.	
Contradiction: Perception that she is the scapegoat for all bad behaviour vs admitting that sometimes she is doing something	Because she just like...if someone always does something she always thinks it's me. <i>That's annoying...why do you think she thinks it's you?</i> Because it normally is.	8.9 1.25
Enabled to stay in school by teachers giving her space, looking for positives	When the teacher's aren't all on my back or tell me what to do and that because that makes it worse. <i>So if teachers give you a bit of space...yeah.</i>	1.31-32
Cycle of being prompted, causing stress and behaviour likely to escalate.	It just makes me more naughty if they're like just telling me what to do and stuff. <i>How come?</i> It probably just gets me more stressed. <i>Do you think they think they're naughty, so you may as well be?</i> Yes.	3.34
Narrative of 'naughty' conformed to		
A fresh start every lesson required and helpful re behaviour	A fresh start every lesson required and helpful re behaviour	3.37
Behaviour, high emotional reactivity (6)		
Annoyed by name calling	They call me names and stuff... <i>Ok, like what?</i> Harry Potter and all that rubbish.	1.19
Struggle to restrain self – high emotional reactivity; leading to FTE	Probably, a couple of times I've had fights with them. <i>So, how's that ended up, what's happened?</i> I've been excluded.	1.26
Lack of restorative action within school	<i>And do they get the same punishment as well?</i> No, not really, because I was the one who started the fight, so...	
FTE for fighting (twice)	Umm, a couple of times it was for fighting (FTE)	1.34
The mention of bio Dad triggers emotions and violent reactions	he said something about my Dad and then he pushed me, so then I lost my temper and started punching him	1.41

➤ **Relatedness and belonging**

Relatedness and belonging (4,6)		
Protective value of friendship – sees his role as positive also	Yeah, we both influence each other really because he's shy and that and I'm the confident one and I get him out there and then he gives me the work.	1.32
Importance of belonging to a group	I just made friends; with Mike and then his friends and it just got bigger and bigger	1.39
Overall positive view of teachers, some 'moany'	<i>So, what are your teachers like?</i> Some can be moany, but most of them are really good	2.32
Finds silent working hard – enjoys social aspect	give us work but just like let us talk and that, but just make sure we have our work done. Some of the teachers make us work in silence, like 50 minutes in silence	4.18
Wanted accomplice in behaviour – need to be sociable/reassurance?	Because I don't want to be on my own cos I get bored, so I thought if I have someone with me it will be less boring and more fun	5.9-12
Desire to be sociable	but when I got suspended for 3 days I was just sat at home wanting to see my friends and go back to school	6.24
Friends unsure how to react – sensitive to issue	My friends were a bit wary because they knew I was having a hard time	7.17
Continuity of friendships have helped	but I still had the same friends.	7.22
Supportive and empathetic friends - happy to do different things with 'C'	but M and that were happy to just go up to the library and read. <i>That's useful to have some around who can do that with you.. so do you think he understood that's what you needed.</i> Yeah he understood I was having a hard time	7.30
Negative perception of a small group of peers	There are some kids who don't really like me and I don't really like them either, there dicks	8.11
Positive relationships with most of his peers (6)	Most of them are alright; I get along with most of them. <i>So, have you got some quite good friends? Yeah. Are they in a lot of your classes? Yeah. So, you like that side of things a lot of the time?</i> (nods).	2.14-15
Belongs to a group of peers	I don't know....me and him have like never got on and I've had a fight with him in the past.	5.11
Closeness and relatedness (3)		
Ambivalent towards teachers	They're alright	1.34
Perceives teachers to view him	Yes, positively (more) than negative (sic)	

positively		1.43
Teachers being interested in him would not help – perhaps he avoids closeness as a strategy to cope with the pain?	<i>Does it matter if they take an interest in you?</i> That wouldn't make any difference.	2.17
Peers aware why he is out of school – confides in a couple of peers	Most of the time they do. <i>How would they know?</i> Somebody would have already realised and a couple I usually tell.	4.10
Lack of dialogue between 'C' and teacher	It's usually 'oh, alright, go sit down, or something like that'.	4.18
Desire to belong and be sociable (5)	Because like at break time and stuff I'm just sat out in the car with one of my staff	2.23
Lack of socialisation with peers at break times	everybody plays football and stuff which only just started happening this year and I haven't got to use it yet	2.34
Feeling left out due to lack of access to being part of football game	so me and him have always kind of been together so we're quite close	2.38
Close relationship with boy at home – due to shared history	if I get on well with someone and I'm with them then that helps me behave cos like I just like having a good time with them	7.5
Getting on with someone helps behaviour – allows him to feel accepted/belong?	but there's no-one really here (school) to be honest	8.2
No-one who he can properly talk to at school – constantly surrounded by people but quite isolated emotionally	I'm not amazing at making new friends	8.23
Finds it difficult to make friends initially	but when I've normally got friends if we fall out then I can quite quickly make up back up	8.36
Falling out scary as means he may lose friends	kind of see it as my like social network kind of thing, like I can arrange to meet people and stuff like that	9.36
Facebook provides social contact	I have to walk like down the country roads and things to see my mates.	10.32
Winter means less likely to see friends - where he lives quite isolated		
Tension of needing behaviour support vs this leading to lack of meaningful interactions (5)	Because I get taken out at break and that because I always used to get in fights, but I feel like now I've kind of calmed down a bit and I just wanna be able to like see all my mates	

Frustration of being escorted to lessons and isolation from peers	and stuff without being having to be taken out	1.31
	so I never really get to see my mates.	1.40-41
Need to see peers repeated	yeah between lessons and also in the lessons there's also someone in there because obviously like when I'm bored I get like hyper	1.46
Not one part of the day is he away from staff - social implications?	they just like to help me with my behaviour	2.3
TA support for behaviour	to sit next to if you don't start doing your work or something. <i>So is that something that works for you do you think, having someone there?</i> Yeah I just don't really like because it makes me feel like I'm a bit special.	2.8 & 6.23
If not behaving well, proximity to TA will increase; sees the purpose of this, but speaks of stigmatising effect	Yeah I worry how people will perceive me because they see me being walked around by a TA	8.30
	I don't really know how I'm like Ali G, they're like 'Ali G, Ali G' and it really annoys me when they call me it.	9.1
Anxiety relating to others perception of self	the only time I do get to see most of my mates is when I go on the school bus in the mornings	1.27
Only time with peers is 20 minutes a day on school bus	when I first came in I didn't actually do the whole TA and support thing {...} and I was just like talking to my mates and making new friends	1.39
Constant TA support negatively effects friendships		
Relatedness and notions of safety (1)	say at home I've got a good head on	2.13
Refers to care home as 'home'	I shout at them and they listen	2.19
Contradiction (relating to above) of younger children listening/not listening to him	that sometimes the little kids have got more leeway because they're little and they don't know as much as you. <i>So who says that?</i> They don't say it, we all say it really. <i>You think that as well?</i> Yeah, for me it's fair because they're only little and they don't know what's right from wrong	2.22
Empathy and understanding		
Negative relationships (home)	or I get really angry and then as a joke she runs in I will jump out and shock her	2.24 & 6.36
Friendship is important with girl in the home of a similar age	We get on really well actually, really good friends. <i>How long have you lived together?</i> Only a couple of months	7.38

<p>Relatedness and belonging affected by being in care (8)</p>		
<p>Name calling related to being in care</p>	<p>Say I haven't got a home, or I'm a freak</p>	<p>11.12</p>
<p>Lived in children's home (for a year)</p>	<p><i>Ok. So what kind of rude stuff, you said before, you don't have a home. Yeah. At least I have a home, but I have to have two – my mum's house and my care home. So really it doesn't matter. No. And they say at least I have a better home.</i></p> <p><i>A children's home (I live){..} And how long have you lived at the children's home? A year. A year? And how is it? Fine. Yeah? How many people are there? (Pause) I'm just thinking. Yeah that's alright. Six. Six? So six children? Six children, there's me, George, a boy called 'T', a boy called Alex, four boys, two girls. {..}I get on with most of them, but not one of them, 'T'. He likes to annoy me.</i></p>	<p>1.21</p> <p>1.29</p>
<p>Believes he'll be in 'proper' home = currently lacking feelings of permanency/connectedness</p>	<p>I'll probably be in my proper home</p>	<p>2.1</p>
<p>Anxiety, anger relating to social interactions (linked to social development) (8)</p>		
<p>Says he 'would' get loads of friends; suggests he feels he wants more/doesn't have many currently</p>	<p>Yeah, cos then I would like get loads of friends</p>	<p>2.28</p>
<p>Asks me a question – wanting reassurance about friendships</p>	<p>Like you, you've got friends, haven't you?</p>	<p>3.6</p>
<p>Eager to talk about 'enemies'; contradicts before when he spoke of people talking to him.</p>	<p>I don't talk to them, they don't talk to me because I have got enemies.</p>	<p>4.3</p>
<p>Misunderstanding or genuine attempt to harm?</p>	<p>I was walking to my last class of the day, yeah, yeah, um the one he barged me, when I called him the p word and he nearly put me on the floor.</p>	<p>4.11</p>
<p>Fine 'actually', about coming to school – didn't used to be?</p>	<p><i>So how about school? Umm. How do you feel about coming to school? Fine actually.</i></p>	<p>7.4</p>
<p>FTE for violence towards his 'enemies'</p>	<p>Punching someone in the face and doing the same thing. <i>Punching two people in the face. Yeah. Ok. Why did you do that? Annoying me.</i></p>	<p>8.14</p>
<p>Difficulty with analysing social</p>	<p>Because when I was like putting my bag on the floor and then he puts his bag there. <i>Ok. Where my bag was and then I</i></p>	<p>10.22</p>

situations – high emotional reactivity	punched someone in the face and his glasses fell off (laughing)	
Unable to analyse social situations in the moment and change actions accordingly	Cos I get a reaction, then I just get into trouble	10.26
Lack of closeness to peers	<i>Did they ask you about it when you came back into school?</i> No, they didn't	10.27 11.1
Wants to be separated from 'enemies' (said this last, most important?); can't see how this could improve other than this	Put me in a separate class where I don't see my enemies.	11.4
Violent talk about 'enemies' – his way of dealing with fear/anxiety relating to this?	When I'm near them I like beat the crap out of them. Not always, I just punch them in the face	11.12
Relatedness and being listened to (7)	<i>Is there a difference between noisy and loud?</i> I think so, dunno, probably. I like making loads of noise	11.17
Incoherent sense of self	<i>Do other people like you making loads of noise? Sometimes, ok...why might they like you making loads of noise?</i> Ummm, I dunno.	1.2
Others sometimes like him making noise, unsure why	It's alright... <i>if you were to give it a number out of 10, 1 being I hate it, 10 being I love it, what would it be?</i> 7. <i>That's quite high...how could it become an 8?</i> I dunno. <i>Why is it alright, what is good about school?</i> Most of it. <i>So, your teachers, what are they like?</i> Alright...they're friendly.	1.4
Doesn't mind school; most aspects fine	It's nice in ****	1.14
Likes where he lives	You can get along with them well (teachers). And you can have fun with them, they can respect you.. <i>What do you mean by that?</i> Umm, I dunno, if you're feeling a bit down then they can try and cheer you up.	1.24
Respect means knowing him and making an effort to talk to him	Probably because they're tired	1.30
Tiredness given as a reason for someone speaking to him 'rubbishly' – external attribution of causation		2.17

Importance of being listened to and understood (4)		
Opportunity to talk to teachers	I'd go out of the lesson and they'd talk to me for the whole lesson. <i>And that's quite an effective strategy for you?</i> Yeah, just talking gets it all out really	2.41
Staff listening to him allows him to reflect and regulate feelings and thus behaviour; see him as a person, rather than based on academic achievement	Because I got p'd off about something at home and I just brought it in. I ripped up all the fence and doors	3.2
Home affecting school – physical violence	<i>How do you think you managed to stay in (school) then?</i> Because the teachers saw a bright side to me and so did my foster carers and I just stayed and they saw it	3.21
Teachers saw positive attributes; enabled him to stay in school	I get a time out card or they're gunna sort that out so I can go out of lessons when I feel like I'm getting annoyed	3.29
Time out to relax important; allows time to become less emotionally aroused	Mr **, just said just leave him, it's not worth it and stuff like that. <i>And did they listen?</i> Yeah.	3.41
Close relationship to one specific teacher – able to talk about everything – inappropriate contact?	just always put the kid first cos I know my older social worker put money before the kid, like her pay. <i>Really, ok...that's why I got a new social worker. What do you mean, could you say a bit more about that?</i> I had a woman called **she was absolutely useless at her job, she wouldn't do anything, just take her money and talk to me for like a minute and then go	8.5
School seemingly understood where 'C' is coming from on this		
Didn't feel like previous social worker really cared or listened to him	<i>So that annoys you and how would that help you stay in school?</i> Not like worrying about stuff outside of school, so like I'm happier at home and stuff	8.26
Voice not heard or consulted – lack of restorative perspective from school (6)		
Skips lessons as he needs time and space to relax	Just sit round outside {...} <i>So, it's somewhere where you just chill out actually?</i> Yeah.	9.12
Little/none dialogue with teachers re behaviour	<i>And do they ever talk to you about that, your teachers?</i> Not really	10.20
Warnings/punitive threats not helpful in changing behaviour within a class situation – too emotionally aroused?	They just threaten me with detention of something. <i>Is that helpful?</i> Not really. <i>What would be more helpful, do you think?</i> Dunno. <i>Do you think that sometimes you're maybe in a bit of a zone in terms of being disruptive and it's hard to snap out of that almost?</i> Yeah..	10.32
Child with autism protected, but LAC not protected in the same way – emotional	He has like autism or something, so they couldn't really do	

needs not understood?	anything	3.12
Misunderstanding started fight	Aah, he was in quite a bad mood and I was laughing and he thought I was laughing about him	4.1
Fear causing retaliation		4.4
Other fights – again perceived to be caused by a misunderstanding - 'H' the 'victim'; punished for high emotional reactivity	I was a bit shocked; at first I didn't know what to do	4.29
	I was just going round playing duck, duck goose and I hit this boy a bit too hard on the head and then I was sitting down he just came up to me and kicked me in the face, with like his shoes on. Then I like, I thought I'd broke my nose at first, it hurt a bit, and then I just got up and lost it	4.36
Believes self-defence, first FTE – had a significant impact at home; punishment reinforced; H's voice not heard here	I regretted it a little bit, but to me it is self-defence a little bit because it was the one where the boy had me up against the wall by the throat. <i>Did anything change at home, you talked about your mum?</i> Yeah she threatened to take me to church and take my X-Box away and banned from watching TV for a night.	4.37
FTE makes no difference to behaviour	<i>So, how did they make you act/change your behaviour, did it make difference?</i> No.	5.4
Feels voice is not important/heard – lack of restorative perspective from school (3)		
Likes maths – struggles to articulate why or see it's uses though 'I've been told' it can be; suggests he feels his voice isn't important?	What's good about maths? I dunno, it's just something	5.21
Uncomfortable in saying he 'apparently' hit a child; feels wronged by this situation	I, uhh, apparently hit a kid.	5.35
Unjust from his perspective; didn't see himself as hitting younger child		
Doesn't see eyewitnesses as valid evidence	It was someone in the year below. <i>So that must be really annoying if you didn't?</i> Yeah it is. <i>So, what was the evidence to suggest you did?</i> To be honest they've got none apart from people saying I did. <i>Ok, why do you think someone would say that?</i> Dislike me I suppose	1.24
Witnesses 'dislike' him – can't see why		
Importance of being listened to (1)		
Teacher's mindful and empathetic (x2)	Because I've had a lot of chances. <i>So, that helps when teachers give you chances?</i> Yeah, if I didn't have many chances I probably would have got a detention quite often. <i>Why do you think they give you chances?</i> Because they know I've got a hard time at home and they know I come to school a bit angry and all that and they think that I need more, not much but a bit more chances than others	3.5

<p>Talking to someone about experiences can help</p>	<p>because yeah.</p> <p>he normally talks to me about how I'm getting on, he signs my planner for me. He looks at it and makes sure I've got my homework done and is really helpful to me {...} if I'm upset he talks to me about why I'm upset and about football; I talk to him about football, we have a laugh.</p> <p>Well I think it's good that you're doing this project about people in care, I think it will help a lot of people to understand and actually think about their past. Actually talking like you have to me you can help them to be better in care and think it's ok</p>	<p>3.11</p> <p>3.12</p>
<p>Disempowerment of voice not being heard and listened to (5)</p> <p>Frustration and disempowered by social services</p>	<p>I kind of think like do things quicker. When like your waiting for something, you're trying to get hold of social worker or something then it just takes ages for things to happen, everything's so long winded and you're like waiting for ages just to try and get hold of something.</p>	<p>2.44</p>
<p>If felt more in control and listened to in social care side of things would be happier and less frustrated at school</p>	<p>And I don't mind like missing my calls for 2 days but I've been ringing her for 4 days now and it's just taking the mick. <i>So that annoys you and how would that help you stay in school?</i> Not like worrying about stuff outside of school, so like I'm happier at home and stuff.</p>	<p>3.10</p>

➤ **Attributions: locus, specificity and stability**

<p>Attributions; locus & stability (1,2,3,5)</p>		
<p>External locus (home relationships) (x2)</p>	<p>blamed for things I haven't done, but they say that's the way it is,</p>	<p>2.11</p>
	<p>You tell them not to do it and they say, 'ok', but then they go and do it and then that really annoys you when they do it</p>	<p>2.27</p>
<p>External attribution of causation (x2)</p>	<p>It was just like girls and boys getting on my nerves and I'm pushing them that and they get annoyed and tell and then I get excluded for annoying them and swearing at them</p>	<p>3.17</p>
	<p>but one of them was for pushing and that and getting in my personal space</p>	<p>3.33-4</p>
<p>Internal locus of control (behaviour)</p>	<p>just ignore them and walk off if they're just shouting or something</p>	<p>4.18</p>
<p>Acceptance of support/therapeutic input leading to internal locus of control</p>	<p>I haven't actually done it since then; I haven't had to walk away. {...} It was actually (useful). <i>What was good about it?</i> He just knew where I was coming from</p>	<p>4.27</p>
<p>Self as work in progress - internal locus</p>	<p>working should I say (FTE effect upon behaviour)</p>	<p>3.40</p>
<p>Stable attribution for parent contact</p>	<p>I see my mum 3 times a year and my Nan twice a year</p>	<p>4.38</p>
<p>Interesting perception that HE should have done something to stay with parents not other way around</p>	<p>Probably not because I was young when I left and I didn't really know, so I probably couldn't do anything no</p>	<p>4.36</p>
<p>External locus relating to behaviour (2)</p>	<p>if someone puts me in a bad mood.</p>	<p>1.9</p>
<p>Unable to analyse/see when she is able to control behaviour</p>	<p>I dunno it just happens</p>	<p>1.22</p>
<p>Able to analyse how behaviour situation could have been better</p>	<p>Walk away. <i>What do you mean?</i> Instead of getting myself in trouble, just leave it. <i>Is that something you feel you can do more now?</i> Yes. <i>What's allowed you to do that?</i> Yourself (sic)</p>	<p>2.28</p>
<p>External becoming internal locus re control of behaviour</p>		
<p>Slight contradiction – unsure whether he is able to do what he describes as a good student (3)</p>	<p><i>Do you find that easy to do?</i> I dunno</p>	<p>2.27</p>
<p>Internal locus relating to FTE</p>	<p>Yes I could stop the suspensions</p>	<p>3.30</p>

Contradiction of above; maybe can't stop FTE		
External attribution of causation	I don't know, umm, well probably won't be able to completely stop it	3.36
Recognises retrospectively process of behaviour cycle leading to him being sent out of class (5)	Well if I get caught having fag, I can't do nothing about it	3.32
Able to see negative affects of emotional arousal when wound up by others	that's why I get expelled and stuff because people wind me up	1.14
Unable to control anger	I'm normally like the instigator of like something stupid, like we all start like laughing at something and then like Miss gets annoyed and normally I get sent out.	1.25
External locus	I'm not really very good when I'm wound up	6.1
Anger at self	I'll just be like shut the f*** up' and then I'll get sent out and then I always get angry with myself because I let myself get to that stage when all I could have done is out my head on my table and not listen to it	6.7
A desire to be part of things and lack of confidence and trust from school staff	They were like you can't come in, I was like what, that's so unfair	6.18
Able to talk about outburst – surprise at not being sent home	but then I came down and I like talked about it. I'm surprised I didn't get sent home to be honest.	6.37
Feels he has progressed and that he's paying the price for past 'fighting'	but I feel like now I've kind of calmed down a bit and I just wanna be able to like see all my mates and stuff without being having to be taken out	1.35
External locus of control re circumstances - focused on the present	however much you moan it's not gunna change jack shit so what's the point of moaning	8.40
High emotional reactivity causing FTE's; letting peers get to him – external locus	letting something get to me and then just like telling the teacher to jog on.	9.10
Globality of FTE's	It's always me getting wound up and then like because it's always just because of fighting	9.28
Recognises a reason for his behaviour – that he's not happy	I think if anyone gets suspended it's not because they're happy is it, they must be either annoyed or upset or something that they've done something wrong	3.31
Trying to turn situation around – show that he should be in school; too late, leading to feelings of failure	because maybe if I show I'm putting in an effort maybe they'll think that actually this kid does wanna learn	3.28
Uncertain whether FTE has had effect on behaviour – sees self as calmer – learning to do this	Not really, well yeah. I think it has, I'm a bit more calm, and like I'm like I haven't really been getting into trouble and I'm kind of like learning just to chill out a bit	3.36
Internal locus of control regarding school		

conduct	going on and like maybe concentrate when it comes to it sort of things and stop being such an idiot all of the time	5.24
Recognises a line that he can stop from crossing – but that when he’s angry is unable to do that	Maybe knowing when I’m wrong and knowing right from wrong, like I know basic things like knowing right from wrong and stuff. <i>So, do you think you get to a point and you kind of know that you shouldn’t go any further? yeah, yeah. And that your able to do that sometimes? Yeah.</i> When I’m angry I don’t really do that. <i>Yes, ok.</i>	6.25
External locus becoming internal over time (4)		
Internal locus relating to attitude towards work	I just knuckled down and trying to do everything	8.28
Sees behaviour as different from 2 years ago	It’s acceptable; say this two years ago I was lucky to still be in this school.	3.31
Behaviour strategies in place – viewed positively	As long I go out the class and don’t disrupt everyone, then I get a place to chill out	3.36
Talk by foster Dad made him think of future and thus see the purpose of school more	GCSE’s don’t really get far nowadays do they. So if I can get them, go to college and go on from there	5.24
Improved behaviour = increased freedom at home	I’ve got some more privileges now, it was like a really tight schedule, we had to do dishes every night and work and then only have like half an hour on the Xbox, but now I can do what I want	6.25
Aspirations of being a social worker	Because I know other kids, like foster kids will be in my position when I’m younger and I can help and say, I’ve been through it, do this, don’t do that.	8.28
External locus relating to school experiences (6)		
Struggle to think about how things could improve (external locus)	I don’t know, we just never have since year 8. <i>And is that something because of you, or him? Because of me.</i>	1.38
FTE for defending himself – External locus	Yeah, and the only think I could do to get him off me was to punch him, so I punched him and afterwards I got excluded (laughs)	4.28
External locus relating to staying in school	<i>Do you think you’ll be able to do that (stay in school)?</i> I don’t know.	6.4
Controllability of staying in school	<i>what’s helped you stay in school so far?</i> Like teachers, stopping me from getting excluded.., trying to help me	6.6
Attributions and perceptions relating to behaviour (7,8)		
External attribution of causation (7)	Call me names and just wind me up.	1.39
Teachers calm him down and allow reflection	Try and calm me down...yeah. And try and talk through what happened and see what I can do next time to not do	

Behaves well when others are in good moods; external locus	it. People in good moods when they talk to me	2.2
Misreading of social situations? Talking like rubbish becomes, not getting his own way	Not getting my own way	2.12
Black and white again – ‘never’ listens in class. External locus re this (8)	I never listen in the class. <i>OK. Never? Never. I never listen. Ok, how come? Cos everyone’s chatting.</i>	2.16-23
Lots of punishments last term, low level behaviour	Last time I had 35 (consequences)	2.11
Not wanting to elaborate on ‘naughtiness’	I can’t remember now, because that was a year ago, last year	3.33
Globality of behaviour	Yeah, across all lessons	3.38
Suggests there was a build-up of incidents	Cos he annoys me, so I decided to annoy him.	3.38
Difficulty focusing on question – avoidance?	Is Arsenal near there. <i>No, Arsenal’s in London</i>	3.42
Teachers ‘stop’ him getting into fights	Umm stop me from, like getting into fights	4.28
Teachers recognise a clash with peer – stop them sitting next to each other	Stop me and him sitting near each other	5.7
Given warnings for behaviour prior to ‘concern’ point’	I’d get a warning	5.32
Not always given warning prompts for behaviour	<i>Yeah</i> or get sent out of the room and then I don’t get a C1	6.1
Global cause of FTE (annoying him) – external locus	Something general really. <i>Yeah, what do you mean by that? Like both annoying me.</i>	6.6
Stable FTE cause	It’s probably going to stay the same	6.11
Responds well to praise	<i>Right, so how does that make you feel? All those praise points? Happy. Yep</i>	7.8
Responds well to a humorous approach (within the interview)	<i>You come out of this room and you’ve got broken knuckles and people ask me what I’ve been doing [laughs].</i>	7.12
Internal locus regarding current behaviour – able to control his behaviour more	By ignoring people. <i>Yeah.</i> When they annoy me. When people try to speak to me in a bad sort of way.	8.23
Idea for future to allow him to switch off and calm down	I would just go in here and the x-box was here, if I had a game with me I’d go xx . <i>Ok, so that would help calm you down.</i>	8.27
Never discussed ‘fighting’ incidents with	No, no, I’m never allowed to go near them, ever. <i>Ok.</i>	

peers; not dealt with restoratively	They are my enemies.	8.30
Ambitions of policeman; likes the idea of power/control?	I could be a Policeman	10.25 11.4

➤ **Impact of FTE**

Effect of FTE (1,3,4,8)		5.22
Changed behaviour after FTE (4)	when I came back I thought 'this is not really worth it as I want my GCSE's'	
Easier to split off positive feelings towards excluded foster brother? Reduce negative feelings?	Funny, it's his fault as well; he's only year 10 as well so he's screwed up his whole life	5.33
Isolated from peers due to FTE – reminding him of his year 7 self?	but when I got suspended for 3 days I was just sat at home wanting to see my friends and go back to school	6.22
FTE affect upon whole family; foster carers stay home, surprise and disappointment at FTE	They were annoyed because they had work and had to stay behind and they were disappointed really because they wouldn't think I'd get suspended; but they didn't know what I was doing. When they found out they realised and they had a go at me.	7.15
FTE causing embarrassment with peers	<i>Did you feel any different?</i> Embarrassed. <i>In what way?</i> For what I'd done	7.24
Behaviour changed since FTE; regression to year 7 behaviour (previously described as undesirable) – not himself; easier to control?	Yeah it did change, I was really quiet and got back to like when I was in year 7	7.26
Able to see other perspective; side of FTE – aspects beyond his control, but could be controlled	as it was my fault and their fault; they annoyed me and I annoyed them	7.36
Retrospective understanding of FTE (1)		
Possible stigmatising effect of FTE	but like most people when you look back you say that's there's a good reason why you got excluded so that you can calm down for a couple of days	3.37
Did all work in 1 day – none for the rest of the period	No, they don't. If they do ask me I just say I'd been ill or something	4.2
FTE no incentive to stop smoking (3)	Yeah I did it all in the first day	4.12
Values fairness – an impact of injustice of FTE?	<i>Does it make you want to stop smoking?</i> No	1.21
Lack of attendance means current behaviour perceived as not good	Fair is important	1.40
Foster parents disappointed at FTE; able to be honest with them	At the moment it's not so good I'd say. <i>In what way?</i> Attendance is not as good as normal.	2.8
	They're usually disappointed and all	

FTE appears to make no difference – a break from school		2.46
Does no work at home during FTE	Yeah, just lay in, it's like an extra day so... <i>So, what do you do when you're at home, do you do any work?</i> Sleep, wake up, play on my play station, sleep again at night	3.20-22
Doesn't see purpose of FTE – rewarding for him if anything – no incentive to change behaviour		
School expect him to revise on FTE; doesn't do this – challenging authority through this	Not really, it's just an extra day off school for me to be honest.	3.26
Not affected by FTE	Umm no, but I think they expect me to be like revise for all my subjects and all, but I don't.	3.33
	I don't know, I don't see no change, there might be, but not that I know	
FTE had no effect on how he feels about behaviour – not learnt anything	<i>Do you still feel that was a good thing to do?</i> Yeah, it was actually, because he annoys me.	4.12
FTE causing isolation		4.35
Maybe doesn't want to talk about 2nd FTE incident; says he can't remember, but remembers who it involved	Umm, I missed all my friends	5.23
Bio mum very angry over FTE	Maybe doesn't want to talk about 2nd FTE incident; says he can't remember, but remembers who it involved	5.29
Contradicting what said before; perceives FTE to have improved behaviour		7.21
	Yeah, she knows about that but she was very angry.	8.19
	Yes, I've been getting less C1's	
Embarrassment and anger at self – exacerbated by FTE (5,6)		6.40
Embarrassment at lack of example towards younger children (5)		8.18
FTE meaning that not in lessons for 2 weeks – isolated socially	and they were year 7's as well, so it's not really a good way to act in front of them	
Lack of learning from FTE	so I was doing Monday-Wednesday and then Thursday's I wasn't in and then I think something was happening on the Friday	8.21
	don't even remember what I actually got expelled for	8.27
Thinks punishment fair (FTE), but overly punitive and meaning he's isolated	<i>Do you think that was fair?</i> Yeah..I don't think 5 days is fair cos like missing everybody for a whole week which I think's a bit harsh to be honest. <i>It's a long time yeah, especially if you're in SSC for another 5 days.</i> Yeah you never really get to see anybody	9.34
FTE having a negative emotional effect –		

feelings of isolation	<i>So how did it make you feel when you got sent home for 5 days?</i> I was kind of a bit upset, like I can't see my mates for ages	9.43
Bored when out of school (FTE) but quite isolated when in	Yeah I was just a bit, so bored. Because if you've been expelled then you're not allowed to do anything in my house	10.2
Lack of stimulation at home during FTE – boredom	like you're not allowed to watch TV until after school hours, so I was just so bored and I don't like being bored	10.12
		10.22
Home care staff annoyed due to FTE – double punishment?	The staff were a bit annoyed with me	10.41
Carers feel the day has to be boring when at home		2.22
FTE Friends disapprove of FTE behaviour	So they're kind of ignoring until the end of school hours...in a way of like they don't make my day interesting	5.17
Embarrassment of 'fighting' behaviour (6)		
Angry and remorseful at first FTE – bio mum also angry reinforcing these feelings; leading to helplessness and lack of motivation to regulate behaviour	They don't like think it's good or anything	5.19
	Probably, a couple of times I've had fights with them	
FTE 6 times last year; each leading to decline in motivation?	The first time I was a bit p'd off and my mum was like really angry at me. I regret it.	5.30
FTE causing stress at home	I got excluded 6 times last year. <i>Ok, so you regretted it; how else did you feel? After that first one, did you regret it so much or not really?</i> I regretted it a little bit,	5.33
		2.22
Guilt of punching someone with SEN	I used to say with my Nan a lot to give me and my mum a bit of rest, and like I wasn't allowed to stay with my Nan for a night or whatever.	2.28
FTE (2)	I felt quite bad for punching someone, especially someone with special needs.	
Can't see any benefits of FTE		
Watched TV during exclusion	<i>Did it help you in any way?</i> No. <i>How come?</i> Because it doesn't really do nothing just gets you out of school	
	<i>And you had to do work then? How did you occupy yourself then?</i> Watched TV.	

Appendix 2 – Example of IPA Analysis Process

Interviewee 6 (LAC) – Initial analysis

Describes self as loud, a little bit funny, likes sport

Lots of laughter – indicating that he is uncomfortable rather than actually finding this funny.

Teachers would describe him as naughty, loud and disruptive

Can't find anything positive

Disruptive in 'just' a couple of lessons

Difficulty with the work; gets sent out on purpose so doesn't have to do this

Struggles with maths and science

Internalised feelings of failure relating to maths competence

Doesn't feel understood and supported by math's teacher

Struggle to think about how things could improve (external locus)

Nicer maths teacher helps more.

His fault that maths teacher doesn't 'get on with him'

So, first of all Terry, how would you describe yourself? Umm, I'm not sure. So, if you were to say just 3 words? (silence) It's difficult to think about I know...yeah (continued silence). So, how about if I give you some options; would you say you are loud or quiet, or something in between? Loud. Would you say you are funny, or don't see yourself as that? A little bit funny, yeah. Do you like sport and things like that? Yeah. What sport do you like? Football. Do you have a team that you support? Man Utd. Oh no, it started so well! I'm a Liverpool fan so we'll leave that aside I think..oh (laughs). So, how do think one of your teachers might describe you if you had to pick one or two? Probably naughty and loud (laughs). Ok, anything else? Disruptive (laughs). Anything maybe a bit more positive? Not really (laughs). So, if I was to come into your class and I was to see what someone being disruptive is, what would I see? Like talking when the teachers talking, like shouting out, walking and running around the class and stuff. And are you disruptive in every lesson would you say? half of them? No, not all of them; just a couple. So why are you disruptive in a couple of lessons, what is it about those lessons that might make you disruptive? Like sometimes, I don't understand the work, I'll get sent out on purpose because I don't understand the work. So that you don't have to do it? Yeah.

Anything else, what lessons might you not understand the work in? Maths. Anything else? Science. What is it about those two that is difficult? I'm just rubbish at them. Have you always found them quite difficult? Yeah. Ok, and how would you describe the teachers, so your maths teacher, for example? What are they like? They're, umm..I've got two; one of them's alright but I don't get on with the other one. Why don't you get on with them? Dunno (laughs). So, do you think they know you find maths difficult and are quite supportive of that or not necessarily? Mmm, yeah not really. What could they do to be better and make maths better for you? Don't know. Ok, so you find maths hard, you like 1 teacher and you don't like the other one, the one which you don't really like, how could they become more like the one that you like? Mmm (silence). So, what's the 'nicer' teacher like? She like helps me more. Ok, so the other teacher doesn't help you? No, not really. Why do think that is? I think it's because we don't get on very well. How come? I don't know, we just never have since year 8. And is that something because of you, or him? Because of me. Ok, what do you think you do that means you don't get along? Be disruptive. Have you got any pets? Yeah. Ok, so if one of your pets could speak, I know they can't! but if they could how might they describe you? So what pets have you got? My foster carers, they've got 3 horses, cat, a dog, two guinea

Noisy as a construct of identity

Doesn't like school

School boring

Never liked school since year 3 due to difficulties with writing

Why does that year stick in his head? What does that correlate with in terms of his home life? Anything?

Writing 3/10

Gets along with most of peers

Has good friends

Annoyed by name calling – 'Terry Potter'

Struggle to restrain self – high emotional reactivity

Embarrassed to admit to fighting

Fights as a response to name calling, resulting in FTE – not dealt with restoratively

Enjoys PE and Drama – lessons where there is a no writing

Drama as a release and fun

Lack of strictness = good

pigs, a hamster, the daughter's got a hamster and I've got a hamster. Wow, you've got loads! Yeah. 3 horses, so do you ride them sometimes? Yeah. How about your hamster then, what would they say about you? I wake him up a lot. So you disturb his sleep (both laugh)! What kind of person would they say you are? Noisy, anything else? Would they say you look after them well not so much? Yeah, well.

What can you tell me about school? I don't like it. How come? It's boring. What do you mean by boring? I dunno, I've just never liked school really. Can you remember when that started? Year 3. Ok, what was it about year 3 that meant you didn't really like school? Just started doing proper work. So what don't you like about proper work? I just don't like writing. How do you feel about writing, if you were to give it a score out of 10 in terms of how good you are at it, what number would you give? 1 is the lowest, 10 the highest. Probably a 3. And have you always been a 3? Yeah. So you find it quite difficult? Yeah. So that essentially is one of the reasons why you don't like this school – what else? You've got to wake up early. Yes that's annoying...How about other people in your class or your year, what are they like? Most of them are alright; I get along with most of them. So, have you got some quite good friends? Yeah. Are they in a lot of your classes? Yeah. So, you like that side of things a lot of the time? (nods). Are there any people that you don't get on with so well? Yeah, there's a couple of people...What is it about them that means you don't really get on? They call me names and stuff...Ok, like what? Terry Potter and all that rubbish. And that annoys you? How come? They just know that they'll get a reaction out of me if they call me it. So, what happens, what do you do? Probably, couple of times I've had fights with them. So, how's that ended up, what's happened? I've been excluded. And do they get the same punishment as well? No, not really, because I was the one who started the fight, so...But that started because they started calling you names? Yeah. So, how do you feel about coming to school in the morning? You said, you don't like getting up; what's the first thing that goes through your head, other than 'oh, I've got to get up?' In terms of thinking about the day coming up, what else might go through your head? Umm, dunno. So, you're walking to school, out of 10 how happy would you say you are? How good are you feeling? It depends what the lessons are at school. Ok, so what's a good lesson for you? PE or drama. Out of 10 what would you give PE, in terms of how good you feel? What's so good about it? I just love sport really. And why is drama good? I've just always liked acting. Why do you like it? Dunno, it's just...Is it a release from other things? I suppose it's more fun as well, rather than just sitting down and writing. Ok, so there's no writing involved. So, what's your PE teacher like? He's alright. How come, what's good? He isn't like really, really strict. Anything else? I dunno.

Practical things would be good for him

Difficulty to see how writing aspect could be improved (external locus)

Sees behaviour at school as not good – misses lessons

Needs space and time to relax – sees he's too angry to go into certain lessons

Anticipation of the school day causing anxiety

Anxious about not being able to do the work

Annoyed teachers assume he doesn't want to learn – can't find another way to communicate this?

Teachers treating him in light of past dis-engaged behaviour

Perceives teachers as avoiding him

Doesn't know how to break the cycle; at the moment becoming disengaged and disruptive due to feelings of helplessness in lessons

Teachers send 'H' out to help calm down – sometimes helps as allows space (discussed earlier)

What do you think makes a good teacher, if you were to have your dream teacher? Talk about football a lot, not make us do any work. And what would they be like as a person? Funny, not strict. What's would someone be doing who's not strict, what kind of things would they say? Make you do loads of work...How about who's not strict? They would make you do work, but not loads of work...more practical stuff. They'd be quite funny. So, what about in the lesson if you had to write things down, how could they make that better? (silence). If it was this great teacher but unfortunately you had to do quite a lot of writing...I'd probably do it because like if we hadn't done it for a while...if it was just one time.

So, how is your behaviour at school? Not very good. What's not good about it? I don't go to lessons, I fight. So, what do you do instead of going to lessons? Just sit round outside. Are you on your own, or with someone else? Sometimes on my own. Is that certain lessons that you choose not to go to? It's just that if I feel like I'm going to have a bad day or angry or something like that then I won't go to it. So, it's somewhere where you just chill out actually? Yeah. And that's something you feel you need to do? Yeah. Why do you feel you might have a bad day sometimes? Is it something that happens, or you wake up and you..I don't know what's that about? (silence) So, do you ever miss lessons at the start of the day sometimes; just not go into them? (silence) So, what makes you think it's not going to be a good day there? Dunno, I work myself up to thinking it's not going to be bad, not a good day. So what kind of things might you be thinking about and are going through your head? Like sometimes, I just go to school just to wind up teachers (laughs). You do? Why is that fun? I really do it with teachers that I don't get on with...So do you wind up teachers by not going to the lesson? No, sometimes it's in the lesson...So, how about when you're not in the lesson – so you talked about working yourself up a bit; so what are you working yourself up about? Is it that you're going to find the lesson hard? Yeah, I find the lesson hard. And how would that you make you feel if the lesson is hard? Like p'd off (laughs). How come? Because like, most of the teachers know that I struggle with work and stuff and if they don't help me it annoys me. Why do you think a teacher might not help you? Because they think that I don't want to learn, because I've been naughty in the past. But you do want to learn? Yeah. So, you think that because you've done things in the past, I don't know, what do they do, avoid helping you? Sometimes they try and avoid me. How do you know that? They just like ignore me. And is that when you feel you're behaving well? Yeah, most of the time I try and be good, sometimes it's hard. What's hard? Is it because you find things quite boring and sometimes it's harder to do stuff that's not that easy? Yeah. Is it more fun to annoy teachers? Sometimes.

Little/none dialogue with teachers re behaviour

Warnings/punitive threats not helpful in changing behaviour within a class situation – by this time too emotionally aroused?

FTE for skipping lesson and behaviour before that

Excitement of skipping lesson – with 4 others; not good friends

FTE for fighting (twice)

FTE for defending himself – so unfair laughing.

Child with autism protected, but LAC not protected in the same way...

Misunderstanding started fight

Fear causing retaliation

Care history used against 'H' – this time school understood

The mention of Dad triggers emotions and violent reactions.

So, what do teachers do to help you with behaviour? If you're being disruptive as you described earlier, what do they do help you change from this? They might send me outside to calm down. Does that help? Sometimes. How does that help? (silence) Because it gives you a bit of space? Yeah. How else? Do you think about how you could have done things differently? Yeah sometimes. And do they ever talk to you about that, your teachers? Not really. Ok, anything else that teachers might do to help you with behaviour? Rather than sending you out, what might they do before you get sent out to help you not get sent out? They say..they just threaten me with detention of something. Is that helpful? Not really. What would be more helpful, do you think? Dunno. Do you think that sometimes you're maybe in a bit of a zone in terms of being disruptive and it's hard to snap out of that almost? Yeah. It's difficult when you get to a certain level, to come back down again isn't it. Yeah. Are there any triggers in misbehaviour, you've touched on this already? You've talked about someone calling you a name, you've talked about teachers ignoring you, about the fact that you might not like the lesson. Is there anything else that might cause you to not behave that well? No, I don't think so.

How about talking about 1 of the suspensions you've had; could you describe what happened in the last one? Oh, I didn't go to my lesson, so...and I've been quite naughty before so they sent me home because. So, where you hanging around the school when you didn't got to your lesson? I jumped over the gate. Ok, what did you do then? I just sat around. Was this with other people? Yeah. Who's idea was it to do that? My friends I think, I can't really remember (laughs). So, you thought it would be quite fun to miss a lesson? Yeah. Ok, so how long was your suspension for that? Just for a day. How many other people where there that skipped the lesson? I think there was about 4. Are they quite good friends, or not necessarily? They're not good friends, but they're friends. How about another time you've been suspended, is that a similar thing, not going to lessons? Umm, a couple of times it was for fighting. So, what was the fight about? I've been up against the wall getting strangled. You were? Yeah, and the only think I could do to get him off me was to punch him, so I punched him and afterwards I got excluded (laughs). So, what happened to the other boy? He has like autism or something, so they couldn't really do anything. What do you know about autism? They don't think about other people or something. Yes, they find it difficult to read other people's facial expressions and things like that ...Do, you think that was fair, even though he has autism? I suppose a little bit because I was the one who retaliated. How did it start in the first place? Aah, he was in quite a bad mood and I was laughing and he thought I was laughing about him, so...he just kind of started shouting at me. Was that quite scary? I was a bit shocked; at first I didn't know what to do...So have you fought with that boy before? I've had

Other fights – again perceived to be caused by a misunderstanding - 'H' the 'victim'; punished for high emotional reactivity

Previous fight related to history between the two perhaps?

Unsure of globality of FTE's

Angry and remorseful at first FTE – bio mum also angry

FTE 6 times last year

Believes self defence, first FTE – had a significant at home; punishment reinforced; Terry's voice not heard here

Sees self as different to rest of family – good vs bad

FTE causing stress at home (had to stay at home, not with Nan); positive relationship with Nan temporarily stopped – causing further anger

Guilt of punching someone with SEN

FTE no difference to behaviour

Other (bunking lessons) could be controlled

Some pressure from peers to skip lesson

1 more chance until permanent exclusion

another fight with him, yeah. *Why was that?* Umm, he said something about my Dad and then he pushed me, so then I lost my temper and started punching him. But I didn't get excluded for that...*how come?* Because like, even though he's got autism, they know what he's sort of like. And he starts on everyone, so...*So any other suspensions you've had, are they similar to that?* Yeah. *In what way, for fighting as well? With different people?*

So, what was one of the other fights about, for example? Ahh, it was in drama. I was just going round playing duck, duck goose and I hit this boy a bit too hard on the head and then I was sitting down he just came up to me and kicked me in the face, with like his shoes on. Then I like, I thought I'd broke my nose at first, it hurt a bit, and then I just got up and lost it. *I'm not surprised. So, did you hit him quite hard on purpose?* No, I was just going around and like duck, duck goose. *So, why do you think he got so annoyed then, because that's quite a strong reaction isn't it tapping someone on the head? Why do you think he did that?* I don't know....me and him have like never got on and I've had a fight with him in the past. *So, would you say what causes the suspensions changes or stays the same? It sounds like a lot of them are for fighting or missing lessons, but they're with different people as well, do you think it stays the same in terms of the cause or it does change a bit?* I'm not sure really.

So, how does it feel when you've been suspended? The first time I was a bit p'd off and my mum was like really angry at me. I regret it. *So, was that last year in year 7?* The first time I get excluded was last year; I got excluded 6 times last year. *Ok, so you regretted it; how else do you feel? After that first one, did you regret it so much or not really?* I regretted it a little bit, but to me it is self-defence a little bit because it was the one where the boy had me up against the wall by the throat. *Did anything change at home, you talked about your mum?* Yeah she threatened to take me to church and take my X-Box away and banned from watching TV for a night. *Is this your foster mum?* No, just my mum. *So she wasn't very happy at all?* No. *Was anyone else in your family at that point?* Yeah, because like all my family have been good at school and I've, I'm not really. *What things did other people say?* I used to say with my Nan a lot to give me and my mum a bit of rest, and like I wasn't allowed to stay with my Nan for a night or whatever. *So how did that make you feel?* P'd off because me and Nan get on quite good. *And where there any changes in your friendship group, did anyone say anything? When you came back into school, did you feel different in any way?* I felt quite bad for punching someone, especially someone with special needs. *So, how did they make you act/change your behaviour, did it make difference?* No.

External locus relating to staying in school

Controllability of staying in school – reliant on others; unsure whether this will take place

General observations:

Found it hard to talk about himself, to articulate his feelings.

*Seems like he doesn't really have anyone he can confide in or that takes the time to talk to him about his behaviour particularly in school. Although his last comments about Mr M** trying to help him is encouraging.*

Interesting that he talks about his Nan and birth Mum but not foster carers reactions to the suspensions. So does he still have regular contact with them?

Does he have any help at school with his writing? Seems if the writing were improved he might be able to concentrate better in lessons?

*Did you think what caused the suspensions, was that controlled by you or other people? I suppose it was me for agreeing to do it. So, imagine you hadn't gone with them, what would have happened then? I probably won't have got suspended. And what would the other boys have said? Don't know, probably said 'why didn't you come' or something. So, what has allowed you to stay in school and not be permanently excluded do you think? Umm, I don't know, but I've got like one more chance until I do get permanently excluded. So, does that mean if you get another suspension then you will get permanently excluded? Yeah. Who told you that? Ms ***, she's like the assistant principal. So, how does that make you feel because that's, well you can't do any of the things you have done it sounds like if you want to stay here. Do you think you'll be able to do that? I don't know. What's going to help you to do that – what's helped you stay in school so far? Like teachers, stopping me from getting excluded., trying to help me, like Mr May. So, what does Mr May do? He just talks to the principal and tries to help me.*

*Self as loud, a little bit funny,
sport important*

*Lots of laughter – indicating that
he is uncomfortable rather than
actually finding this funny.*

*Teachers would describe him as
naughty, loud and disruptive*

*Can't see that teacher's might see
him positively*

*Negative experiences in a couple
of lessons has a powerful effect
on self- concept as a learner*

*Difficulty with the work; gets sent
out on purpose so doesn't have to
do this*

Struggles with maths and science

*Internalised feelings of failure
relating to maths competence*

*Doesn't feel understood and
supported by math's teacher*

*Struggle to think about how
things could improve (external
locus)*

*Sees self as being at fault for poor
relationship with maths teacher*

2nd stage of IPA analysis (linguistic, conceptual, descriptive)

So, first of all Terry, how would you describe yourself? Umm, I'm not sure. So, if you were to say just 3 words? (silence) It's difficult to think about I know...yeah (continued silence). So, how about if I give you some options; would you say you are loud or quiet, or something in between? Loud. Would you say you are funny, or don't see yourself as that? A little bit funny, yeah. Do you like sport and things like that? Yeah. What sport do you like? Football. Do you have a team that you support? Man Utd. Oh no, it started so well! I'm a Liverpool fan so we'll leave that aside I think..oh (laughs). So, how do think one of your teachers might describe you if you had to pick one or two? Probably naughty and loud (laughs). Ok, anything else? Disruptive (laughs). Anything maybe a bit more positive? Not really (laughs). So, if I was to come into your class and I was to see what someone being disruptive is, what would I see? Like talking when the teachers talking, like shouting out, walking and running around the class and stuff. And are you disruptive in every lesson would you say? half of them? No, not all of them; just a couple. So why are you disruptive in a couple of lessons, what is it about those lessons that might make you disruptive? Like sometimes, I don't understand the work, I'll get sent out on purpose because I don't understand the work. So that you don't have to do it? Yeah.

Anything else, what lessons might you not understand the work in? Maths. Anything else? Science. What is it about those two that is difficult? I'm just rubbish at them. Have you always found them quite difficult? Yeah. Ok, and how would you describe the teachers, so your maths teacher, for example? What are they like? They're, umm...I've got two; one of them's alright but I don't get on with the other one. Why don't you get on with them? Dunno (laughs). So, do you think they know you find maths difficult and are quite supportive of that or not necessarily? Mmm, yeah not really. What could they do to be better and make maths better for you? Don't know. Ok, so you find maths hard, you like 1 teacher and you don't like the other one, the one which you don't really like, how could they become more like the one that you like? Mmm (silence). So, what's the 'nicer' teacher like? She like helps me more. Ok, so the other teacher doesn't help you? No, not really. Why do think that is? I think it's because we don't get on very well. How come? I don't know, we just never have since year 8. And is that something because of you, or him? Because of me. Ok, what do you think you do that means you don't get along? Be disruptive. Have you got any pets? Yeah. Ok, so if one of your pets could speak, I know they can't! but if they could how might they describe you? So what pets have you got? My foster carers, they've got 3 horses, cat, a dog, two guinea

Noisy as a construct of identity

Pathological view of disliking school

School not stimulating causing a lack of motivation

Never liked school since year 3 due to difficulties with writing

Why does that year stick in his head? What does that correlate with in terms of his home life? Anything?

Writing 3/10

Positive relationships with most of his peers

Belongs to a group of peers

Annoyed by name calling – ‘Terry Potter’

Struggle to restrain self – high emotional reactivity – lack of restorative action within school

Embarrassment of ‘fighting’ behaviour

Fights as a response to name calling, resulting in FTE – not dealt with restoratively

Freedom and enjoyment a result of lessons where there is no writing required

Drama as a release and fun

Struggles to see the purpose of school = lack of engagement and motivation

pigs, a hamster, the daughter’s got a hamster and I’ve got a hamster. *Wow, you’ve got loads! Yeah. 3 horses, so do you ride them sometimes? Yeah. How about your hamster then, what would they say about you? I wake him up a lot. So you disturb his sleep (both laugh)! What kind of person would they say you are? Noisy, anything else? Would they say you look after them well not so much? Yeah, well.*

What can you tell me about school? I don’t like it. How come? It’s boring. What do you mean by boring? I dunno, I’ve just never liked school really. Can you remember when that started? Year 3. Ok, what was it about year 3 that meant you didn’t really like school? Just started doing proper work. So what don’t you like about proper work? I just don’t like writing. How do you feel about writing, if you were to give it a score out of 10 in terms of how good you are at it, what number would you give? 1 is the lowest, 10 the highest. Probably a 3. And have you always been a 3? Yeah. So you find it quite difficult? Yeah. So that essentially is one of the reasons why you don’t like this school – what else? You’ve got to wake up early. Yes that’s annoying...How about other people in your class or your year, what are they like? Most of them are alright; I get along with most of them. So, have you got some quite good friends? Yeah. Are they in a lot of your classes? Yeah. So, you like that side of things a lot of the time? (nods). Are there any people that you don’t get on with so well? Yeah, there’s a couple of people...What is it about them that means you don’t really get on? They call me names and stuff...Ok, like what? Terry Potter and all that rubbish. And that annoys you? How come? They just know that they’ll get a reaction out of me if they call me it. So, what happens, what do you do? Probably, a couple of times I’ve had fights with them. So, how’s that ended up, what’s happened? I’ve been excluded. And do they get the same punishment as well? No, not really, because I was the one who started the fight, so...But that started because they started calling you names? Yeah. So, how do you feel about coming to school in the morning? You said, you don’t like getting up; what’s the first thing that goes through your head, other than ‘oh, I’ve got to get up?’ In terms of thinking about the day coming up, what else might go through your head? Umm, dunno. So, you’re walking to school, out of 10 how happy would you say you are? How good are you feeling? It depends what the lessons are at school. Ok, so what’s a good lesson for you? PE or drama. Out of 10 what would you give PE, in terms of how good you feel? What’s so good about it? I just love sport really. And why is drama good? I’ve just always liked acting. Why do you like it? Dunno, it’s just...Is it a release from other things? I suppose it’s more fun as well, rather than just sitting down and writing. Ok, so there’s no writing involved. So, what’s your PE teacher like? He’s alright. How come, what’s good? He isn’t like really, really strict. Anything else? I dunno.

Believes a more vocational, practical curriculum would suit him better

External locus relating to development of writing

Tendency to focus on negative aspects of school experience - external locus

Narrative very much focused on him being disruptive and 'naughty' within school

Misses lessons as needs time and space to relax

Anticipation of the school day causing anxiety

Anxious about not being able to do the work

Annoyed teachers assume he doesn't want to learn - can't find another way to communicate this other than being 'naughty'

Struggle to change narrative relating to behaviour - teachers contribute to this

Perceives teachers as avoiding him

Doesn't know how to break the cycle of behaviour; at the moment becoming disengaged and disruptive due to feelings of helplessness in lessons

Teachers send 'H' out to help calm down - sometimes helps as

What do you think makes a good teacher, if you were to have your dream teacher? Talk about football a lot, not make us do any work. And what would they be like as a person? Funny, not strict. What's would someone be doing who's not strict, what kind of things would they say? Make you do loads of work...How about who's not strict? They would make you do work, but not loads of work...more practical stuff. They'd be quite funny. So, what about in the lesson if you had to write things down, how could they make that better? (silence). If it was this great teacher but unfortunately you had to do quite a lot of writing...I'd probably do it because like if we hadn't done it for a while...if it was just one time.

So, how is your behaviour at school? Not very good. What's not good about it? I don't go to lessons, I fight. So, what do you do instead of going to lessons? Just sit round outside. Are you on your own, or with someone else? Sometimes on my own. Is that certain lessons that you choose not to go to? It's just that if I feel like I'm going to have a bad day or angry or something like that then I won't go to it. So, it's somewhere where you just chill out actually? Yeah. And that's something you feel you need to do? Yeah. Why do you feel you might have a bad day sometimes? Is it something that happens, or you wake up and you..I don't know what's that about? (silence) So, do you ever miss lessons at the start of the day sometimes; just not go into them? (silence) So, what makes you think it's not going to be a good day there? Dunno, I work myself up to thinking it's not going to be bad, not a good day. So what kind of things might you be thinking about and are going through your head? Like sometimes, I just go to school just to wind up teachers (laughs). You do? Why is that fun? I really do it with teachers that I don't get on with...So do you wind up teachers by not going to the lesson? No, sometimes it's in the lesson...So, how about when you're not in the lesson - so you talked about working yourself up a bit; so what are you working yourself up about? Is it that you're going to find the lesson hard? Yeah, I find the lesson hard. And how would that you make you feel if the lesson is hard? Like p'd off (laughs). How come? Because like, most of the teachers know that I struggle with work and stuff and if they don't help me it annoys me. Why do you think a teacher might not help you? Because they think that I don't want to learn, because I've been naughty in the past. But you do want to learn? Yeah. So, you think that because you've done things in the past, I don't know, what do they do, avoid helping you? Sometimes they try and avoid me. How do you know that? They just like ignore me. And is that when you feel you're behaving well? Yeah, most of the time I try and be good, sometimes it's hard. What's hard? Is it because you find things quite boring and sometimes it's harder to do stuff that's not that easy? Yeah. Is it more fun to annoy teachers? Sometimes.

Little/none dialogue with teachers re behaviour

Warnings/punitive threats not helpful in changing behaviour within a class situation – by this time too emotionally aroused?

FTE for skipping lesson and behaviour before that

Excitement of skipping lesson – with 4 others; not good friends

FTE for fighting (twice)

FTE for defending himself – so unfair, laughing – External locus

Child with autism protected, but LAC not protected in the same way – emotional needs not understood?

Misunderstanding started fight

Fear causing retaliation

Care history used against 'H' – this time school understood

The mention of bio Dad triggers emotions and violent reactions.

So, what do teachers do to help you with behaviour? If you're being disruptive as you described earlier, what do they do help you change from this? They might send me outside to calm down. Does that help? Sometimes. How does that help? (silence) Because it gives you a bit of space? Yeah. How else? Do you think about how you could have done things differently? Yeah sometimes. And do they ever talk to you about that, your teachers? Not really. Ok, anything else that teachers might do to help you with behaviour? Rather than sending you out, what might they do before you get sent out to help you not get sent out? They say..they just threaten me with detention of something. Is that helpful? Not really. What would be more helpful, do you think? Dunno. Do you think that sometimes you're maybe in a bit of a zone in terms of being disruptive and it's hard to snap out of that almost? Yeah. It's difficult when you get to a certain level, to come back down again isn't it. Yeah. Are there any triggers in misbehaviour, you've touched on this already? You've talked about someone calling you a name, you've talked about teachers ignoring you, about the fact that you might not like the lesson. Is there anything else that might cause you to not behave that well? No, I don't think so.

How about talking about 1 of the suspensions you've had; could you describe what happened in the last one? Oh, I didn't go to my lesson, so...and I've been quite naughty before so they sent me home because. So, where you hanging around the school when you didn't get to your lesson? I jumped over the gate. Ok, what did you do then? I just sat around. Was this with other people? Yeah. Who's idea was it to do that? My friends I think, I can't really remember (laughs). So, you thought it would be quite fun to miss a lesson? Yeah. Ok, so how long was your suspension for that? Just for a day. How many other people were there that skipped the lesson? I think there was about 4. Are they quite good friends, or not necessarily? They're not good friends, but they're friends. How about another time you've been suspended, is that a similar thing, not going to lessons? Umm, a couple of times it was for fighting. So, what was the fight about? I've been up against the wall getting strangled. You were? Yeah, and the only think I could do to get him off me was to punch him, so I punched him and afterwards I got excluded (laughs). So, what happened to the other boy? He has like autism or something, so they couldn't really do anything. What do you know about autism? They don't think about other people or something. Yes, they find it difficult to read other people's facial expressions and things like that ...Do, you think that was fair, even though he has autism? I suppose a little bit because I was the one who retaliated. How did it start in the first place? Ahh, he was in quite a bad mood and I was laughing and he thought I was laughing about him, so...he just kind of started shouting at me. Was that quite scary? I was a bit shocked; at first I didn't know what to do...So have you fought with that boy before? I've had

Other fights – again perceived to be caused by a misunderstanding - 'H' the 'victim'; punished for high emotional reactivity

History of tension between same peer

Unsure of globality of FTE's

Angry and remorseful at first FTE – bio mum also angry reinforcing these feelings; leading to helplessness and lack of motivation to regulate behaviour

FTE 6 times last year; each leading to decline in motivation?

Believes self-defence, first FTE – had a significant impact at home; punishment reinforced; Terry's voice not heard here

Sees self as different to rest of family – good vs bad narrative

FTE causing stress at home (had to stay at home, not with Nan); positive relationship with Nan temporarily stopped – causing further anger

Guilt of punching someone with SEN

FTE no difference to behaviour

Internal locus re other behaviours

Some pressure from peers to skip lesson

1 more chance until permanent exclusion

another fight with him, yeah. *Why was that?* Umm, he said something about my Dad and then he pushed me, so then I lost my temper and started punching him. But I didn't get excluded for that...*how come?* Because like, even though he's got autism, they know what he's sort of like. And he starts on everyone, so...*So any other suspensions you've had, are they similar to that?* Yeah. *In what way, for fighting as well? With different people?*

So, what was one of the other fights about, for example? Ahh, it was in drama. I was just going round playing duck, duck goose and I hit this boy a bit too hard on the head and then I was sitting down he just came up to me and kicked me in the face, with like his shoes on. Then I like, I thought I'd broke my nose at first, it hurt a bit, and then I just got up and lost it. *I'm not surprised. So, did you hit him quite hard on purpose?* No, I was just going around and like duck, duck goose. *So, why do you think he got so annoyed then, because that's quite a strong reaction isn't it tapping someone on the head? Why do you think he did that?* I don't know....me and him have like never got on and I've had a fight with him in the past. *So, would you say what causes the suspensions changes or stays the same? It sounds like a lot of them are for fighting or missing lessons, but they're with different people as well, do you think it stays the same in terms of the cause or it does change a bit?* I'm not sure really.

So, how does it feel when you've been suspended? The first time I was a bit p'd off and my mum was like really angry at me. I regret it. *So, was that last year in year 7?* The first time I get excluded was last year; I got excluded 6 times last year. *Ok, so you regretted it; how else did you feel? After that first one, did you regret it so much or not really?* I regretted it a little bit, but to me it is self-defence a little bit because it was the one where the boy had me up against the wall by the throat. *Did anything change at home, you talked about your mum?* Yeah she threatened to take me to church and take my X-Box away and banned from watching TV for a night. *Is this your foster mum?* No, just my mum. *So she wasn't very happy at all?* No. *Was anyone else in your family at that point?* Yeah, because like all my family have been good at school and I've, I'm not really. *What things did other people say?* I used to say with my Nan a lot to give me and my mum a bit of rest, and like I wasn't allowed to stay with my Nan for a night or whatever. *So how did that make you feel?* P'd off because me and Nan get on quite good. *And where there any changes in your friendship group, did anyone say anything? When you came back into school, did you feel different in any way?* I felt quite bad for punching someone, especially someone with special needs. *So, how did they make you act/change your behaviour, did it make difference?* No.

External locus relating to staying in school

Controllability of staying in school – reliant on others; unsure whether this will take place

General observations:

Found it hard to talk about himself, to articulate his feelings.

*Seems like he doesn't really have anyone he can confide in or that takes the time to talk to him about his behaviour particularly in school. Although his last comments about Mr M** trying to help him is encouraging.*

Learning and written side of school clearly a struggle and causes significant anxiety; centring to a sense of currently being overwhelmed and an external locus

*Did you think what caused the suspensions, was that controlled by you or other people? I suppose it was me for agreeing to do it. So, imagine you hadn't gone with them, what would have happened then? I probably won't have got suspended. And what would the other boys have said? Don't know, probably said 'why didn't you come' or something. So, what has allowed you to stay in school and not be permanently excluded do you think? Umm, I don't know, but I've got like one more chance until I do get permanently excluded. So, does that mean if you get another suspension then you will get permanently excluded? Yeah. Who told you that? Ms ***, she's like the assistant principal. So, how does that make you feel because that's, well you can't do any of the things you have done it sounds like if you want to stay here. Do you think you'll be able to do that? I don't know. What's going to help you to do that – what's helped you stay in school so far? Like teachers, stopping me from getting excluded., trying to help me, like Mr May. So, what does Mr May do? He just talks to the principal and tries to help me.*

3rd stage of analysis - Initial clustering of themes (emboldened chosen for formal (clustering of) themes):

Self as loud, a little bit funny, sport important

Lots of laughter – indicating that he is uncomfortable rather than actually finding this funny.

Teachers would describe him as naughty, loud and disruptive

Can't see that teacher's might see him positively

Negative experiences in a couple of lessons has a powerful effect on self- concept as a learner

Difficulty with the work; gets sent out on purpose so doesn't have to do this

Struggles with maths and science

Internalised feelings of failure relating to maths competence

Doesn't feel understood and supported by math's teacher

Struggle to think about how things could improve (external locus)

Nicer maths teacher helps more.

Sees self as being at fault for poor relationship with maths teacher

Noisy as a construct of identity

Pathological view of disliking school

School not stimulating causing a lack of motivation

Never liked school since year 3 due to difficulties with writing

Why does that year stick in his head? What does that correlate with in terms of his home life? Anything?

Writing 3/10

Positive relationships with most of his peers

Belongs to a group of peers

Annoyed by name calling – 'Harry Potter'

Struggle to restrain self – high emotional reactivity – lack of restorative action within school

Embarrassment of 'fighting' behaviour

Fights as a response to name calling, resulting in FTE – not dealt with restoratively

Freedom and enjoyment a result of lessons where there is no writing required

Drama as a release and fun

Struggles to see the purpose of school = lack of engagement and motivation

Believes a more vocational, practical curriculum would suit him better

External locus relating to development of writing

Tendency to focus on negative aspects of school experience - external locus

Narrative very much focused on him being disruptive and 'naughty' within school

Needs space and time to relax – sees he's too angry to go into certain lessons

Anticipation of the school day causing anxiety

Anxious about not being able to do the work

Annoyed teachers assume he doesn't want to learn – can't find another way to communicate this other than being 'naughty'

Struggle to change narrative relating to behaviour – teachers contribute to this

Perceives teachers as avoiding him

Doesn't know how to break the cycle of behaviour; at the moment becoming disengaged and disruptive due to feelings of helplessness in lessons

Little/none dialogue with teachers re behaviour

Warnings/punitive threats not helpful in changing behaviour within a class situation – by this time too emotionally aroused?

FTE for skipping lesson and behaviour before that

Excitement of skipping lesson – with 4 others; not good friends

FTE for fighting (twice)

FTE for defending himself – so unfair, laughing – External locus

Child with autism protected, but LAC not protected in the same way – emotional needs not understood?

Misunderstanding started fight

Fear causing retaliation

Care history used against 'H' – this time school understood

The mention of bio Dad triggers emotions and violent reactions.

Other fights – again perceived to be caused by a misunderstanding - ‘H’ the ‘victim’; punished for high emotional reactivity

History of tension between same peer

Unsure of globality of FTE’s

Angry and remorseful at first FTE – bio mum also angry reinforcing these feelings; leading to helplessness and lack of motivation to regulate behaviour

FTE 6 times last year; each leading to decline in motivation?

Believes self-defence, first FTE – had a significant impact at home; punishment reinforced; Harry’s voice not heard here

Sees self as different to rest of family – good vs bad narrative

FTE causing stress at home (had to stay at home, not with Nan); positive relationship with Nan temporarily stopped – causing further anger

Guilt of punching someone with SEN

FTE no difference to behaviour

Internal locus re other behaviours

Some pressure from peers to skip lesson

1 more chance until permanent exclusion

External locus relating to staying in school

Controllability of staying in school – reliant on others; unsure whether this will take place

4th stage of analysis - Formalised clustering of themes

- **Embarrassment and anger at self - exacerbated by FTE**

Embarrassment of ‘fighting’ behaviour 2.22

Angry and remorseful at first FTE – bio mum also angry reinforcing these feelings; leading to helplessness and lack of motivation to regulate behaviour 5.17

FTE 6 times last year; each leading to decline in motivation? 5.19

FTE causing stress at home 5.30

Guilt of punching someone with SEN 5.33

- **Lacking feelings of competence, enjoyment and stimulation at school, leading to seeking out more ‘exciting’ experiences**

School not stimulating causing a lack of motivation 2.3

Never liked school since year 3 due to difficulties with writing - Why does that year stick in his head? What does that correlate with in terms of his home life? Anything? 2.6

Writing 3/10 2.10

Struggles to see the purpose of school = lack of engagement and motivation 2.40

Excitement of skipping lesson – with 4 others; not good friends 4.20

Negative experiences in a couple of lessons has a powerful effect on self- concept as a learner 1.16

Difficulty with the work; gets sent out on purpose so doesn't have to do this 1.18

Struggles with maths and science 1.24-26

Internalised feelings of failure relating to maths competence 1.24

Doesn't feel understood and supported by math's teacher in a couple of lessons 1.29

Freedom and enjoyment a result of lessons where there is no writing required 2.36

Drama as a release and fun 2.30

Believes a more vocational, practical curriculum would suit him better 3.3

External locus relating to development of writing 3.25

Anxious about not being able to do the work 3.34

Doesn't know how to break the cycle of behaviour; at the moment becoming disengaged and disruptive due to feelings of helplessness in lessons 3.38

Anticipation of the school day causing anxiety 3.16

- **External locus of control relating to school experiences**

Struggle to think about how things could improve (external locus) 1.31 (not used)

Sees self as being at fault for poor relationship with maths teacher 1.38

FTE for defending himself – so unfair, laughing – External locus 4.28

External locus relating to staying in school 6.4

Controllability of staying in school – reliant on others; unsure whether this will take place 6.6

- **Narrative as 'disruptive' difficult to change**

Self as loud, a little bit funny, sport important 1.4

Teachers would describe him as naughty, loud and disruptive 1.10

Can't see that teacher's might see him positively 1.11-12

Noisy as a construct of identity 2.1

Pathological view of disliking school 2.4

Narrative very much focused on him being disruptive and 'naughty' within school 3.6

Annoyed teachers assume he doesn't want to learn – can't find another way to communicate this other than being 'naughty' 3.29

Struggle to change narrative relating to behaviour – teachers contribute to this 3.34

Perceives teachers as avoiding him 3.33

Sees self as different to rest of family – good vs bad narrative 5.27

Tendency to focus on negative aspects of school experience - external locus 3.7

- **Voice not heard or consulted – lack of restorative perspective from school**

Warnings/punitive threats not helpful in changing behaviour within a class situation – by this time too emotionally aroused? 4.4

Little/none dialogue with teachers re behaviour 4.1

Believes self-defence, first FTE – had a significant impact at home; punishment reinforced; Harry's voice not heard here 5.21

Child with autism protected, but LAC not protected in the same way – emotional needs not understood? 4.29

FTE no difference to behaviour 5.35

Misunderstanding started fight 4.36 (not used)

Fear causing retaliation 4.37

Care history used against 'H' – this time school understood 4.41

Other fights – again perceived to be caused by a misunderstanding - 'H' the 'victim'; punished for high emotional reactivity 5.4

Skips lessons as he needs time and space to relax 3.12

- **Behaviour, high emotional reactivity**

The mention of bio Dad triggers emotions and violent reactions 4.41

FTE for fighting (twice) 4.25

Fights as a response to name calling, resulting in FTE 2.29

Struggle to restrain self – high emotional reactivity 2.21

Lack of restorative action within school 2.24-25

Annoyed by name calling – 'Harry Potter' 2.19

- **Relatedness and belonging**

Positive relationships with most of his peers 2.14

Belongs to a group of peers 2.15

History of tension between same peer 5.11

Appendix 3 – Interview schedule for LAC

Briefing

- a) Purpose of the research, my role
- b) Recording, what will happen to the interview and report
- c) Informed consent (confidentiality, anonymity, right to withdraw etc.
- d) Explanation of interview format

- **Personality/self-perception**

How would you describe yourself?

How would teachers describe you?

- **School**

What can you tell me about school?

How do you feel about it coming to school?

What are your teacher's like?

What makes a good teacher?

- **Behaviour**

How is your behaviour in school?

What do teacher's do to help you with (with behaviour?)

What helps you to behave well?

Triggers in mis-behaviour?

- **Nature of FTE**

Description of events

What happened, who was involved?

Similarities between FTE's? Differences? Is the FTE caused by something specific or general? (**Specificity**)

Is what caused the FTE something that changes or stays the same? (**Stability**)

- **Affect of FTE's**

How did it make you feel?

Family – did anything change at home?

Friends/peer group – changes?

Differences upon return to school?

Have there been any changes in your behaviour since the FTE?

What in your view were the causes of the FTE?

Can what caused the FTE be controlled? By you? Others? **(Controllability)**

- What has enabled you to stay in school and not be permanently excluded?

If you could give a message to the people in charge about how they can help children in care not get FTE, what would it be?

What are your hopes for the future? Where do you see yourself in 5 years?

Debrief

- a) Option to see and comment on the transcript
- b) Option to meet again to review / add to
- c) Option to have copy of the report
- d) How was the interview?

Appendix 4 – Further themes and analysis relating to LAC interviews (study 1)

This appendix includes quotes and analysis relating to the interviews with the LAC. They can be viewed as an expansion of those discussed in the results section and would benefit from being read together for completeness.

Social, emotional and behavioural needs; affected by being in care

Interviewee 4 talked early on within the interview about his early days of being in care and the difficulties with his first foster placement:

“I did have one (foster placement) before this, but it didn’t really work out. How come? Because I was always catching a bus and running off and just going to my mums because I was in London. So, do you still have contact with your mum? Yeah. How often do you see her? About 3 times a year and then I’ll see other family in between. That’s good; do you find it difficult not seeing her more? Sometimes, but when I see her over a period then you talk about lots, you don’t just sit there in awkward silence, it’s easier” (interviewee 4)

Interviewee 4’s extract (above) also suggests a desire to see his biological mother more, but also implies that there is currently a lack of closeness and that the irregularity of contact means this can be awkward. Towards the end of the interview interviewee 4 spoke candidly about experiences that had caused him to become extremely angry and violent; this was a direct consequence of factors being used against him for being in care.

A reoccurring sub-theme within this superordinate theme was one of the LAC not being stimulated enough at school, and this leading to them seeking out more ‘exciting’ experiences to replace certain difficulties (often learning) and an ambivalence towards school. A lack of self-regulation in relation to learning, behaviour and processing emotions appeared to be at the root of this sub-theme. Also feelings of inadequacy and subsequent frustration were described. The form in which these thoughts and feelings manifested themselves varied greatly, as explored below.

A lack of self-regulation and purpose (sub-theme):

“it’s just that I’ll kind of like put my hands in my pockets, just keep myself doing something because I can’t just sit there, I’m just like always moving around and playing with my bus card or something like that” (interviewee 5)

“The teachers are good, just like in textiles I’ve lost interest doing it and for ICT just don’t see the interest (sic)” (interviewee 3)

In the case of interviewee 3, this meant that he missed these lessons, which was the primary reason for him receiving FTEs.

Feelings of inadequacy (sub-theme):

“What can you tell me about school? I don’t like it. How come? It’s boring. What do you mean by boring? I dunno, I’ve just never liked school really. Can you remember when that started? Year 3. What was it about year 3 that meant you didn’t really like school? Just started doing proper work. So what don’t you like about proper work? I just don’t like writing..... Like sometimes, I don’t understand the work, I’ll get sent out on purpose because I don’t understand the work. So that you don’t have to do it? Yeah” (interviewee 6)

Interviewee 4’s feelings of inadequacy (below) and the public arena of this (the class) appeared to make him reluctant to utilise all the support available to him:

“I did have support [with learning] but I got fed up with it. Because I know I can spell ‘the’ and ‘when’. But ‘pathetic’ and that; words you’ll normally use I just look them up on my phone if I can’t spell them; I just go on my phone and spell check, so that’s what I do” (interviewee 4)

Lack of self-regulation meant that for most of the interviewees there was a lack of analysis, particularly regarding certain social situations. The combination of this appears to be a contributory factor to all of the interviewees displaying high levels of emotional reactivity:

“Because when I was like putting my bag on the floor and then he puts his bag there. Ok...Where my bag was and then I punched someone in the face and his glasses fell off (laughing) Ok... That was really funny. I was thinking to myself ‘that felt good’” (interviewee 8)

“They just know that they’ll get a reaction out of me if they call me it. So, what happens, what do you do? Probably, a couple of times I’ve had fights with them” (interviewee 6)

“So, how is your behaviour in school and remember I don’t know anything about it (interrupted) Sometimes it’s up and sometimes it’s down. If I’m in a bad mood, I kick off and destroy the room” (interviewee 7)

Feelings of inadequacy (sub-theme)

“I’m good at Maths. Good at Maths, Ok... But not good at the other stuff. What do you find a bit harder? English. What’s hard about English? Writing. I don’t like writing” (interviewee 8)

Lack of self-regulation meant that for most of the interviewees there was a lack of analysis, particularly regarding certain social situations. The combination of this appears to be a contributory factor to all of the interviewees displaying high levels of emotional reactivity:

“Like Mrs P, I just put my headphones in and she had a go at me and sent me out, so I just called her loads of names” (interviewee 4)

“I react badly if someone like offends me. I normally like hit them or something” (interviewee 5)

Interviewee 5 spoke of a close and long lasting relationship in his care home:

“He came about 3 months after me, so me and him have always kind of been together so we’re quite close” (interviewee 5)

Due to interviewee 5’s behavioural needs (and subsequently his constant TA supervision and support, including at break times, which were taken separately to his peers), within school there was a distinct lack of relatedness and belonging here, appearing to have a profound effect on his feelings towards school:

Relatedness and belonging

“Cos like I get a good 20 minutes of chatting to my mates then and I get to see them for a while so that’s alright. So, that’s the only actual time I get to spend time with my mates (during the school day)”

“Yeah, just like I don’t really like school because I get walked around by TAs and never really get to see my mates, so never really have that sort of break-up of the day” (both interviewee 5)

Empowerment/disempowerment of voice being heard (sub-theme)

To the same question, interviewee 5 gave the following response:

*“I kind of think like do things quicker. When like you’re waiting for something, you’re trying to get hold of your social worker or something then it just takes ages for things to happen, everything’s so long winded and you’re like waiting for ages just to try and get hold of something. **For what kind of things?** Like, I’m trying to get hold of my social worker just to speak to her, but she’s never in the office and my mums (biological) texted her and everything but she still hasn’t rung back and my mum text her on last Sunday and she still hasn’t got back to anyone, so it’s just so annoying that like she’s here for me so why isn’t she doing it. And I don’t mind like missing my calls for 2 days but I’ve been ringing her for 4 days now and it’s just taking the mick. **So that annoys you and how would that help you stay in school?** Not like worrying about stuff outside of school, so like I’m happier at home and stuff” (interviewee 5)*

The following is an example of where the LAC felt supported and listened to; making a significant difference to their experience of school:

*“They’re the ones I feel I can talk to. **So, that’s why you like them** (interrupted) because I can talk to them. **Would that be in the lesson or outside?** Whenever, literally like now or after school or something we’ll just talk...Yeah.[...] I’d go out of the lesson and they’d talk to me for the whole lesson. And that’s quite an effective strategy for you? Yeah, just talking gets it all out really” (interviewee 4)*

Attributions: locus and specificity

*“Sometimes I do enjoy it a lot there (at his care home), but sometimes I get a bit fed up and swear about it and say that it’s a really rubbish place. **Why do you get like that?** Because I just get fed up eventually at being nice to the little ones and I can’t just stay away when they follow you. At home it can get pretty annoying when they do something over and over and over again” (interviewee 1)*

“but I just can’t do it – he’ll help me in some places and my helper will help me, but I’m like I can’t do it” (interviewee 4)

“Probably if I’m like in a bad mood and someone’s annoyed me and it will like set me off for the whole day. Why might you be in a bad mood? Dunno, if someone puts me in a bad mood”. (interviewee 2)

"I don't know, umm, well probably won't be able to completely stop it (FTEs), but probably try not to. Why do you say you couldn't completely stop it? Cos, I dunno, I end up doing something once in a while stupidly and then get caught and get sent home". (interviewee 3)

The extract from interviewee 5 encapsulates the difficulties of putting thoughts into action, but also demonstrates feelings of control over these situations to an extent. This appears to have reduced the frequency of negative behaviours:

"What have you learnt to help you? I dunno really, just like, I don't know, just like be more aware of what's going on and like maybe concentrate when it comes to it sort of things and stop being such an idiot all of the time, like there's a time and a place sort of thing. What do you think has managed to keep you in school, how have you done that? Maybe knowing when I'm wrong and knowing right from wrong, like I know basic things like knowing right from wrong and stuff. So, do you think you get to a point and you kind of know that you shouldn't go any further? yeah, yeah. And you're able to do that sometimes? Yeah. When I'm angry I don't really do that" (interviewee 5)

Impact of Fixed Term Exclusion

"Do you think that was fair? Yeah..I don't think 5 days is fair cos like missing everybody for a whole week which I think's a bit harsh to be honest. It's a long time yeah, especially if you're in SSC for another 5 days. Yeah you never really get to see anybody. And apart from, the only time I do get to see most of my mates is when I go on the school bus in the mornings cos like I get a good 20 minutes of chatting to my mates then and I get to see them for a while so that's alright" (interviewee 5)

Appendix 5

Responses from the individual sub-section scores from the Strength and Difficulties Questionnaire, used to determine teacher participants

Overall score	Emotional problems	Conduct problems	Hyperactivity	Peer problems	Pro-social
12	2	2	6	2	5
9	1	4	0	4	2
14	3	3	6	2	2
24	3	9	8	4	0
20	0	7	9	4	1
26	2	10	9	5	3
19	1	7	6	5	0
15	3	4	4	4	0
21	1	7	10	3	0
9	0	3	5	1	2
23	4	8	7	5	3
18	3	6	7	2	0
17	3	5	1	6	5
17	1	5	3	6	1
18	3	4	7	4	7
17	1	4	4	4	6

*Overall scores are derived by omitting the 'pro-social' score.

Appendix 6



GRADUATE SCHOOL OF EDUCATION

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

If applicable, the information, which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form

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(s):.....

If you have any concerns about the project that you would like to discuss, please contact:

.....

OR

.....

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

Appendix 7 – Parental Responsibility consent form

Dear Sir/Madam,

I am currently undertaking the professional doctorate in Educational, Child and Community Psychology (at Exeter University) and am in my 3rd year of the 3 year training. For 3 days a week I work as a Trainee Educational Psychologist for ***** County Council within the Learning Development Partnership. The remaining two days are focused on research as well as other assignments and training.

Part of my training requires me to undertake a thesis related to the field. My area of choice is looking at why a small group of Looked After Children have received fixed term exclusions in a period of 6 months. The aim is to understand better their perspectives within this, with the emphasis on what the service can improve in the future to better support similar children/young people, as well as those participating in the current research. I realise that these issues are of a sensitive nature and my research has been passed by the university ethics committee.

The purpose for me contacting you is that ***** currently attends ***** School and reaches the threshold for my study (in terms the amount of fixed term exclusions and the length of those). Therefore, with your permission I would like to meet with **** and undertake a semi-structured interview and also an assessment of his resilience.

Please note that I have copied this letter to the current schools designated Educational Psychologist for their information as well as speaking to relevant school staff.

If you are willing for Jordan to take part in the project, then there is nothing further for you to do. If you are unwilling for her/him to take part, please complete the attached form and return to the school. If you would like further details of the research please contact me on *****

Yours Sincerely,

Tom Coles

Trainee Educational Psychologist

✂.....

I would prefer that _____ does NOT participate in the research project

Please return to the school reception, who in turn will pass this onto ***** , SENCo.

Appendix 8 – Initial letter to schools (requesting involvement)

Dear Sir/Madam,

I am currently undertaking the professional doctorate in Educational, Child and Community Psychology (at Exeter University) and am in my 3rd and final year of the 3 year training. For 3 days a week I work as a Trainee Educational Psychologist for ***** County Council within the Learning Development Partnership. The remaining two days are focused on research as well as other assignments and training.

Part of my training requires me to undertake a thesis related to the field. My area of choice is looking at why a small group of Looked After Children have received fixed term exclusions in a period of 6 months. The purpose is trying to understand their perspective with the emphasis on what the service can improve in the future to better support similar children, as well as those participating in the current research. I realise that these issues are of a sensitive nature and my research has of course passed the university ethics committee.

The purpose for me contacting you is that **** currently attends ***** and reaches the threshold for my study (in terms the amount of fixed term exclusions and the length of those). Therefore, with your permission I would like to meet with ***** and assess whether they would like to participate in the research. It would only be one or two meetings with me in which they would participate in a semi-structured interview with myself and also an assessment of their resilience (as psychometric assessment).

Please note that I have copied this letter to your current designated Educational Psychologist for their information.

Please contact me on the following to confirm confirmation of involvement in the research – as swift response would be greatly appreciated as I am looking for this to be carried out before the end of this (summer) term. Also if you have any questions regarding more detail of the research then I am happy to discuss this:

tom.coles@*** .gov.uk**

I look forward to hearing from you shortly

Yours Sincerely

Tom Coles

Trainee Educational Psychologist

Appendix 9 – Extended ethical considerations

The nature and research questions within the current research mean that there were significant ethical considerations before the collection of any data. One aim of the research was to try and speak to LAC who were currently being fixed term excluded (or very recently) from school (as opposed to previous research (i.e. Miller, Ferguson & Byrne, 2000)). This meant that there was a possibility that the LAC may be going through a difficult or potentially traumatic period in their life.

Martin (1998) states that there are particular ethical issues that arise in research with LAC. She questions whether there are ethical grounds to ask YP to direct energy to becoming involved in research when it is likely they are in the midst of difficult life circumstances. The research originally sought to involve ten LAC, however, for two of the LAC it was felt that (after discussion with SENCO's and social workers) that they were not emotionally stable enough place to be involved in research that would be asking them to think and talk about recent events, which may have contributed to their current emotional state.

Martin (1998) cites potential difficulties in interactions/interviews with LAC. This is due to their often extensive experience of meeting/interviews. LAC have an acute awareness of inequalities in power; not just adult versus YP, but also the spoken versus the written word and how the former can be altered or misinterpreted in reports or verbal feedback in multi-professional meetings. Fontana and Frey (2005) state this cannot be equalised within an interview situation, but it is important for the researcher to be aware of.

To account for these potential difficulties I was able to be very clear that it was the LAC who were agreeing to speak to me and that they needed to sign and read the consent form (in appendix 10) before undertaking the interview. They were also made aware that they were able to stop the interview at any time or decline specific questions, as suggested by Westcott and Littleton (2005). The purpose of the research was explained and it was made clear that they were making a positive contribution to understanding the area of the research. The next steps in terms of the data collected (the fact that the interview would be destroyed, names and institutions anonymised) were then explained to the LAC and they were asked how they felt about the process, with the opportunity to ask questions themselves.

Consent was also gained from those with parental responsibility either verbally or not responding to an opt-out letter (i.e. the person only responds if they *do not* want the LAC to be involved in the research (appendix 13).

Although there was limited time to build rapport, time was set aside for this at the beginning of each interview (Robson, 2002), encouraging the LAC to relax and thus being able to truly engage with the interview process.

Appendix
10

STUDENT HIGHER-LEVEL RESEARCH
DISSERTATION/THESIS



Graduate School of Education

Certificate of ethical research approval
DISSERTATION/THESIS

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

For further information on ethical educational research access the guidelines on the BERA web site: <http://www.bera.ac.uk/publications/guidelines/> and view the School's statement on the GSE student access on-line documents.

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: Tom Coles

Your student no: 590035374

Return address for this certificate: 285 Wells Rd, Knowle, Bristol, BS4 2PP.

Degree/Programme of Study: Doctorate in Educational, Child and Community Psychology

Project Supervisor(s): Andrew Richards and Margie Tunbridge

Your email address: tc267@exeter.ac.uk

Tel: 07508815704

I hereby certify that I will abide by the details given overleaf and that I undertake in my dissertation / thesis (delete whichever is inappropriate) to respect the dignity and privacy of those participating in this research.

I confirm that if my research should change radically, I will complete a further form.

Signed:..... *Tom Coles*date: 23/09/2011.....

NB For Masters dissertations, which are marked blind, this first page must not be included in your work. It can be kept for your records.

Chair of the School's Ethics Committee
updated: April 2011

Certificate of ethical research approval

DISSERTATION/THESIS

Your student no: 590035374

Title of your project: Why do children in care get excluded from school? An attribution theory perspective

Brief description of your research project:

The Devon Educational Psychology Service are seeking to find ways to enable them to support children in care (CiC) more effectively. One of the areas the service are keen to develop an greater understanding is why a relatively small group of children (around 10) have received numerous fixed term exclusions in a 6 month period. The importance of this research is supported by research indicating detrimental outcomes for both CiC, as well as those excluded from school, either permanently or for a fixed period.

Paper 1 of this research will survey the perceptions of 10 CiC of the fixed term exclusion process as well as their attributions regarding why they have been fixed term excluded. This will be a case study design. The resilience of the CiC will also be measured to assess areas of strength and risk, as well as looking for the relationship between these. A profile of the CiC will also be developed relating to their; stability of care placement and entry into care, continuity of social worker, therapeutic work undertaken (frequency and nature of this), continuity of school placement, gender and ethnicity.

Paper 2 will entail a survey being administered to all the teachers of the CiC participating in the first paper. The questions within this will be seeking to develop a view of how the teachers rate the CiC's behaviour. A cross section of these responses will then be followed up for the second phase of paper 2. The second phase requires the teachers to be shown 2 vignettes, one of a CiC and one of a non-CiC displaying disruptive behaviour. The teacher's attributions will be sought regarding possible reasons for the hypothetical children's behaviour. Following this, the semi- structured interview will then focus on the individual children from paper 1, with attributions being sought regarding their behaviour and the reasons they have been fixed term excluded. The final aspect of paper 2 is to survey the attributions of the carers of the CiC. Following this, comparisons will be analysed of the attributions of the CiC, teachers and carers.

Information provided by this research will allow discussion regarding the role of the EP when supporting teachers, carers and the CiC themselves.

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

Paper 1 participants:

10 children/young people, ranging from 11-16 (secondary school years 7-11). Professionals working with these children will also be contacted to enable a profile of the CiC to be

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updated: April 2011

developed. These will vary for each child depending who has the necessary information required. They could be; teachers, social workers, CAMHS workers and educational psychologists, as well as inclusion workers.

Paper 2 participants:

The number of participants surveyed in the first aspect of paper 2 could be up to 80-100 as it will entail all those who teach the CiC. 2 teachers will be chosen for each child, meaning 20 teachers will be presented with the vignettes and interviewed (semi-structured). 10 carers will also be interviewed (1 for each CiC).

Give details (with special reference to any children or those with special needs) regarding the ethical issues of:

- a) **informed consent:** Where children in schools are involved this includes both headteachers and parents). Copy(ies) of your consent form(s) you will be using must accompany this document. a blank consent form can be downloaded from the GSE student access on-line documents:

I will be following the Code of Ethics and Conduct set out by the British Psychological Society (BPS, 2006). Issues regarding respect, confidentiality, informed consent, safe guarding will be carefully considered as detailed below.

Respect: The views of children, carers and teachers will be paramount in this study. I will ensure that these are listened to, respected, represented and acted upon. I will also endeavor to respect individual, cultural and role differences, including those involving age, disability, education, ethnicity, gender, language, national origin, race, religion, sexual orientation, marital or family status and socio-economic status.

Informed Consent: It will be essential to obtain informed consent from carers for the child/YP participants in paper 1 undertaking semi-structured interviews and measures of resilience. Records of when, how and from whom consent was obtained, will be recorded. I will also invite the young people to participate in the consent process and ensure that they are aware of what that will involve. Participants will be made aware of how the research findings will be used. Essentially, informed consent will be an ongoing process throughout the research. Participants will be reminded that they have the right to withdraw from the research at any given time and that data related to them will be destroyed.

Safe guarding: It will be made clear to participants that in the exceptional event that there is evidence to raise serious concern about the safety of participants or other people, information will be passed on to relevant bodies in accordance with the Child Protection Act 1989.

b) anonymity and confidentiality

Confidentiality: Records of the data collected (including transcripts and any audio recordings) will be stored in a secure and safe place. Electronic information will only be accessed by the researcher with their username and password. This information will be stored on a secure system with recognised virus protection. Electronic and paper information will be locked in a secure building. Information will also be coded to ensure anonymity. This will remain anonymous in the write up of the research.

Collected written information will be destroyed by shredding and securely disposing when it is no longer required. Any audio recording will also be disposed of digitally.

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:

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:

Data Collection

Paper One:

- **Quantitative:** A measure of resilience will be undertaken using the Prince- Embury 'Profile of Strengths'. This will take approximately 30 mins. To build rapport with the YP (not making them feel like they are in a 'test' situation), I will make a box with 4 options so they can post their responses after I have read them out. The profile of the YP will also be recorded on an Excel spread-sheet, with the options of more detail to be noted if required.
- **Qualitative:** Information to determine the attributions and perceptions of the CiC will be obtained through semi-structured interviews. Hierarchical focusing (Tomlinson, 1989) will be used to ensure coverage of the schedule - however this is only a guide and the interviewer will be following up aspects of what the interviewee says so that important construals are not omitted.

Data Analysis for Paper One:

- **Quantitative** data will be input into the SPSS statistical package to allow for statistical analysis of the information. This will provide numerical data of the strengths and risks regarding the CiC's resilience. A regression analysis will be undertaken to analyse the relationship between these factors. It will also provide an overview of the descriptive statistics, including the mean scores, standard deviation and distribution of scores. These will also be used to analyse and compare the profiles of the CiC.
- **Qualitative** information will be transcribed and uploaded to NVivo 5 for thematic coding and further analysis. Interpretive Phenomenological Analysis (IPA) will be used to analyse recurring patterns of meaning within the text. Differences among views of participants will be explored and cross comparisons made

Data Collection for Paper Two:

A **quantitative** measure using a questionnaire survey (1 side of A4) will be used to sample the views of school staff regarding the behaviour of the CiC (participants from paper 1). This questionnaire will involve ratings scales. These responses will all then be ranked in terms of how disruptive/behaviourally difficult the CiC were rated. Participants (2 for each child) will then be chosen for the interview stage of paper 2. To try and provide as accurate a cross section as possible (regarding teacher responses), those that rated the CiC as highly disruptive as well as not very disruptive will be chosen for the interviews.

Qualitative: The participants (20 teachers) will then be shown two vignettes depicting hypothetical children exhibiting disruptive behaviour; one will be a CiC and the other a non-CiC. Hierarchical focusing will then be used to elicit the attributions regarding the reasons for the hypothetical children's disruptive behaviour. The semi-structured interview will then focus in on the more personal experiences of the teachers relating the CiC from paper 1, again using hierarchical focusing (Tomlinson, 1989).

Semi-structured interviews will also be used (using hierarchical focusing) to elicit the attributions of the carers of the CiC, regarding why the CiC have been fixed term excluded.

Data Analysis of Paper Two:

- **Qualitative** information from the interviews will be transcribed and uploaded to NVivo 5 for thematic coding and further analysis. Interpretive Phenomenological Analysis (IPA) will be used to analyse recurring patterns of meaning within the text. Differences among views of participants will be explored and cross comparisons made with the YP from paper 1.
- **Quantitative** data from the questionnaire survey will be entered into SPSS to allow an overview of the data (descriptive statistics and means scores) and a cross section will be chosen for the interviews.

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.):

During the data collection, data analysis and write up, data (questionnaires, audio recordings, consultation meeting records, observation records, interview data and individual data) will be securely stored in a locked cabinet in a secure building. As previously mentioned, electronic information will only be accessed by the researcher with their username and password. Electronic information will also be stored on a secure system, within a locked building with recognised virus protection. It will be destroyed when it is no longer required.

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):

No factors can be identified at present.

*This form should now be printed out, signed by you on the first page and sent to your supervisor to sign. Your supervisor will forward this document to the School's **Research Support Office** for the Chair of the School's Ethics Committee to countersign. A unique approval reference will be added and this certificate will be returned to you to be included at the back of your dissertation/thesis.*

N.B. You should not start the fieldwork part of the project until you have the signature of your supervisor

This project has been approved for the period:

until: 31 August 2012

By (above mentioned supervisor's signature)



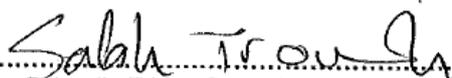
date: 1 NOV 2011

N.B. To Supervisor: Please ensure that ethical issues are addressed annually in your report and if any changes in the research occur a further form is completed.

GSE unique approval reference:

D/11/12/8

Signed:



date: 3/11/2011

Chair of the School's Ethics Committee

This form is available from <http://education.exeter.ac.uk/students/>

Chair of the School's Ethics Committee
updated: April 2011

Appendix 11 - Importance of the voice of the child

The Convention on the Rights of the Child (1989) states that children have the right to freely express their own views on all matters affecting them. Successive UK legislation (DfEE, 2000; DfES, 2004) has also increasingly urged service providers to “listen to and make use of, the views of children and young people” (Burton, Smith & Woods, 2010, p.92). The Every Child Matters (DfES, 2004) agenda encourages children to be provided with the opportunities to make a ‘positive contribution’, for example to engage in decision-making and participate in supporting their community (DfES, 2004; Burton et al, 2010). Dearden (2004) strongly argues the need for this to go beyond tokenism and suggests the LAs have in place procedures that ensure vulnerable YP’s views are consulted on a regular basis.

The research allowed opportunities for LAC to contribute in order to allow EPs and other professionals (working with them) to understand their experiences by illuminating and generating theory in this area. As Dent & Cameron (2003) state; “actively listening to the views of the children themselves can provide some subtle insights into the type of support that could be most beneficial at particular points in their life” (p.7). Allowing children to participate in issues salient to them is also seen as a way of developing their self-esteem, sense of self efficacy, as well as being an empowering process (Sinclair, 2004). Study 1 carried out the research with reference to these notions. Explanation of how this will be done is outlined in the methods section.

Appendix 12 – Measuring resilience

Questions have been raised as to the ease in which resilience can be measured psychometrically (Honey et al, 2011; Lim, Broekman, Wong, Wong & Ng, 2011). In Honey et al's (2011) study, for example, questions relating to family and community, were often left 'not known', meaning "the impact of these factors remains unknown" (p.48).

Tusaie & Dyer (2004) question whether there is sufficient empirical evidence available to justify an over-arching concept of resilience, supporting the use of scales such as the Resiliency Scales for Children & Adolescents (RSCA), which focus on specific domains of resilience. However, Lim et al (2011) suggest that due to the different conceptualisations, measures may not accurately represent all aspects of resilience.

The RSCA was devised in response to the need for resilience to be measured (for full critique see appendix 4), to provide a systematic relationship between risk and protective factors, as well as be generalisable across populations (Prince-Embury, 2008). The measure has been seen as a preventative way of screening for vulnerability, as opposed to treating symptoms. The scales are based on developmental theory and Prince-Embury's (2006) own research.

Appendix 13 – Mixed methodology rationale

Bryman (2006) identifies 17 rationales for combining QT and QL, with the following being particularly pertinent to the proposed study:

- “Different research questions” (Bryman, 2006, p.106) – The QL and QT approaches are required as they are answering very different research questions, although they are clearly related to each other.
- “Explanation” (p.106) – One is used to explain findings generated by the other; for example, in study 1, psychometric measures (QT) of resilience enhanced understanding of attributions elicited (QL).
- “Sampling” (p.106), referring to the fact that in this study a QT approach is required to identify a sample (study 2 where the questionnaire informs the teacher participants)
- “Illustration” (p.106) – where QL data illustrates QT data; in study 1 the interviews explore further issues of resilience, as well as the profile of the LAC (both initially defined using QT measures)

Appendix 14 – Introduction to vignettes

The use of vignettes is another method (as well as interviews) by which attributions have been elicited, especially in the USA (Poulou, 2001). Parent attributions relating to issues such as adolescent conflict, caregiving outcomes, child compliance and children's 'problem behaviour' have been sought (Burgental et al, 1998) using questionnaires alongside vignettes to elicit attributions. Vignettes have been seen as favourable as they evoke "vivid" (Burgental, p.463) images, allowing attribution structures to be tapped into, as well as being able to "stimulate" and "rouse interest" (Poulou, 2001, p.59)

Previous studies have utilised two types of vignettes; ambiguous and hypothetical. Ambiguous vignettes require participants to "rely upon their stable ways of interpreting the stimulus" (Burgental, et al, 1998, p.474) or their 'default' response. Vignettes depicting hypothetical scenarios are more likely to elicit attributions which are specific to the scenarios presented (Burgental et al, 1998). Vignettes have also been seen as increasing the internal validity of the data (Heubner, 1991), however, they also run the risk of participants responding in a socially acceptable and "ego-enhancing" (Paolou, 2001, p.59) manner. Like Medway's (1979) study discussed earlier, the hypothetical nature of vignettes means the interpretation of these cannot necessarily be applied to the attributions people make in real life scenarios. (Clarke & Artiles, 2000; Poulou, 2001; Lucas et al, 2009).

Comparing approaches to eliciting attributions

So which technique is preferable in eliciting attributions? The approach used can be seen to be largely dependent upon the paradigm within which research takes place. For example, is the research seeking to make generalisations and predictions? If so, looking for more interpretive stable attribution styles will be preferable, as much research within the field has done (Burgental et al, 1998) so (i.e. using vignettes). However, if the research is to take more of a constructivist, phenomenological stance (i.e helping to explore the reality of participants (Robson, 2002)) then attributions relating to specific events should be sought in a more open ended manner.

Appendix 15 – Teacher interview schedule

○ Behaviour

To what extent do you differentiate for children in your class?

- Are there any other ways you might differentiate for a LAC?
- What can you tell me about teaching a LAC?
- Differences with non – LAC?

What factors may contribute to the behaviour of a child in care?

Can you describe what it is like to teach X?

- How well do you know them?
- Describe them in 3 words?
- How would they describe you?
- Triggers in behaviour?
- How do they make you feel?

Do you know whether X behaves similarly in other lessons?

How have you helped X with their behaviour?

- What works well for X?

Do you think X has control over their behaviour?

○ Teacher understanding and skills

How confident do you feel about teaching a LAC?

Is there anything that would allow you to feel more confident about teaching a child such as X?

How much do you know about X's history and current home life?

- What is the protocol when a LAC is in your class; i.e. communication with SENCO?

○ Nature of FTE

Are you aware of any of the FTE's X has had; if so can you describe the reasons?

What is the purpose of a FTE?

What effect do you think the FTE had on X?

X has thus far managed to stay in school and not be permanently excluded – what do you think has allowed them to do that?

Appendix 16 - Additional information on the Strengths and Difficulties Questionnaire (Goodman, 1997)

The Strengths and Difficulties Questionnaire (Goodman, 1997) was devised for use with 3-16 year olds and is described as a brief behaviour screening questionnaire (Vostanis, 2006). The SDQ was most recently standardised by Goodman and Scott (1999) and has been shown to have good measures of reliability and validity (Vostanis, 2006). There are 25 items within the questionnaire (shown below) and are made up 'emotional symptoms', 'conduct problems', 'hyperactivity/inattention', 'peer relationship problems' and 'pro-social behaviour'. The first four of these scales contributes to a 'total difficulties' score.

The SDQ originally derives from use in psychiatric research and practice and so careful consideration was taken for use in the current research due to the medical (model) underpinnings and language of the questionnaire. However, as this was used as an approach to sampling (rather than for analysis effecting the results and discussion), then it was chosen due to good measures of reliability and validity (which other appropriate behaviour screeners considered lacked). The ease and speed in which it can be completed by participants was also a contributing factor for its utilisation within the research.

Appendix 17

Strengths and Difficulties Questionnaire

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name

Male/Female

Date of Birth

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature

Date.....

Parent/Teacher/Other (please specify:)

Appendix 18 – Modified Attribution Questionnaire

Name:

School:

(1) Pupil A is a 14 year old Looked after Child who keeps interrupting you throughout the lesson. You ask them to listen quietly

In a few words record what you think Pupil A's reaction will be: _____

Write down the possible causes for this behaviour

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

1. Was this due to the child, or due to other people or circumstances?
It is totally due to others 1 2 3 4 5 6 7 It is totally due to the child
2. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 3 4 5 6 7 Always for the same reason
3. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation 1 2 3 4 5 6 7 All situations
4. Is the reason under the person's control?
Not under their control 1 2 3 4 5 6 7 Totally under their control

(2) Pupil B is 14 and appears to be reading through aspects of the set task, however has not written anything down and there are only 15 minutes of the lesson to go.. You ask them to start writing. Pupil B has spent some time in care

In a few words record what you think Pupil B's reaction will be: _____

Write down the possible causes for this behaviour

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

5. Was this due to the child, or due to other people or circumstances?

It is totally due to others 1 2 3 4 5 6 7 It is totally due to the child

6. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 3 4 5 6 7 Always for the same reason

7. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation 1 2 3 4 5 6 7 All situations

8. Is the reason under the person's control?
Not under their control 1 2 3 4 5 6 7 Totally under their control

(3) Class is disrupted by a scuffle. You look up to see that Pupil C (who is 14) has left their seat and gone to Ron's desk, where they are punching and shouting at Ron. Ron is not so much fighting back as trying to protect himself. You firmly ask Pupil C to leave the room

In a few words record what you think Pupil C's reaction will be: _____

Write down the possible causes for this behaviour

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

9. Was this due to the child, or due to other people or circumstances?
It is totally due to others 1 2 3 4 5 6 7 It is totally due to the child

10. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 3 4 5 6 7 Always for the same reason

11. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation 1 2 3 4 5 6 7 All situations

12. Is the reason under the person's control?
Not under their control 1 2 3 4 5 6 7 Totally under their control

(4) Pupil D (aged 14) has spent much of the lesson shouting out inappropriate remarks about fellow students. You give them one final warning before asking them to leave the class.

In a few words record what you think Pupil D's reaction will be: _____

Write down the possible causes for this behaviour

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

13. Was this due to the child, or due to other people or circumstances?
It is totally due to others 1 2 3 4 5 6 7 It is totally due to the child

14. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 3 4 5 6 7 Always for the same reason

15. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation 1 2 3 4 5 6 7 All situations

16. Is the reason under the person's control?
Not under their control 1 2 3 4 5 6 7 Totally under their control

(5) Pupil E is 14 and currently in foster care. They have difficulties in their relationship with other students. In any kind of disagreement they sulk easily and often use offensive language towards others, including staff. You remind them to behave

In a few words record what you think Pupil E's reaction will be _____

Write down the possible causes for this behaviour

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

17. Was this due to the child, or due to other people or circumstances?
It is totally due to others 1 2 3 4 5 6 7 It is totally due to the child

18. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 3 4 5 6 7 Always for the same reason

19. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation 1 2 3 4 5 6 7 All situations

20. Is the reason under the person's control?
Not under their control 1 2 3 4 5 6 7 Totally under their control

Pupil F (aged 14) is working quietly on the set task. Whilst glancing at their work you realise that they have not understood what is being asked of them. You attempt to re-explain quietly to Pupil F.

In a few words record what you think Pupil F's reaction will be _____

Write down the possible causes for this behaviour

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

21. Was this due to the child, or due to other people or circumstances?
It is totally due to others 1 2 3 4 5 6 7 It is totally due to the child

22. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 3 4 5 6 7 Always for the same reason

23. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation 1 2 3 4 5 6 7 All situations

24. Is the reason under the person's control?
Not under their control 1 2 3 4 5 6 7 Totally under their control

Many thanks for your participation

Appendix 19 - Example response from the Modified Attribution Questionnaire

Name:

School:

(6) Pupil A is a 14 year old Looked after Child who keeps interrupting you throughout the lesson. You ask them to listen quietly

In a few words record what you think Pupil A's reaction will be: Only a small difference

Write down the possible causes for this behaviour

Resentment of authority

Enjoys the attention

Seeking to gain popularity with and approval of peers

Not used to having boundaries set or complying with them

Not used to being part of a group and waiting for 'his turn', expects immediate attention

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

25. Was this due to the child, or due to other people or circumstances?

It is totally due to others 1 (2) 3 4 5 6 7 It is totally due to the child

26. If this behaviour happens over a long period of time will it be for the same reason?

Never for the same reason 1 2 3 4 5 (6) 7 Always for the same reason

27. Does this reason apply to just this situation or all situation's in this child's life?

Just this situation 1 2 3 (4) 5 6 7 All situations

28. Is the reason under the person's control?

Not under their control 1 (2) 3 4 5 6 7 Totally under their control

(7) Pupil B is 14 and appears to be reading through aspects of the set task, however has not written anything down and there are only 15 minutes of the lesson to go.. You ask them to start writing. Pupil B has spent some time in care

In a few words record what you think Pupil B's reaction will be: Write a brief answer

Write down the possible causes for this behaviour

Prefers not to properly attempt a task rather than make a lot of effort and fail

Writes something to be able to say he has done it & avoid punishment

Does not really care how well he does, cannot really see the point in the task

Finds writing difficult, and finds it hard to express himself in writing

Does not fully understand task.

Finds reading difficult and has not fully understood instructions.

Mind is on other things, not really concentrating on the task.

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

29. Was this due to the child, or due to other people or circumstances?
It is totally due to others 1 (2) 3 4 5 6 7 It is totally due to the child

30. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 3 4 5 6 (7) Always for the same reason

31. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation 1 2 3 4 5 (6) 7 All situations

32. Is the reason under the person's control?
Not under their control 1 (2) 3 4 5 6 7 Totally under their control

(8) Class is disrupted by a scuffle. You look up to see that Pupil C (who is 14) has left their seat and gone to Ron's desk, where they are punching and shouting at Ron. Ron is not so much fighting back as trying to protect himself. You firmly ask Pupil C to leave the room

In a few words record what you think Pupil C's reaction will be: Leave the room shouting its nit his fault or school is stupid or something more offensive.

Write down the possible causes for this behaviour

Ron has been winding up pupil C to breaking point.

There has been confrontation between them earlier in the day.

C is generally poorly behaved, with little respect for others, and sees Ron as an easy target.

C wants something from Ron that he won't or can't give.

C wants to sent out/excluded, simply doesn't care.

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

33. Was this due to the child, or due to other people or circumstances?
It is totally due to others 1 2 3 (4) 5 6 7 It is totally due to the child

34. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 (3) 4 5 6 7 Always for the same reason

35. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation (1) 2 3 4 5 6 7 All situations

36. Is the reason under the person's control?
Not under their control 1 2 3 4 5 (6) 7 Totally under their control

(9) Pupil D (aged 14) has spent much of the lesson shouting out inappropriate remarks about fellow students. You give them one final warning before asking them to leave the class.

In a few words record what you think Pupil D's reaction will be: Leave the room, shouting one last inappropriate remark.

Write down the possible causes for this behaviour

D has in some way been bullied, picked on, by a group (or the majority) in the class.

D has no friends in the class and resents this.

D has experienced abuse and frequently makes inappropriate remarks which others find offensive.

D has in the recent past been the victim of emotional or sexual abuse and has no idea how to handle the situation.

D is a loner who resents others because he feels he does not fit in.

D has few social skills and in some way believes he can bully/intimidate people into liking him, reflecting the ways he has been treated by parents/authority figures in his life.

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

37. Was this due to the child, or due to other people or circumstances?

It is totally due to others 1 (2) 3 4 5 6 7 It is totally due to the child

38. If this behaviour happens over a long period of time will it be for the same reason?

Never for the same reason 1 2 3 4 5 6 (7) Always for the same reason

39. Does this reason apply to just this situation or all situation's in this child's life?

Just this situation 1 2 3 4 5 6 (7) All situations

40. Is the reason under the person's control?

Not under their control 1 (2) 3 4 5 6 7 Totally under their control

(10) Pupil E is 14 and currently in foster care. They have difficulties in their relationship with other students. In any kind of disagreement they sulk easily and often use offensive language towards others, including staff. You remind them to behave

In a few words record what you think Pupil E's reaction will be Sulking silently

Write down the possible causes for this behaviour

Not used to having boundaries set.

Experience of being told off in heated situations, which may be accompanied by violence.

Lack of love/acceptance from authority figures/parents.

Frequent experiences of rejection, not being wanted.

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

41. Was this due to the child, or due to other people or circumstances?
It is totally due to others ① 2 3 4 5 6 7 It is totally due to the child

42. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 3 4 5 6 ⑦ Always for the same reason

43. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation 1 2 3 4 5 6 ⑦ All situations

44. Is the reason under the person's control?
Not under their control ① 2 3 4 5 6 7 Totally under their control

Pupil F (aged 14) is working quietly on the set task. Whilst glancing at their work you realise that they have not understood what is being asked of them. You attempt to re-explain quietly to Pupil F.

In a few words record what you think Pupil F's reaction will be Some frustration and a desire to start the task again.

Write down the possible causes for this behaviour

Difficulty understanding instructions.

Lack of concentration while instructions were given.

Unable to carry out the task well, so does something different which he can do better.

Desire to succeed, not fail.

Underline what you think is the most likely reason.

Thinking of this reason please show your agreement with the following statements by circling one number.

45. Was this due to the child, or due to other people or circumstances?
It is totally due to others 1 2 3 4 5 ⑥ 7 It is totally due to the child

46. If this behaviour happens over a long period of time will it be for the same reason?
Never for the same reason 1 2 3 4 ⑤ 6 7 Always for the same reason

47. Does this reason apply to just this situation or all situation's in this child's life?
Just this situation 1 ② 3 4 5 6 7 All situations

48. Is the reason under the person's control?
Not under their control 1 2 3 4 5 ⑥ 7 Totally under their control

Many thanks for your participation

Appendix 20 - Qualitative responses and findings from Modified Attribution Questionnaire (MAQ)

This appendix allows discussion of responses from the MAQ (example response located in appendix 21), with emphasis on the qualitative aspect of these, as well as how this links to the rest of the research data. Of particular relevance to this section is research question two 'What is the structure of attributions for teachers of LAC?' Statistical analysis was not undertaken for the responses due to the response rate being too small, and thus the sample size of ten meant that no generalisations could be made from analysis.

Appendix 8 shows differences in the attributions made between and non-LAC across the four dimensions (locus, stability, specificity and controllability/responsibility). This is partly representative of the responses of other participants in terms of differences found between causal attributions made. There were respondents however, who recorded no difference in attributions made between LAC and non-LAC.

Although the MAQ has been used before (Lucas, Collins & Langdon, 2009), showing good levels of internal validity, a Cronbach Alpha (Robson, 2002) would need to be undertaken for the questionnaire used in study 2 due to the addition of the vignettes. Subsequently, even these initial findings should be viewed with significant caution and may explain responses where there was no difference between the attributions made about LAC and non-LAC. This is an area for further research, which the discussion for study 2 suggests would be worthwhile due to the impact on practice the attributions of teachers appeared to make. Lucas et al (2009), within their questionnaire also looked at how the teachers rated in terms of anger, sadness, sympathetic and disgust (among others).

Responses to the open-ended question relating to the most likely reason for LACs behaviour produced some interesting responses. The following are extracts to show differences and concessions in terms of the causal attributions made relating to the LAC depicted within the vignettes. Responses below have been chosen in order to represent similar responses given:

"They have too much to deal with to try to manage their behaviour better – where they are living, when they are staying until, next CiC meeting etc"

"They don't know where they are living tonight and so are trying to keep their mind off it by being a bit of a pain"

"They are not used to conventional behaviour patterns"

“A way to get attention at home - any attention is attention to them, good or bad”

“Trying to get in trouble to lose lunch – a time of day they do not enjoy due to lack of friendship group”

“That behaviour is acceptable elsewhere (maybe at home) and they know no different”

“Might feel threatened by extra help”

“Almost always dependent on home situation – if settled (at home) will respond brilliantly”

“Not really aware that there is a different relationship with a teacher in a class setting vs individual 1-2-1 session.

Perhaps unsurprisingly, there was (generally) a correlation between teachers who recognised LAC with potential needs (such as that described above), different from non-LAC and attributions of an external locus and low controllability/responsibility.

The reliability of these responses can be questioned due to the sampling strategy employed. This may have led to teacher participants (involved) who may not be representative of those not involved in the research (the remainder of the teachers who teach the LAC); this is further discussed within the limitations of the current research at the end of study 2.

It is also important to consider how the teachers may have responded and how their understanding of the research may have impacted responses. It was stated that the research was broadly looking at the causal attributions made by teachers, but it is possible that they may have guessed the research intentions and thus responded accordingly. A small pilot study was carried out prior to distribution of the questionnaire. This suggested that respondents generally believed that their responses were related to attributions, rather than looking for potential differences in these attributions relating to LAC.

Research (Clarke & Artiles, 2000) looked at learning difficulties/non-learning difficulties (using vignettes similar to the current study) found significant differences in casual attributions made. However, further research relating to the questionnaire utilised in the current research may be important in understanding whether an awareness of what the intentions of the research are, and whether this impacts causal attributions recorded. Participants were asked to answer quickly with the first response that comes into their head, however as most of these were carried out electronically or sent back by post, this process was unsupervised.

Appendix 21 – Teacher superordinate and sub-theme quotes

Figure 15: Showing all quotes from sub-themes from the teacher interviews, which make up the four superordinate themes

➤ **Analysis of needs – effected by professional collaboration**

Sub-themes (interview no in brackets) and code relating directly to quote	Quotation	Page and line number
<p>Understanding and practice relating to LAC (Interview 9)</p> <p>CiC better at washing up – more practice!</p> <p>CiC considerate – aware of how others may be feeling, specifically ‘C’</p> <p>Recognition of importance of stability of school</p> <p>Concerns over where the boundary is in terms of what relationship should look like</p> <p>Unsure about best approach relating to physical proximity</p> <p>Sensitivity to ‘in care’ history</p> <p>Self-reflection</p> <p>More information would help in confidence and taking away fear of the unknown</p> <p>Conflict of more vs stay the same re info to help support</p>	<p>You still have to wash up and to be honest some of the CIC are better at washing up</p> <p>Find that they are quite considerate because they would like people to be considerate to them but I do find those CIC I have taught to be considerate</p> <p>Give them somewhere stable in school, often school is the most stable thing in their life at a particular point</p> <p>I hope he thinks I am friendly that would be nice but equally I don’t want to be too overfamiliar</p> <p>I am constantly having to remind myself that some pupils can’t cope with someone being that close and I think although obviously there is the confidentiality bit of it</p> <p>I am constantly having to remind myself that some pupils can’t cope</p> <p>there is that little bit of me that thinks are they being serious and there are a couple of kids that don’t like it but that’s just their personality and so you don’t</p> <p>I haven’t (touch wood) had an incident where someone has reacted badly but I am cautious that something like that might happen at some point</p> <p>I think that in some shape or form would be useful but I don’t know how you would tackle it because obviously those people in the lesson</p>	<p>2.74 & 75</p> <p>2.77</p> <p>4.141 & 142</p> <p>5. 194 & 195</p> <p>6.249 & 250</p> <p>6.249</p> <p>6, 261 & 262</p> <p>6, 262 - 263</p> <p>6.,268 &</p>

<p>Reliant upon LSA's knowledge of child, even though they are not always supporting 'C'</p> <p>Staff meeting used to share info re FTEs</p>	<p>You would tackle it because obviously those people in the lesson with them on a day to day basis would have more information and we take the lead from them.</p> <p>Are aware of who is excluded as we have a daily morning meeting you will often hear</p>	<p>269</p> <p>6.269 & 270</p> <p>6.277</p>
<p>Analysis of own practice (Interview 11)</p> <p>Analysis of own practice; maybe an alternative approach could have been better</p> <p>Closer contact with TA allows opportunities to talk</p> <p>Hypothesising diet maybe effecting mood</p> <p>Searching for more understanding of 'C'</p> <p>Unsure whether more info would help</p> <p>More information would help build rapport and closeness perhaps required</p> <p>Realises that maybe 'C' expects to be excluded; not doing this important for his development</p>	<p>perhaps if I had dealt with it differently perhaps it wouldn't have happened</p> <p>at least one TA on most lessons so they have support and I think sometimes in those situations kids have a bit more chance to open up and talk.</p> <p>He eats a lot of sweets which can sometimes affect kids, if you eat a massive bag of sugary things</p> <p>I think perhaps sometimes there is a lot going on that we don't know about and other issues you can't fully understand</p> <p>I can't think of anything in particular, perhaps some level of feedback on background or whatever is useful doesn't need to be massively detailed</p> <p>some understanding of what kids re up to at home it does help because you can ask them how things are going so it kind of ties things together</p> <p>I think, I don't know but perhaps he has issue with feeling rejected or not wanted places so if you cross the boundaries you expect people to say go away we aren't going to deal with you or whatever.</p>	<p>1.23-24</p> <p>2.81 – 83</p> <p>3.113 -114</p> <p>4.195 – 197</p> <p>5.205 – 207</p> <p>5.207 -209</p> <p>6.284-287</p>
<p>Understanding of behaviour relating to 'H' (Interview 16)</p> <p>Difficulty in starting tasks –</p>	<p>I would give him a warning try and settle him into work and get him engaged in something. If he</p>	

perhaps aware he is least able in group	insisted on behaving like that I would give him 1 or 2 warnings then I would have to remove him from the room because he was disturbing the rest of the group so much and not allowing me to get on with teaching them	1.40-45
Linking lack of processing trauma to behaviour in school	but I assume he had a lot of issues in his home life or previous home life that he has not been able to deal with and that affected the way he behaved in school	2.53-55
Able to engage with him much better in PSHE; more engaging and less pressure for him?	twice I managed to sit down and actually talk to him about you know, what do you want to do when you leave and what will you need to be able to do that?	2.65-67
Disruption brought about by struggling to engage with maths	trying to engage him in maths was really difficult, partly because he was so weak at it and he knew that and if he couldn't access something easily and be engaged with it he would find something else to do.	2.70-73
Engaged with PSHE as saw the relevance	And that engaged him because he had actually thought about what he wanted to do when he leaves school	2.67-69
Everything done aimed at gaining attention	everything that he did was seeking attention so he obviously has some sort of need for attention	4.163-164
Unable to work independently - perhaps attachment type needs not understood?	I think because of his difficulty in maths but I think he just wasn't independent, he didn't have the skills to work independently.	4.168-170
Would need to have a purpose to be successful - doesn't have this in school	Maybe something like the army, if he was engaged in that might be able to help him, if he saw a reason for doing things	5.200-202
Analysis and planning to enable development for 'J' (Interview 14)		
Practice changes due to being in care	You have to be very much more mindful and careful about it and everything else.	1.28 – 29
Analysis of the kind of questions to ask	it's the little subtle things isn't it, I suppose. I would be like, so how was your weekend? Not what did	2.57-60

Observations aimed at ensuring his needs are met)	<p>you do with Mum and Dad or when it was mother's day did you have a good weekend. Everything alright?</p> <p>I did the risk assessments and we have lesson observations on him all the time, his feedback...so we are really honed in on what his needs and requirements are</p>	4.162-164
Analysis of possible antecedents informing planning	<p>What was the trigger of causing him to smack the girl, is it something she said, does she need to be spoken to?</p>	8.355-356
Difficult issues relating to family not avoided but tackled differentially	<p>we don't put it to one side, we then tackle it here on a 1 to 1 level or small group and through the intervention we talk about roles of families and how our parents play a part in our life whether we like them or not and whether we want to be with them or whether we chose to put ourselves in care.</p>	1.32-35
Withdrawn from all lessons at one point	<p>we did withdraw him completely from classes, had him up here in the support centre, with different interventions, taught his mainstream classes up here got him all the work</p>	3.105-107
Undertaking interventions to meet needs	<p>He came back to school, we worked very closely with mum and Social Services he moved placements again he was very up and down, violent, towards staff, towards pupils in school very, very close to being permanently excluded</p>	3.101-104
Effort to ensure consistency across settings	<p>We are very clear with the home as well, what our tones, pitches are and what he is allowed to get away with so we are all singing from the same hymn sheet so he knows the boundaries there as well.</p>	7.291-294
FTE served purpose of staff analysing what needs to be done	<p>FTE was actually to give us a breathing space to work out what to do,</p>	8.343-344
Helping 'J' to developing awareness of feelings and communicating when there may be changes to routine	<p>we are constantly saying to him, are you alright you are looking a little cross, you are looking like you are having a laugh....and just keeping him informed of what's happening if staff are out that day or whatever. Keeping his routine as structured as possible.</p>	7.305-308
Focus on developing social	<p>he didn't know how to play a game with social</p>	

<p>skills he needs</p> <p>Emphasis on developing emotional literacy</p> <p>Stability of key contact within school v important</p>	<p>interaction, without screaming if he didn't win, without throwing a table if he didn't win.</p> <p>She set up a system where she had red, amber and green cards, how are you feeling?</p> <p>I think it was the stability every time</p>	<p>4.149-151</p> <p>4.153-154</p>
<p>Differentiated and flexible planning (Interview 9)</p> <p>Being in care impacting lesson – requiring further planning</p> <p>Concerted effort to avoid embarrassment</p> <p>Inappropriate understanding of what required, but teacher flexible to work with this.</p> <p>Moves to 'feel the same' as peers</p> <p>Those that need money for food resources identified early and planned for</p> <p>Difficulties within foster home affecting participation in certain lessons – flexibility to work around this</p> <p>Flexibility with home situation</p>	<p>'C' is an example, a good example because his carers make sure he has always got his ingredients for someone who is moving around we fund them their food, if they can't afford to bring the food or physically go and get the food we tend to say if you can't manage to get the ingredients come and let us know and I'll go and get it</p> <p>I'll go and get it and put it in a bag with your name on it so the other kids don't make a fuss at all because it's sometimes a little bit I suppose embarrassing</p> <p>Going back to 'C' he brought a whole chicken in, which was fun, but it's dealing with that as well and making them not think that they are different to anyone else is very important</p> <p>making them not think that they are different to anyone else is very important. I really try and make sure that in the Food Tech environment that they don't feel they are different</p> <p>And in year 7 we try and pick up whether they have the money to spend on ingredients and very quickly you can tell, or you would get advice that home life might be a bit difficult can you provide ingredients</p> <p>then he will catch up after school next week because of something that happened last week. So it's being a little more accommodating</p> <p>Last week he couldn't cook because they couldn't get to the supermarket because they were sorting something out for 'M'</p>	<p>1, 3 -7</p> <p>1, 8 & 9</p> <p>1, 18 &19 & 20</p> <p>1, 20 & 21</p> <p>1, 49 & 50 & 51</p> <p>2,101 and 3, 102 & 103</p> <p>3, 112 &</p>

Importance of mastery experiences	if he knows he is cooking he will get on with it and set his mind to do it	113 4, 146-147
Home life affecting mood in school	but with 'C' he has asked for them and it's out of his control	4, 161 & 162
Lenience and empathy for 'C'	because I know what's going on maybe I am a little more lenient with him	4, 158
Comes into lesson unsettled	Sometimes he comes in unsettled and I don't know if it's what has happened at home or another lesson	4, 167 & 168
Allowance for days when not working 100% due to effect of home	that's often when something has gone on the night before or sort of you hear of something and think OK I will be more cautious with him today	4, 174 – 176
Efforts to make work appear less overwhelming	"Don't worry little bite sized chunks" and he is dealing with it pretty well	7, 296
Helping him to stay positive and keep going	I suppose it's just trying to keep him, its little things where he says "I'm not doing well" it's about keeping his confidence going	7, 301 & 302 & 303
Experience and understanding of behaviour exhibited by 'C' allowing a focus on his engagement within school (Interview 14)		
Confidence in engaging and building relationship with LAC	It sounds like am blowing your own trumpet but I am good at knowing the kids, engaging them. When you are really new you are so conscious of saying the wrong things for a CiC	2.63-65
Significant experience in working with behaviour	I was working in a specialised EBD school, with extreme violence and behavioural problems	2.47-48
Own experiences fuelled passion and given empathy to those that find school difficult	I had a really, really crappy schooling I hated school, I only went to school for social interaction and I couldn't stand the teachers, they hated me as much as I hated them and I spent so much time outside the headmaster's office it wasn't even funny.	9.401-405
Perception that experience has given her an intuitive understanding of what LAC	it's so ingrained in me to do it that I just know when a child needs to have a little bit more emotional	

need	stability	2.55-56
<p>Lacking support regarding support in meeting needs (Interview 17)</p> <p>Would like more information to understand more</p> <p>More clarity regarding best approach to take would be beneficial</p> <p>Lack of information and support causing anxiety as to best way forward</p>	<p>No, um sometimes you do need to know a little bit of background, sometimes I don't think we do, and then that helps you know where they are coming from</p> <p>Sometimes you get sort of instructions as to which approaches work best, but you</p> <p>but also if we had some structure with, some pupils there is a clear structure as to what you need to do if there are any problems but at some times there isn't and you are not always sure of the best way forward with them.</p>	<p>3.112-115</p> <p>3.125-127</p> <p>3.115-119</p>
<p>Frustration at lack of support relating to meeting 'T's needs (Interview 15)</p> <p>Perhaps a lack of support and dialogue relating to best ways to support 'T'</p> <p>Suggestions would be welcome, but also the sense that she sees her personality as influential, so may not accept this</p> <p>Lack of specific analysis relating to individual students</p> <p>Implied frustration at lack of information sharing</p> <p>Interesting perception that the head of year want them to think it is just one subject to encourage them to apply strategies: 'it's not you it's her' - looking to alleviate responsibility</p>	<p>Quite limited, and would tend to go to her main maths teacher</p> <p>I don't know because if someone says oh I do this and it worked really well you can try it and sometimes it won't it does come down to personality</p> <p>you are expected to look up every child you teach and find out about every special need, which is a hugely time consuming task</p> <p>We never find out what's going on in other subjects unless you go and ask. Often you are led to believe it's just you</p> <p>It's not you, it's her,</p>	<p>3.120-121</p> <p>3.127-130</p> <p>5.195-197</p> <p>4.173-175</p> <p>5.184-185</p>

Lack of consistency across subjects	you know we have tried this overall, there is never, no consistency of approach which would probably be very useful.	5.185-187
Dichotomy of responsibility; are both not equally responsible?	otherwise, they become responsible for it and its another thing that they (head of year) haven't got time for.	4. 187-190
Intra-professional working and solution focused approach (Interview 12)		
Other agencies have helped understand needs	Yes other agencies, I go to a monthly panel meeting at the Children's Home school let me go to that	3.150 – 152
Attends monthly multi-professional progress meetings	I go to a monthly panel meeting at the Children's Home school let me go to that	4.151
Learnt from Human Givens Therapist	From his reflections and everything and a lot from the social workers as well with 'C' there has been a team of professionals	4.156-158
Continuity of professionals important	there has been a team of professionals around him now for quite a long time although the personal relationships have now all broken down the professional relationships are still there	4.157-160
Desire for family placement, but this has to be a good match	Ultimately he wants to live with his nan and there is possibility of that so whether a foster placement will work or not is very dependent on the assessment of nan	4.174-176
Importance of 'C' having coherence of current and future living situation	The feeling at the panel and I agree is that he needs and wants some sort of family placement but that he is very clear on who he will connect with or won't connect with.	4.171 – 174
School specifically chosen as close to Nan	Yes he has, the reason he is here is that she lives near here, that's why he travels down from Somerset.	4.178-180
Therapy funded through social care – through discussion	if 'C's' behaviour of that sexualised nature hadn't improved, not because we wanted but we would have been forced to move him on from here, rather	

<p>about needs not being met; without this may have had to be permanently excluded</p>	<p>than having other children and parents being abused by somebody and *** his therapist has made major progress there.</p>	
<p>Realises need to be calm and not reactive</p>	<p>dislikes permanent exclusions as too final just not to be too dramatic I think that's the problem with exclusions or those types of sanctions is that they are final there is no coming back from that</p>	<p>4.189 – 193</p>
<p>Drawn to 'progressive' and caring ethos of the school</p>	<p>Yes, this school, one of the reasons I applied to this school is because it has a very progressive reputation, it's a very big, successful, the most successful school for 11-18 in the South West in terms of results mainly it's very caring, active school</p>	<p>5241 – 243</p>
<p>Positive behaviour achieved through high levels of support, rather than a punitive focus – caused by a lack of understanding and commitment</p>	<p>I absolutely believe in very high levels of behaviour but I think you achieve that through proper levels of support</p>	<p>6.261 - 265</p>
<p>Child centred perspective required</p>	<p>if you come at it from a child centred perspective you will naturally, the reason we do things is to help the young people</p>	<p>6.275 – 277</p>
<p>Commitment between social care and school to keep school placement going</p>	<p>While he was at a placement in **** he was being taxed 40 minutes now he is at a Children's Home in Taunton and he is being taxed from there so it's a significant financial commitment there from social care to make this his constant school.</p>	<p>6.284-286</p>
<p>Having school where he sees his home is very important and Significant commitment on behalf of social services to keep 'C' at school</p>	<p>While he was at a placement in **** he was being taxed 40 minutes now he is at a Children's Home in **** and he is being taxed from there so it's a significant financial commitment there from social care</p>	<p>8.354 – 358</p>
<p>Importance of team work within school and external professionals (Interview 14)</p>		
<p>Sees self as directing and developing staff to deal with 'J'</p>	<p>He was looking a bit down, let's have a look I have had to put this in place what will you put in place in the home.</p>	<p>7.312-314</p>
<p>Sees team as bringing different skills to support 'J'</p>	<p>It's not through my leadership of the team but</p>	

	everyone is so good at what we do, that we all bring stuff to the table.	7.321-323
Concerted effort to provide link between school and care placement	So I drove down behind him to his placement, settled him in	3.92-93
Communication within team important	Communication between all of us, we have constantly had meetings about him	3.140-141
Attributes improvement in behaviour as partly to due support team	We managed to pull it back	3.104-105
Communication between care home and school	Communication between care home and school between us and home as well so if he's had a bad day or night they will tell us.	4.164-166
Communication developed through meetings and now very positive	as we talked more about his needs, through child in need meetings we got better communication and we work brilliantly together	4.174-176
Support from care home staff if required for behaviour	So we had that great network, now they go home again and he doesn't need it	4.185-187
Emotional social and behavioural development – understanding of (Interview 14)		
Extreme changes in behaviour – close to permanent exclusion	again he was very up and down, violent, towards staff, towards pupils in school very, very close to being permanently excluded	3. 102 – 104
Lacking social skills – needs to control and manipulate (6.279-281)	if you had a pencil case and I said oh Tom can I borrow your pencil and he had a pencil case I am sure it would be fine to borrow your pencil but he can't do that, it's all mine	6.279-281
Can't always see the logic to behaviours	but the triggers are so vastly different, someone could say cat and he would go off on one.	6, 287-7, 288
Can see direct correlation between home and behaviour	He was badly abused, his home life was shocking, every time there was an incident at home we had a bad day in school.	5.195-197
See's home as the only real factor in Jordan's behaviour		

<p>and thus previously a lack of control</p> <p>Much more resilient since being settled into care</p> <p>FTE for violence to staff and peers</p> <p>Not necessarily seeing there was a reason for this behaviour, but then goes onto say very angry about being taken into care</p> <p>FTE also encourages them to understand certain boundaries</p>	<p>If you touch on home and family then he will bring his blazer over the top of his head which is his defence mechanism</p> <p>Yes he is still trying to control but nothing like it was, there are no real factors now, he is such a delight</p> <p>Aggression, violence and aggression to staff and peers, he punched a girl in the face and he went across the table to attack his TA and they were outside in the open, it was non challenging so he just decided that's what he was going to do, there was no trigger.</p> <p>That was when the emotion was raw and the anger, and sometimes we look at it, we are very careful.</p> <p>For him the FTE was actually to give us a breathing space to work out what to do, he needed to go because he physically attacked someone and because of that you can't have him in school.</p>	<p>5.201-203</p> <p>5.200-201</p> <p>7.325-329</p> <p>7.330-331</p> <p>8. 343-346</p>
<p>Meeting needs within class focused on learning – lack of integration with social, emotional aspect (Interview 16)</p> <p>Not always possible to differentiate</p> <p>Differentiation based on learning</p> <p>'H' significantly weaker in bottom maths set</p> <p>Understanding of LAC, just related to learning, doesn't see social, emotional aspects as needing to be worked on</p> <p>Liked laptop – doesn't have to write?</p>	<p>it's not always possible, it depends on the topic that you are teaching but I try to yes.</p> <p>Well not differentiating differently because they are in care but because of their ability in maths</p> <p>Harry was probably significantly weaker than everyone else in the group</p> <p>I wouldn't say CiC, it's their learning that you are thinking about in the classroom and it's just because they are in care it doesn't necessarily effect the way that they learn.</p> <p>He liked working on the laptop, but there was one</p>	<p>1.6-7</p> <p>1.9-10</p> <p>1.14-15</p> <p>4.138-141</p>

<p>Lack of risks on learning</p> <p>Sees him at failing at maths work; inappropriately differentiated?</p>	<p>programme in particular which was practising times tables which was always useful and he did, if we had the laptop set up he could be engaged in that.</p> <p>If I suggested anything different that he would have a go at, it was something he was comfortable with and he didn't want to go outside his comfort zone</p> <p>he knew he wasn't very good at maths and all he had ever done was failed at it.</p>	<p>5.184-185</p> <p>5.186-188</p> <p>5.189-191</p>
<p>Struggle with written aspects of the work (Interview 9)</p> <p>Written communication a frustration for him</p> <p>Prefer to ask the person say next to him than teacher</p> <p>Lack of focus will lead to difficulty with work</p> <p>Practical stronger than theory aspect</p>	<p>It's that he understands but it's how to write or communicate it</p> <p>I'll often find him asking the person he sits next to how have you done that?</p> <p>He seems to want to do it and if he keeps himself focussed he can do but he just struggles to do it at times</p> <p>The theory but I understand that he doesn't find it that easy</p>	<p>5, 208</p> <p>5.209</p> <p>5.215 & 216</p> <p>6.285</p>
<p>Practical aspects of lesson providing feelings of pride and efficacy (Interview 9)</p> <p>CiC often have skills in cooking as more experience in this</p> <p>CiC having a pride in cooking achievements</p> <p>Tangible result of food v</p>	<p>the CiC I have taught are very keen to learn about cooking and I think the support network that they get from being in care it helps them to know how to cook and to be able to fend for themselves. I mean some of them are quite creative in some of the things they cook.</p> <p>He is always happy when he has cooked he says "Oh I have made this"</p> <p>Take it home when it's made, it's an instant reward.</p>	<p>1.11 & 12 & 13 & 14</p> <p>1. 28</p>

rewarding for CiC		1.35
Making food gives them a purpose	Good for them to feel wanted and to feel that they can give something back	1.38
Can be confident	Sometimes he doesn't always get it right he can be confident when he sets his mind to it	1.85
Perhaps different in food than English or Maths	Fact that he has that side to him that might not be seen in English or maths	2.89
Producing food = pride	I think it's about pride that he can take something home to show	2.92
Producing meal well = increased confidence	It was for him I thought that was a confidence boost.	3.106
Needing to prove something – DT gives him feelings of efficacy	he's feeling he has to prove something and he can do that through cooking	3.130
DT gives him freedom to work hard without fear of failing	you work out how to deal with it and using the problem solving environment	3.135
Lesson providing a positive distraction	And will say "last night *** did such and such" but he will say "I'm cooking" and he will get on with it	4. 181 & 182
Behaviour good in her lesson – better when doing practical work	He is quite different in a food tech lesson because of the environment when	5.200
'C' struggling in food tech, but also sees his strengths and that it is an important lesson for him relating to building efficacy	He's feeling he has to prove something and he can do that through cooking	3, 130

➤ Empathy and relational aspect effecting support

Sub-themes (interview no in brackets) and code relating directly to quote	Quotation	Page and line number
Focus of facilitating positive experiences (Interview 9)		
CiC/difficult home life reluctant to try new things, but can be encouraged gently to	Ingredients in but he won't, he says "I don't like this" and when I tell him to put it in and try he says he quite likes it so he's trying new things	1.41 & 1.42
Food facilitates team work within class – sense of community	Have to clear away together so it is a lot of teamwork	2.70
Emphasis on 'we', very much a partnership with 'C'	It and it was for him I thought that was a confidence boost. But we have good days and bad days.	3.106 & 107
Food tasks within 'C's ZPD (3, 110 & 111)	They have to do a bit of problem solving which helps them with pride and confidence so that's good.	3.110 & 111
Seen positive development of 'C' – now more settled	I have seen him mature, he wasn't settled and some days here he isn't settled now	4.145 & 146
Realises 'C's external locus sometimes	with 'C' he has asked for them and it's out of his control.	4.162
Ongoing analysis as to how to best support 'C'	So it's weighing it up and making sure you are making the right decision about why they haven't brought stuff in.	4.165 & 166
Focus on him having a positive experience in her lesson	I want him to feel comfortable in that lesson	4.171
Communication with staff relating to 'C's situation		
Concerted effort to communicate outside of lesson	Sometimes because they have some of the SLAs will say "Oh I don't think 'C' had a good night last night" so you will just register that and what has gone on and I think you are in food tech and we will do what we can in that lesson	4.177& 178&179&180
Believes 'C' would view her as persistent, friendly, caring	I always say hello and he does respond back Maybe friendly I suppose...I would like to think	5.188

<p>Can be overwhelmed by work; efforts to make this visual</p> <p>Receptive to academic support</p> <p>Promotion of transcendence of work done</p> <p>Likes and enjoys teaching 'C' – recognises his strengths compared to others</p> <p>DT provides a positive distraction</p> <p>Positive expectations and persistence required re this.</p>	<p>that if he had any worries he would come and talk</p> <p>on and he got confused but we sat and drew it out and he was like “oh ok”</p> <p>It's different from most of the other pupils but I think with 'C' he is very open for me to suggest ways to help, and he seems to take it on board</p> <p>I think possibly he struggles, well I know he does in other areas and the theory side of things shows that.</p> <p>...I think that's brilliant that a boy of that age has an interest</p> <p>But he will say “I'm cooking” and he will get on</p> <p>He said “I am so behind” and I said “you are not actually, you are not as far behind as you think you are, you are reasonably up to date”</p>	<p>5.192</p> <p>5.222</p> <p>5.234 & 235</p> <p>6.241 & 242</p> <p>7.287& 288</p> <p>4.181 & 182</p> <p>7.299</p>
<p>Importance of relationships (Interview 10)</p> <p>Concerted effort required to maintain a positive relationship with 'C'</p> <p>Prerequisite to everything is positive relationship</p> <p>Lack of relatedness – relationships have to be on his terms</p> <p>Lack of connectedness to peers</p>	<p>But on the whole, teaching children in care is that if you maintain a positive relationship with</p> <p>But on the whole, teaching children in care is that if you maintain a positive relationship with</p> <p>He is fine with positive relationships but as long as they are on his terms</p> <p>He hasn't got a lot of friends in school I don't think he has particularly strong friendships in school, he has friends but when you see him with his girlfriend you don't see him with his friends.</p> <p>It's a different relationship and I've seen that several times before with kids in care</p>	<p>1.11</p> <p>1.11</p> <p>2.75</p> <p>3.100 & 18 & 129</p>

<p>Mothering relationship of girlfriend – typical of LAC</p>	<p>I think he would probably say I am alright, and that's as positive as 'C' would probably be about teachers in school.</p>	<p>3.114 & 115</p>
<p>'C' would describe him as ok – ambivalence typical towards most teachers</p>	<p>have a stronger relationship with him than most</p>	<p>3.116 & 117 & 118 3.125</p>
<p>Good relationship repeated, other than those that challenge behaviour</p>	<p>You would say very often when a kid relies heavily on a single person that's not the relationship 'C' has got other than with his girlfriend.</p>	<p>3.127 & 128</p>
<p>No close relationship in school with staff or peers other than GF</p>	<p>I think that's where he has that one person and it's almost like that's enough</p>	<p>3.131</p>
<p>Lack of relatedness generally</p>	<p>I think that's where he has that one person and it's almost like that's enough</p>	<p>3.131</p>
<p>1 relationship perhaps all he can manage currently</p>	<p>He did have a strong relationship with one teacher but he has now retired, he had a lot of teaching experience and fosters a child himself and I think it always helps having that knowledge</p>	<p>3. 1.30 & 131</p>
<p>Time spent with 'C' trying to help him see what he did wrong</p>	<p>So many different people spent hours with 'C' turning around</p>	<p>4.143</p>
<p>Bad relationship with head specified as a reason for FTE</p>	<p>Refusing to follow school rules, he has a bad relationship with the Head</p>	<p>3.269</p>
<p>Girlfriend crucial to future – forsees difficulties here</p>	<p>It depends on his girlfriend, that's his strong relationship, that's what keeps him grounded</p>	<p>7.338</p>
<p>All dependent upon</p>	<p>I think it's the only strong relationship that I can see that 'C' has had</p>	<p>8.344</p>

relationships he makes		
Empathic and relational approach to working with 'C' (Interview 11)		
Recognises he has more to cope with than his peers	He has a lot to deal with and a lot more to deal with than most kids of his age which is bound to have an effect on what it's like teaching him.	1.15 – 17
High levels of emotional reactivity; able to see there are mitigating circumstances – more than non-LAC (1.30-34)	He was quite rude and negative and insulting and then the Head passed and took him off and had a chat and he came in apologised and sat down, he was a bit stroppy but he was ok. So I think perhaps it's harder because he has so much going on that other kids	3.119-121
Sees positives to 'C' but also more difficult aspects	there are a lot of positive things about him and he has a very nice side but he can be very difficult.	3.121 – 123
Empathy and concern for 'C'	He probably would be one of the pupils that I worry about because he is in a difficult situation	3.132 – 133
'C' having an effect on her	So it's a real mix of highs and lows in his behaviour and I think that has a knock on effect on those teaching him.	4. 185 – 189
Perhaps lacking control, maybe attributing to increased empathy?	Not always fantastic control I don't think. I think he is impulsive at times and prone to doing things without thinking it through fully, so up to a point but not the same degree as somebody with a more stable background would have and different levels of maturity perhaps	4.187 – 188
Pinpoints being in care as causing lack of control	so up to a point but not the same degree as somebody with a more stable background	6.289
Desire for him to complete GCSE's' also concern for future	And he has a good chance of getting good GCSEs	6.295
Sees positive attributes to 'C'	he is bright and capable	7.304 – 306
Support and encouragement for 'C' to stay in area	I did point out that you have family here I know they are not your blood family but you have people who care for you here.	7.311 – 312
Concern that he finds		

<p>something that engages him for the future</p> <p>The relationship of a teacher important for positive engagement for 'C'</p>	<p>It's expensive going to university, hard to get training and jobs, he just needs to find something to get him started really.</p> <p>Clear boundaries, positive, friendly and keeping positive with him. Those are the strategies that might work on a good day, or would make things less bad on a bad day</p>	<p>4.178-181</p>
<p>Relationship and perception of 'H' (Interview 16)</p> <p>Doesn't know him well enough to understand where behaviour may be coming from</p> <p>Sees positives in Harry; lack of engagement significant as uses this to describe him; a description not inherent to him though</p> <p>Believes would see her as boring due to lesson content</p> <p>Since my interview with him. 'H' has left the school – lack of awareness why</p>	<p>I think just knowing a bit more about them would help</p> <p>Likeable, as a person he is quite... on his own a very likeable young chap um but in a group situation he found it difficult to get on</p> <p>Boring probably because it was maths, difficult because he did find it difficult</p> <p>I've no idea</p>	<p>4.150-151</p> <p>3.89-91</p> <p>3.97-98</p> <p>1.4</p>
<p>Lack of a close empathic relationship (Interview 15)</p> <p>Happy she is not in class now</p> <p>Frustrated that she doesn't act 'normally', 'rather than carrying on being 'T' - not able to accept her for the person she currently is</p> <p>Lack of close relationship, partly because she's not in lessons</p> <p>Descriptions all have quite negative connotations</p> <p>Believes 'T' would have negative view of her, but then</p>	<p>Teaching 'T', what would that be? Would it be communication? Things are going much better now she is not in the class, I feel better about it because she is not there.</p> <p>If she was willing to give it a go arrive with a positive attitude, like she is going to do some work, do as she is told and behave like a normal child (whatever normal is), rather than carrying on being 'T' and being the way she has done so far.</p> <p>Not very well at all, I have 2 lessons for 14 weeks, so in theory I have seen her about 28 times but it's really closer to 10.</p> <p>Volatile, rude [long pause] and very feisty.</p> <p>she would probably say ' I hate her' [said with expression] she always sends me out, I don't</p>	<p>4.157-160</p> <p>4.160-164</p> <p>2.83-85</p> <p>2.86-87</p>

interested that this may be more positive	know really. It's hard, because sometimes they say 'she's a legend'.	2.88 – 3.90
<p>Understanding and perception of 'T' (Interview 15)</p> <p>Identifies instability of home background, lack of positive role models for behaviour</p> <p>Perhaps lacks the skills to know how to be polite</p> <p>Contradicts the above, perceived to be in control of behaviour</p> <p>Late to lessons, misses teaching input</p> <p>Able to recognise she may mis-behave due to not knowing what to do on the task</p> <p>Lack of empathy for what teacher might think</p> <p>Not specifically mentioning aspects such as abuse, does this mean she would have to change her view of 'T' to a more empathic?</p> <p>Believes 'T' is aware of others negative views of her</p> <p>'T' among most difficult, perhaps control at the heart of this</p> <p>Fear of failure so won't try</p> <p>Segregation has allowed 'T' to stay in school</p>	<p>I guess the instability of her background,</p> <p>You know this is what you do, if you say please then you get whatever it is you are asking for.</p> <p>The thing is I know she can switch it off behave</p> <p>For example she comes in 20 minutes late so that all the active teaching is has finished and all the support has also passed</p> <p>thrown into the deep end and part of her behaviour is that she hasn't got a clue about what's going on because she wasn't there</p> <p>thrown into the deep end and part of her behaviour is that she hasn't got a clue about what's going on because she wasn't there</p> <p>I don't know what might have been behind it.</p> <p>which clearly I would imagine she knows. She's not stupid</p> <p>get everything her own way and stop the lesson, which is probably what both of them aim to do, puts them back in charge, in control.</p> <p>not wanting to fail, that's one thing</p> <p>It's contained, it's...yeah...it's stopping the impact on the rest of her peer group</p>	<p>2.54-55</p> <p>2.57-58</p> <p>2.64</p> <p>1.28-30</p> <p>1.30-32</p> <p>1.34-36</p> <p>2.76</p> <p>3.116-117</p> <p>4.143-145</p> <p>4.149</p> <p>5.226-227</p>

<p>Vague description as to why being withdrawn may help – developing better habits</p> <p>View that ‘T’ is quite manipulative</p> <p>No differentiation specifically required for LAC</p>	<p>hopefully to set up some better habits and give her something positive, she has got supervision and all the rest of it,</p> <p>she can be quite charismatic she could probably twist someone around her little finger</p> <p>I don’t think I would make any special arrangements just for a CIC</p>	<p>5.230-232</p> <p>6.236-237</p> <p>1.22-23</p>
<p>Sensitive, positive and empathic approach (Interview 14)</p> <p>Positive and solution oriented approach</p> <p>Effort made to maintain positive relationship and for ‘J’ to feel wanted and cared for</p> <p>Passionate about ‘J’ not going backwards, i.e, home</p> <p>Awareness of significant trauma experienced and how this may affect him</p> <p>Awareness and empathy for pain ‘J’ is going through</p> <p>Recognises that often it is the influence of just one or two teachers who push you on and believe you can do things that can make the difference.</p>	<p>so he came to us and a lot of studywork that came which basically said don’t touch this child with a bargepole. So of course I wasn’t here at the time, I picked it all up and thought well that’s run with it.</p> <p>So I drove down behind him to his placement, settled him in, waited watched him have supper</p> <p>Would I fight tooth and nail for him not to go home? Absolutely. Would I have him come and live with me? Without a shadow of a doubt. I don’t ever want him going home again as I don’t think that is the right thing for him.</p> <p>The abuse was at the hands of the step father as far as we know. There is two sides to that story, he doesn’t know who his biological father is and Mum refuses to tell him, that’s her choice. So he has a double whammy of his own father he has nothing to do with and his step father was abusive, he is in care now so it’s all a very hard hit.</p> <p>We have to be very mindful that Jordan is looking up and thinking you have what I want, you have the mum the dad, what I want and sometimes that can be really painful for him.</p> <p>but I had a wonderful relationship with the headmaster, he is the one who influenced me for everything</p>	<p>2.77-79</p> <p>3.92-93</p> <p>5. 219-222</p> <p>5.231-237</p> <p>8.340-342</p> <p>9.407-408</p>

<p>Positive and close relationship with 'J'</p> <p>Mindful to shield LAC from others knowing what is going on</p> <p>'J' hated being excluded, but served a purpose – focus on ensuring he knew they wanted him back</p> <p>Effort to ensure 'J' is aware of mindfulness of him</p>	<p>I picked him up and he expressed it when he came back in to school and gave me a hug.</p> <p>when it comes to a birthday, Christmas, Easter, you have to be very much more mindful and careful about it and everything else. For LAC, more important to be mindful of things that could cause them upset</p> <p>He hated it, and when he was out I would phone him and say this is ridiculous you are out of school do your work, stay at work and write your essay or whatever you have been given to do.</p> <p>again I haven't gone anywhere, I have been that stable person</p>	<p>9.394-396</p> <p>1.27-29</p> <p>8.385-387</p> <p>3.124-125</p>
<p>Empathic and child centred approached to support inclusion (Interview 12)</p> <p>Sees positive attributes but also hints at significant challenges</p> <p>Caring and positive relationship – sees profound importance of this</p> <p>Boundaries allied with positive relationship crucial to engagement in lessons</p> <p>Extreme behaviour – again seeing this from 'C's perspective</p>	<p>he is a lively character but a very clever boy as well and so it would be very easy to find that very irritating and almost feel harassed at times</p> <p>But he is very pliable. In years 7 and 8 he didn't really know where to turn, or who to go to, before I came and he now sees me as a consistent figure which is key for 'C' which has made a change in school because he knows there is someone looking out for him but also there is somewhere he can always come.</p> <p>Probably slightly, he has lesson he is very good in where there are firm boundaries, no one will give in but also where there is positivity</p> <p>His behaviour is very extreme it's not like he will be a bit chatty he can be absolutely outrageous [laughing] which will result in him having to leave the lesson and he will push that teacher and push and push to see how they deal with it.</p> <p>he now sees me as a consistent figure which is</p>	<p>1.21-23</p> <p>5.212 – 217</p> <p>5.204 – 206</p> <p>5.208-212</p>

<p>Cites importance of his role as being a consistent figure that 'C' is mindful of</p>	<p>key for 'C' which has made a change in school</p>	<p>5.214 – 215</p>
<p>Needs place to go and be contained – needs reassurance first thing in the morning</p>	<p>You will often find him just sitting outside of this room whether it's positive or negative. In the morning if something has happened he is waiting outside and that's his port of call to come and see me.</p>	<p>5.217 – 220</p>
<p>Repitition that school want him to be there</p>	<p>I have always said to him that we want him to stay here and to do A Levels</p>	
<p>Pushing for him to have positive school trip experience</p>	<p>We are taking him to Paris, he has never been abroad before, on a school trip. We still haven't got the funding for that but he knows he is coming,</p>	<p>5.220-221</p>
<p>Unconditional support - will stay there almost whatever 'C' does – makes family analogy</p>	<p>It's a bit like a family don't way to their children you know behave, eat your dinner or you are out of the door and 'C' needs that just the same.</p>	<p>5.222-225</p>
<p>A youth worker before teaching perhaps giving him a more holistic understanding FTE only for sexualised and where psychological harm caused to others – contain other behaviour towards staff</p>	<p>I was a youth worker before I started teaching</p>	<p>5.230-233</p>
<p>FTE given with emphasis that this is not permanent; pushed for therapy as didn't want to exclude</p>	<p>we have had none this year in Year 9 we did in year 8 they were for sexualised or abusive aggressive behaviour towards students</p>	<p>5.237 – 238</p>
<p>Restorative approaches, but in some cases maybe not appropriate</p>	<p>you will be excluded it sends a strong message to him and them as well but it was never you will be permanently excluded and then you go through all the review meetings, proper support when he came back and that was the reason why we pushed for the therapy because we felt that it was far more significant than he is being naughty in school</p>	<p>6.293-295</p>
<p>Circle time type approach used – developing empathy in other students</p>	<p>It depends on the preference of the students (restorative), 'C' with other students can be their best friend and he can be lovely he can also be abusive</p>	<p>7.301-306</p>
<p>Circle time type approach used – developing empathy in other students</p>	<p>we do circle time about him, not about him well about relationships which truthfully was about him</p>	<p>7.320-21</p>
<p>Circle time type approach used – developing empathy in other students</p>	<p>It's to send a clear message to him and other students that there is some behaviour which crosses the line and is unacceptable and there is</p>	<p>7.324 – 326</p>

<p>Recognises importance of modelling ways of dealing with 'C'</p> <p>FTE used as a lesson about how to behave within a community</p> <p>Ethos of school allied with support and active communication with other professionals allowed 'C' to stay in school</p>	<p>with 'C' I think a particularly strong message</p> <p>kind of made him sit down and do his work while being excluded so the message there was that this was unacceptable and you can't be in our community and behave that way.</p> <p>The ethos of the school and the connection I have with social care and his therapist, he comes to meetings, we email regularly so a real close team work really genuinely around the child.</p>	<p>7.327 – 330</p> <p>7.334-337</p> <p>8.372-374</p>
<p>Good versus bad 'T' and effect of this (Interview 17)</p> <p>Again trepidation of whether it will be good vs bad 'T'</p> <p>Frustrated when she is not engaged as knows she can be (3.91-92) it's frustrating but that's it because you know you've got the extra struggle then</p> <p>Nice versus not nice 'T'</p> <p>'All' her problems not caused by her; implies she is partly to blame</p> <p>Dissonance relating to amount of chances given</p>	<p>You always wonder what 'T' you are going to get. She comes in, you can tell if she has got a mood on then, it's frustrating but that's it because you know you've got the extra struggle then</p> <p>it's frustrating but that's it because you know you've got the extra struggle then</p> <p>think there's a nice 'T' in there, but you don't always see it</p> <p>But I mean I don't think all her problems are her own fault. I think her background hasn't helped her.</p> <p>You get some who have so many so obviously it isn't working, somewhere along the way because they wouldn't keep doing it would they?</p>	<p>3.89-92</p> <p>3.91-92</p> <p>2.67-68</p> <p>4.148-149</p> <p>4.137-138</p>

➤ **Dissonance and external locus leading to relinquished responsibility**

Sub-themes (interview no in brackets) and code relating directly to quote	Quotation	Page and line number
<p>Tension between a punitive approach and meeting the needs of LAC (Interview 10)</p> <p>Has positive relationship as hasn't challenged 'C' on behaviour</p> <p>Conflict between challenging 'C' re H/W and not annoying him</p> <p>Tension of how to work best with him; treat the same as non-LAC or differently, this unresolved</p> <p>Unsure whether this (empathy) is due to being in care</p> <p>Struggle to see how 'C' can be so different to sister – contributing to cognitive dissonance</p> <p>Helped to keep 'C' in school by encouraging him to accept the consequences</p> <p>Almost working against the head – encouraging 'C' to do something he doesn't believe or agree with and thus no learning</p> <p>Conflict with the HT, he ended up 'backing down'</p> <p>'C' given more chances than other non-LAC would be for behaviour.</p> <p>Dissonance about more leniency for 'C', not sure this helps as know he can push the</p>	<p>'C' and me get on well because I haven't had to ... whereas you put 'C' in with another member of SLT who has had to challenge him on his behaviour</p> <p>Yeah... but it's finding that balance between how much am I going to nag him and how much is he going to be back from break-time detentions, that's just going to piss him off basically.</p> <p>Do you deal with him differently because he is a child in care or do you deal with him in exactly the same way as you would anyone else?</p> <p>He has trouble with empathy. He doesn't see why someone else would feel hurt by what he has said.</p> <p>I think actually Leah is the complete opposite</p> <p>doesn't matter what was said the consequences of your school career are nuts</p> <p>either because instead of him having the same framework of rules as everyone else there has been more leniency. And I think 'C's only here because he is a CIC. Equally I don't think that has helped 'C' either</p> <p>It got that desperate to save 'C' and in the end the Head backed down.</p> <p>There is an element of I'm going to play my trump card there; of I am a CIC, but there has to be the ultimate sanction but there has to be that ultimate sanction</p> <p>You categorise a student, and exactly the same if it was going to be that child's got a particular need you focus on that need and it's sometimes</p>	<p>1.16-18</p> <p>1.21 - 24</p> <p>1.39 & 40</p> <p>2.75 & 77</p> <p>2.78</p> <p>4. 160 & 161</p> <p>4.165</p> <p>4.165</p>

boundaries.	we don't get the line right.	4.173
Perception of playing on being a LAC (4, 179)	beyond the fact that actually of not actually labelling them as a CIC rather than having a need, for example	4.172 & 173
Awareness of stereotyping process for LAC – implied this isn't positive	'C' has always been treated differently and I don't think it's benefitted him	4.179
	straight away that label comes with....'C' has always been treated differently and I don't think it's benefitted him.	4.182
Recognises needs of LAC but cognitive dissonance relating to how needs should be best met	We all realise the reason for the of focus as there is under achievement but it has an underlying factor as well, the fact that CIC have suffered or have not had the same benefits and backgrounds as other students. And it's a big challenge for any kid to face and it's sometimes we don't get the line right.	4. 190
Wants to be recognised for needs, rather than LAC, what difference would this make? Allow them to feel more comfortable about	actually of not actually labelling them as a CIC rather than having a need, for example 'might need emotional support'	5.193
Unsure whether approach with 'C' has worked, but un-able to specify an alternative.	Because of the exclusion, without that the parents would have gone to the police because the law doesn't stop at the school gates.	5, 198 & 199
Awareness of being able to get out of situations but no learning from these = needs not being met?	he has become very astute in how situations	6, 286
No questioning of punitive approach, or at least alternatives	In school it works no different to that and the consequences of a FTE or a permanent exclusion doesn't often work with regard to those students but there has to be that ultimate sanction	6.289
Exclusion influenced by appeasing the parents of 'harmed' boy	the parents would have gone to the police because the law doesn't stop at the school gates.	7.295
Repetition that FTE is meaningless to 'C'	So no it doesn't stop the behaviour or doesn't always and definitely doesn't with 'C' because it's meaningless to him	7. 296
Sister causing difficulty in		

<p>processing 'C'?</p> <p>'C' likeable, struggle to match this with other facets of his personality</p>	<p>You wouldn't know he has a sister</p> <p>there are a lot of people who like 'C' here which is quite unusual for a pupil that can be as difficult as 'C' and as emotionless as he is</p>	<p>7.298</p> <p>8.345</p>
<p>External pressures and lack of resources relinquish responsibility (Interview 10)</p> <p>Focus on 'C's need to academically achieve not helpful, puts pressure on 'C' and staff – would prefer an easier life, so difficulties not confronted ,as with maybe other children?</p> <p>Conflict as to the best approach for 'C'; thinks pressure not to exclude not good but doesn't see his needs as significant for an alternative provision</p> <p>Identifies a tension of LA priorities vs meeting needs of the child</p> <p>Feels a pressure to keep him in lessons to achieve academically, rather than meet his emotional needs?</p> <p>Believes having someone with the skills and personality identified for 'C' to help; implies by 'it' that this is too late.</p> <p>Lack of responsibility (so perhaps fewer negative feelings experiences)</p> <p>Lack of identification of 'C's primary needs – again lack of responsibility/controllability re</p>	<p>putting extra pressure on him the other way around if you don't academically achieve and that can make it difficult for him.</p> <p>it's not actually particularly helpful whereas 'C' should never have had alternative provision as he's not the kind of lad that needs it but some do need that</p> <p>because you are being judged that you have to get looked after children and their academic results</p> <p>competing against each other when at the end of the day they shouldn't it's about what's best for the child</p> <p>it was having the time and money for that person to deal with 'C', build up that relationship, take him off and to almost having that individual case worker, a social worker rather than a teacher</p> <p>but actually we don't have we can't afford a permanent counsellor</p> <p>could make a real success of life but people haven't been able to put the time in because that time sufficient time to allow 'C' to what he could become</p>	<p>5.209 & 210</p> <p>5. 222 - 224</p> <p>3.229 &230</p> <p>5.232</p> <p>6.257 -259</p> <p>6.263</p> <p>7.310-311</p>

<p>this</p> <p>'Could' make a real success of life; suggests regret on behalf of school re this</p> <p>Again relinquishing responsibility for meeting needs</p> <p>Frustrated by professionals who aren't always there. Identifies a youth worker to build relationships</p> <p>A lack of expertise for needs such as 'C's within school</p> <p>Dichotomy of life chances</p> <p>Sees prison as a realistic option</p>	<p>'C' could make a real success of life</p> <p>whatever this school could do, no school could handle the problems that 'C' has without a lot more support than they have and it doesn't exist</p> <p>someone like ***** who was able to form those relationships with the kids be able to carry that through</p> <p>through that was able to develop a relationship with 'C'</p> <p>I can see 'C' making a massive success of his life or completely cocking it up.</p> <p>ending up in prison or being aggressive and that's the trouble.</p>	<p>7.309</p> <p>7.302</p> <p>7.328</p> <p>7.333</p> <p>8.341</p> <p>8.352</p>
<p>Dissonance relating to aetiology of behaviour and affect and support required for 'C' (Interview 11)</p> <p>Tension between having to treat 'C' the same as others, but implication this may not be best</p> <p>Extreme mood swings – question marks of bipolar/substance abuse to understand this</p> <p>Realising the impact of background and emotional trauma, but still not seeing this as sufficient to explain behaviours/mood</p> <p>Sees that he may be more willing to talk to other staff than her, but not sure whether this happening</p> <p>CiC maybe have too many people trying to understand</p>	<p>But equally you can't have one rule for him different to everyone else, if you confiscate phones from others you have to from him as well.</p> <p>I did wonder at one stage teaching him if there was something like bi polar or if there were issues of drug abuse because his moods seemed so difficult</p> <p>I had concerns and raised them but maybe it's a function of having a lot of emotional stuff going on</p> <p>Perhaps at moments but not always and perhaps sometimes in a class situation there may be other adults he would talk to.</p> <p>I think one of the other issues with CIC they do have a lot of people wanting to talk to them and</p>	<p>1.24 – 26</p> <p>2.56-58</p> <p>2.61 – 62</p> <p>2.67-69</p>

<p>issues; perhaps has paradoxical effect</p>	<p>finding out what's going on and perhaps they don't always want to</p>	<p>2.69-71</p>
<p>Conscious that the right person and right time will be required to 'C' to share – maybe not in right frame of mind now</p>	<p>but maybe one of the issues is they do feel there a lot of people who would be...maybe it's the right person at the right time</p>	<p>2.72-73</p>
<p>Tension of privacy vs need for aspects of life to be coherently processed</p>	<p>Perhaps he would have benefitted from counselling but didn't want anyone else going into why</p>	<p>2.75-77</p>
<p>Sees tutors and heads having a limited effect</p>	<p>within school certainly tutors and year heads would take an interest in what's going on in that sense and maybe can have a limited effect Dissonance as to whether 'C' has the right support</p>	<p>2.79-80</p>
<p>Interesting; does 'C's positive attributes make him more difficult to understand?</p>	<p>Sometimes I feel frustrated it's quite hard to keep being positive with someone who is negative but good as well, it was nice yesterday when he got his exam mark back and he got a C, he was really pleased. So it's a real mix of highs and lows</p>	<p>3.129 – 132</p>
<p>Frustration and lack of hope regarding behaviour management = lack of responsibility for (Interview 15)</p>		
<p>Withdrawn from mainstream lessons currently, previously just maths</p>	<p>She has been in SSC for all her lessons at the moment not just for maths</p>	<p>1. 2-3</p>
<p>Sees approaches utilised as having 'failed' for 'T'</p>	<p>Nothing successful put it that way</p>	<p>1.27-28</p>
<p>'Just about everything' tried – suggestion she is out of ideas and hope</p>	<p>Just about everything</p>	<p>1.44</p>
<p>Doesn't seem to respond well to a positive approach</p>	<p>Just about everything, being really nice, encouraging, as soon as she comes in drop everything and give her the attention, or completely ignore her or be really firm with her</p>	<p>1.44 -46</p>
<p>Frustration exacerbated by the fact she has seen her behave</p>	<p>The thing is I know she can switch it off behave and be perfectly pleasant</p>	<p>2.63-64</p>

<p>Frustrated and defeated that she hasn't made progress with 'T'</p> <p>Again implication she has almost given up – a limit to help offered</p> <p>Frustration and external locus re targets set out in PEP</p>	<p>Very frustrated, I just can't breakthrough</p> <p>So to some extent you have to find a way that works between you and that child, there is only so much help that you can come up with really</p> <p>I have her recent action plan or whatever it may be called, but the relevance of that is not often something you can use</p>	<p>3.102-103</p> <p>3.127-129</p> <p>5.204-205</p>
<p>Frustration and lack of hope regarding behaviour management = lack of responsibility for (Interview 16)</p> <p>Didn't find SENCO input useful; wants pick up and use strategies</p> <p>Wanting to find out what might work - confusion re this as lesson cited he doesn't go to</p> <p>For things to improve has to come from someone else – in this case responsibility alleviated</p> <p>Staff information sharing would help – knowing more specifically what H's needs are</p> <p>Frustrated at lack of progress; recognises a need for 1:1 help – only way to make progress; does this belief alleviate any guilt that progress has not really been made?</p> <p>No time to collaborate with colleagues over what might be working well</p>	<p>But I didn't find that session particularly...there weren't things that I could take directly, use.</p> <p>asked the SENCO, well what are they doing in history that we could learn from? And he said well Harry doesn't go to any history lessons</p> <p>so it would have been nice to get that information but SENCO didn't have that information.</p> <p>Just information we have from the SEN Department, strategies to try with students with different sorts of problems really.</p> <p>You do your best don't you, you sit with the student and give them as much 1 to 1 as you can, but when you have 20 other students you have to share it out.</p> <p>We never find out, there is no time to do that.</p>	<p>3.111-113</p> <p>3.124-126</p> <p>3.128-130</p> <p>4.135-138</p> <p>4.168-170</p> <p>5.197-198</p>

<p>Belief that more could be done to meet needs of 'J' (Interview 14)</p> <p>Feels he needs more than one of CAMHS type sessions, more inbuilt to his day/week</p> <p>Difficulties need to be confronted and processed</p> <p>Relinquishing responsibility for certain needs to be met - concern over intensity of relationship, would become too much</p> <p>Structure and pressure situation of CAMHS perhaps not beneficial</p> <p>Lacking someone who can regularly enquire about feelings – do TA's not do this?</p> <p>Needs previously not met, still believes more therapeutic input required</p>	<p>He needs to have counselling, but I don't just mean from CAMHS, he needs to have almost like an enabler</p> <p>he needs to have somewhere he can dump his suitcase of worries off and can open them up every time, not just randomly once here once there,</p> <p>We can only do so much, there are some things in school you can't touch on and he shouldn't have to come in and see me holding all his concerns.</p> <p>they do an amazing job but sometimes you are in there having a discussion and the camera is coming down on you, you can be very conscious of everything that is going on</p> <p>he needs someone to say tell me about your day, and that's what he hasn't got at the moment</p> <p>Well his therapeutic needs were not being met, at all. I still don't believe that they are being met</p>	<p>6.244-246</p> <p>6.247-249</p> <p>6.254-256</p> <p>6.263-266</p> <p>6.269-271</p> <p>5.211-2.13</p>

➤ **SEBD needs and issues of inclusion**

Sub-themes (interview no in brackets) and code relating directly to quote	Quotation	Page and line number
<p>Lack of moral, emotional and social development -difficulty with a lack of structure (Interview 10)</p> <p>'C' as very rigid in cert Positive behaviour and work ethic in lessons; not able to replicate this for autonomous work outside, leading to underachievement</p>	<p>'C's' biggest problem is break times and lunch and that's a tendency all across the board with CIC</p>	<p>2.55</p>

Main issue is un-structured times; behaviour good in lessons – other LAC also like this	Unstructured time when the kids go off and do something stupid It seems that very often CIC are the ones doing it	3.102 & 103
		2.60
'C' seeking to undermine authority – biggest problem	biggest issue is he doesn't see where there are boundaries	2.60
Struggles to see where boundaries are	biggest issue is he doesn't see where there are boundaries	2.70 & 71
Dichotomy of 'telling off' as 'scum', versus not = ok. Staff reinforce 'C's views here	it took me and the other assistant head ages before he could walk into a room with the Head teacher and not tell him to F off	2.71
Effort to support 'C' in being able to speak to head teacher and not be abusive	Took me and the other assistant head ages before he could walk into a room with the Head teacher and not tell him to F off.	2.75
Lack of empathy – can't see consequence of his words	He has trouble with empathy, he doesn't see other people's points of view,	2.86
No accountability/responsibility for actions	there is no responsibility for his actions	2.91
Teachers like him, in lessons behaviour is positive; the opposite in unstructured periods	but you walk around the school at break time or lunchtime and you may well be able to recognise 'C'	3.100 & 128 & 129
Lack of connectedness to peers	He hasn't got a lot of friends in school I don't think he has particularly strong friendships in school, he has friends but when you see him with his girlfriend you don't see him with his friends.	3.127 & 128
No close relationship in school with staff or peers other than GF	You would say very often when a kid relies heavily on a single person that's not the relationship 'C' has got other than with his girlfriend.	3.131
Lack of relatedness generally	I think that's where he has that one person and it's almost like that's enough	3.131
1 relationship perhaps all he can manage currently	I think that's where he has that one person and it's almost like that's enough	4.145 & 146
	coz I don't actually think he did anything 'C' perceived that there had been some kind of offence	

<p>A lack of moral development – can't recognise his actions were wrong as able to justify it</p> <p>C' feels very strongly about being harmed and this able to justify his actions</p> <p>Astounded by 'C''s lack of empathy on occasions</p> <p>Emotionally illiterate, but able to work out how to survive in situations – insecure attachment type behaviours</p> <p>Perception that he is consciously proving he doesn't 'care'</p> <p>Socially isolated – dislikes working with others</p>	<p>That as far as my moral code says, he offended me I going to twat him</p> <p>Doesn't matter what was said the consequences are your school career are nuts</p> <p>There is an element of I'm going to play my trump card there; of I am a CIC</p> <p>because I am going to bloody well prove to you that I don't care</p> <p>he chooses to sit in my lesson by himself and in other lessons too.</p>	<p>4.151</p> <p>4.160 & 161</p> <p>4.178 & 179</p> <p>6. 277</p> <p>7.302</p>
<p>Lack of moral, emotional and social development -difficulty with a lack of structure (Interview 12)</p> <p>LAC challenging; lacking routines and boundaries and require increased attention</p> <p>Surrogate parent analogy – importance of Head of House role; more difficult to fulfil as teacher</p> <p>Routines and readiness for learning difficult</p> <p>Desire for close proximity within the class and a need to discuss aspects of life – difficult within class situation (</p> <p>Difficulties in interactions with females – past inappropriate</p>	<p>experience is that they are especially challenging because actually what is lacking are those normal routines and behaviour and also a sense of boundaries</p> <p>to a certain extent a surrogate parent if you are head of house or year because they are looking for that attention, reassurance, praise and discipline and boundaries</p> <p>Yes, In a normal routine and getting started ready to be taught 'C' really struggles with that,</p> <p>he will be behind the desk wanting attention to tell me about the weekend or what has happened the night before</p> <p>He can be disrespectful to women, he touched lots of people inappropriately, I don't mean in a</p>	<p>1.-2-4</p> <p>1.7-9</p> <p>1.16-18</p> <p>1.19 – 20</p>

touching	horrifically serious way just arms, and he can be lovely with women	1.49-51
Insatiable desire for attention	In a lesson situation you can put as much work into 'C' as all the other students all together	1.53-54
Dichotomy of behaviours	built up easily very fragile a lot of the time and very dramatic.	2.69-70
Emotionally fragile	he gets hurt very easily, built up easily very fragile a lot of the time and very dramatic.	2.68-70
Social, emotional and moral development issues	He is still developing and there are real issues with regards to his social, emotional development	2.87-89
Actions determined by cost-benefit analysis	'C' does things because it's a completely amoral cost benefit analysis	3.131 – 132
Needs of LAC different to non-LAC (Interview 10)		
LAC more difficult to teach than non LAC	more difficult to teach than other students, because of other issues in their background.	1.5
Recognises differences between LAC	Yeah....compare him to teaching his sister... Yeah....Leah and there is a big difference, maybe that's a gender issue.	1.8
To get LAC to have high expectations difficult	It's challenging them can and trying to raise their expectations can be extremely difficult.	1.12 & 13
Conscientious and determined described as the opposite to most LAC	The exception to what I've found teaching children in care, she is a student who is very hard-working and conscientious	1.30
'C' easily identified as LAC due to behaviour, draws attention to this label	Whereas 'C' has clearly been identified as CiC because of his behaviour around the school it has therefore become highlighted and almost becomes a label if you like	1.36 & 37&38
Sees 'C' as underachieving; this due to having to self-motivate more (exams)	Has massively underachieved in both exams	1.47
Again referring back to		

<p>experience of teaching LAC to reinforce views</p> <p>Sees LAC as developing strong, intense romantic relationships</p> <p>LAC often pose problems during unstructured times</p> <p>Perhaps intense romantic relationships a replacement for lack of parental figures</p> <p>Mothering relationship of girlfriend – typical of LAC</p>	<p>He is very typical of what I have taught before</p> <p>Very often that young kids in care seem to get these very strong relationships</p> <p>Unstructured time when the kids go off and do something stupid It seems that very often CIC are the ones doing it</p> <p>Almost like that mothering relationship that the traditional boyfriend girlfriend relationship</p> <p>It's a different relationship and I've seen that several times before with kids in care.</p>	<p>3.94</p> <p>3.99</p> <p>3.102 & 103</p> <p>3.112</p> <p>3.114 & 115</p>
<p>Needs of LAC different to non-LAC (Interview 12)</p> <p>Sees importance of school in providing for needs more than non-LAC</p> <p>Key worker where a supportive relationship is facilitated and careful consideration of tutor</p> <p>Needs mentoring input daily</p> <p>Routine and needs more significant than non-LAC</p>	<p>there is a need for a school to be more than we would for bog standard students In terms of anchoring that student</p> <p>He has a key worker a TA who is plays tennis,</p> <p>like daily mentoring chats to keep him on track</p> <p>Lack of routine so as much consistency and routine as possible is important</p>	<p>1.36-38</p> <p>1.41</p> <p>1.43-44</p> <p>2.71-72</p>
<p>Understanding of behaviour exhibited by 'C' allowing a focus on his engagement within school (Interview 12)</p> <p>Identifies attachment needs – recognition of how this profoundly effects his interactions</p> <p>Analysis of examples which</p>	<p>there are major issue with attachment issues with his mum and nan.</p> <p>So as an example a cover teacher would be a</p>	<p>2.57</p>

require fore planning	potentially disastrous situation, a change of plan like cancelling a trip or going on a trip with little notice	2.75-77
Significant needs but also aware that he wants to be the same as peers	But it is best to treat 'C' like any other student, he responds better to that, you can differentiate the support but you have clarity of expectation.	2.81-83
Close relationship, allowed him to realise he hides true feelings	I know him very well but I would say he is an expert at hiding his true feelings	2.86-87
Cites change of placements as linked to lack of development	The ones I have been involved with because they found his behaviour too challenging, they were either short term, crisis placements but the 2 that broke down they said you will behave like this, they assumed he wanted to stay there and he will push the boundaries and to test if someone is committed to him or not and then they said he needs to go	2.94-99
Behaviour too extreme = placement breakdown	The ones I have been involved with because they found his behaviour too challenging,	2.94 - 95
Implied that carers could not understand why he was pushing boundaries	The whole point was that he was testing the rules to test if those people were committed to him	2.99-101
Understanding of why he was pushing boundaries	The whole point was that he was testing the rules to test if those people were committed to him	2.99-101
Cites commitment of HT as key to his effective inclusion	And one of the reasons he has been a success here is the Head is committed to keeping students and him in school and working with him	3.101-103
Pattern of behaviour same in school regarding testing whether people will reinforce his expected views of rejection	the dominant factor has been testing adults about whether they are going to stay with them whether it's in a lesson or at home or in a placement and he's testing because of being abandoned	3.121 – 124
Significant persistence required for 'C' to be included	I think he was push, push, push and she never gave up on him, she is a fantastic teacher she just worked, and worked, and worked and...if he sees a moment of giving up on him then that's it.	3.108-111
Can change behaviour if realises he will be stuck by – pertinent to female teachers due to attachment	I think he was push, push, push and she never gave up on him, she is a fantastic teacher she just worked, and worked, and worked and...if he sees a moment of giving up on him then that's it. we train him (sounds terrible) that the way to	3.108-111 3.133-135

<p>Rewards used to shape morals – concept of these not understood though</p> <p>Sees positive use of needs relating to learning – likened to a toddler</p> <p>Behaviour improved in recent months</p> <p>Can look beyond externalising behaviours</p> <p>FTE brought about improved behaviour, learnt certain behaviours not acceptable – doesn't work for all students</p>	<p>achieve something what you want is to do the right thing and he does that because of it and</p> <p>I would say many young children if you look at 2 or 3 years olds that they have very similar behaviour characteristics but then you train them and the morality develops.</p> <p>so I would say he is the same in my lessons as he is in those other good lessons he is less so this year but he has been very challenging in other lessons.</p> <p>he will do a bit of bravado “I don't want to be here” but he doesn't mean it</p> <p>I think he was shocked I think he thought he deserved it to be honest</p>	<p>3.143-145</p> <p>2.06-208</p> <p>8.333-334</p> <p>8.359-360</p>
<p>Emotional and behavioural affect of being in care (Interview 11)</p> <p>Significant changes to C's emotional state – more so than with other pupils</p> <p>Affect not necessarily inherently related to being LAC, but related to his foster care placement</p> <p>Difficulties in foster placement having effect in school</p> <p>Depressed mood</p> <p>Reluctant to request help when</p>	<p>'C' is very up and down emotionally and that may be partly as a result of a difficult background.</p> <p>That's not necessarily because he is a CIC but he has had a very disturbed time because Mark (his foster brother) has been running away</p> <p>So he has a lot going on and I think all of those things at home have an effect on stuff in school</p> <p>I did wonder at one stage teaching him if there was something like bi polar or if there were issues of drug abuse because his moods seemed so difficult and he was very hyper and then really down on everything and fed up with life but maybe I am wrong</p>	<p>1.4-6</p> <p>1.10 – 12</p> <p>1.13 & 14</p> <p>2. 56-59</p>

perhaps he needs it	but in this case it has been very negative for 'C'	4.149
Dichotomy of what 'C' is like in lessons	I would say lessons are variable with 'C', from very positive to negative at times	3. 108 &109
Foster brother having detrimental effect	and at points he and 'M' (foster brother) were going down a very negative route and I think it was a negative situations that both of them were living together	3. 123-125
Home/care situation negatively impacting school engagement	'C' said the other day I had to go to bed early because Mark has been coming in at 3am and waking me up and for someone who has GCSEs coming up	3.141 – 143
'C's concern for foster brother	'C' says he doesn't know who mark is hanging around with now, I don't really think they know what he is up to, he obviously worries about them	3. 146 – 148
LAC having issues with trusting adults/teachers	they have issues with trust sometimes and sometimes with being told what to do or are fearful of being put in situations where they don't feel comfortable if you are generalising.	6. 251 – 254
Difficulty of having lack of structure due to being in care and then expected to conform = difficulties for school and pupil	Realisation that LAC may find it hard to conform to school structures and requirements	6.255 – 257
	And also if you have had a disruptive and chaotic start to life maybe it's harder to fall into routines as well. It's a very structured environment school and we have strong boundaries	4.161 – 162
Recently acquired feelings of permanence towards foster mum; correlated with being more settled	and now he is calling his foster mum 'mum'	4.166 – 168
'C' having to deal with confusion of feeling settled vs negative contact with biological mum	I don't know what the rules are in terms of contact but it didn't seem like it was the positive contact you could hope for	4.184
Settled home = settled in school	I think it's settled down at home	4.186
Effective inclusion, related to FTE (Interview 11)	So he would be one of the group who would	

Gets support in lessons sometimes – for behaviour and social aspect	sometimes get one to one help	2.91-92
Training has helped – this has focused on abuse	We have bits of training and some of that improves understanding.	5.209-210
Information shared re significant information	In staff briefing in the mornings, at that point quite often if there is a specific issue with someone they will be mentioned FTE can send a message to individual and other students	5.216-218
School focuses on including students/not excluding	I think this school is good at keeping kids included. There are very few who have been permanently excluded from this school,	5.236-238
Excluded or not = is it fair on other pupils	but there are points when you think there are a lot of other kids in the school and if you think everything is disrupted by one person's behaviour is it fair on the other kids and it's a balancing point.	5.240-243
A threshold where schools unable to cope	There comes a point when schools can't cope.	5.245 – 246
Suggesting inconsistencies across the LA re exclusions	I heard a passing comment that we didn't pass anyone to PRU as it was all filled up with pupils from 2 other secondary schools.	6.261 – 263
Attributes smaller school as helping	At this school we try really hard to include and we are a smaller school which helps and a smaller community and I think this helps and maybe this school tries harder or is more fortunate at keeping kids included.	6.267-270
A focus on inclusion, but then goes onto state sometimes maybe this isn't possible	I think the Head and Deputy have all done quite a lot of work with 'C' to talk to him and try and settle him and keep him feeling included perhaps	6.282 – 284
'Strong' foster carers helping 'C' stay in school	I think his foster carers are quite strong	6.281
SMT spent time to engage 'C'	I think the Head and Deputy have all done quite a lot of work with 'C' to talk to him and try and settle him and keep him feeling included perhaps.	6.282 – 284

<p>Behavioural needs and strategies (Interview 16)</p> <p>Arriving late and then difficult behaviour when in lesson – unsettling others</p> <p>Spill over from other lessons or whilst making way to less – cause for behaviour</p> <p>Taken out of the lesson regularly</p> <p>Would spend much of the lesson in 6th form lesson, so not learning</p> <p>Being ‘parked’ had no impact, i.e. improved behaviour</p> <p>Could influence peers to disrupt lesson</p> <p>Uses rewards currently – seen as having little effect</p>	<p>he would arrive after the lesson had started so the students were already settled and doing something and then he would arrive and upset the lesson</p> <p>Something he brought from another lesson or something had happened along the way</p> <p>Quite often though that meant if he couldn't settle down, it meant that he ended up being moved out of the lesson, that happened quite a lot really.</p> <p>so he would have been put into another room with probably a sixth form lesson</p> <p>It doesn't have any effect at all. But at least it enabled me to teach the other students</p> <p>well but he used some of them who were easily influenced he would get them under his wing to disrupt things</p> <p>he quite liked the idea of the raffle tickets but it didn't encourage him to do anything better really.</p>	<p>1.23-25</p> <p>1.26-27</p> <p>1.28-30</p> <p>2.47-48</p> <p>2.49-50</p> <p>3.94-95</p> <p>3.116-118</p>
<p>Tension of meeting individual versus rest of student needs (Interview 17)</p> <p>Tension that ‘T’ needs a ‘chance’ vs learning of others disrupted</p> <p>Without ‘T’ lesson is much calmer – others fear her</p>	<p>It's not fair on the others in a way but then at the same time she needs a chance too but, I am not sure whether she has had too many chances.</p> <p>And you notice, there was a lesson that she wasn't in and it was a completely different atmosphere. ...Yeah it was a much nicer room because I think the other pupils relaxed more because she wasn't there. Sad but um I think</p>	<p>4.145-147</p> <p>3.95-99</p>

	they are a bit scared of her at times.	
<p>SEBD and issues of inclusion (Interview 15)</p> <p>Interesting comparison of worth – how she justifies the fact she sees her teaching as failed? Put in inclusion superordinate theme?</p> <p>External locus relating to engaging rest of class when ‘T’'s there</p>	<p>it's stopping the impact on the rest of her peer group. Which has to be a priority, you know every child matters, but the other 29 matter collectively more than her, unfortunately maybe</p> <p>Because of disruptive behaviour. It's impossible to teach a class when she is being the way she is.</p>	<p>6.228-230</p> <p>1.4-5</p>

Appendix 22 - Literature Review

The literature review is a distinct piece of work. It has already been marked by The University of Exeter. It is included here for completeness.

This literature review will start by defining exclusion and demonstrating that it is a process that is detrimental to children and young people (YP). Issues relating to Looked After Children (LAC) will then be discussed, with research relating to this demographic introduced later in the review, with specific reference to resilience. Before this, attribution theory will be introduced with critique of its application with children/YP, parents and teachers. The review will conclude by setting out the purpose and need for the author's research, with related research questions for two separate studies.

Introduction

The problem with exclusion from school

Overall, permanent exclusions from school have decreased in the UK by 41% since 1994 (Evans, 2010). However, the number of pupils being Fixed Term Excluded (FTE) has increased significantly in the last decade (Daniels et al, 2003; Evans, 2010). Permanent exclusion is defined as the complete removal from the school roll, whereas FTE is exclusion for a set number of days, which can be no greater than 45 in an academic year (Evans, 2010). Daniels et al (2003) reported a "statistically significant association between numbers of fixed-term exclusions experienced by the young people and their degree of engagement in education/training/employment or disengagement/unemployment two years after exclusion" (p.26). The greater number of FTE's YP received the less likely they were to be engaged two years after permanent exclusion (Daniels et al, 2003).

Those excluded from school are more likely to grow up into adults committing crime, have little chance of achieving meaningful qualifications from school and thus are not as successful as their peers when it comes to securing future employment (Osler, Watling & Busher, 2001). Cooper & Jacobs (2011) challenge what can be viewed as often quite punitive practice relating to Social Emotional and Behavioural Difficulties (SEBD) (many of the LAC within this research are defined as this), saying "with no other educational problem is it considered legitimate to apply legally sanctioned punishment and exclusionary practices" (p.38).

Looked After Children

Looked after children¹⁶ (LAC) are 7 times more likely to be excluded from school than their peers (Margo & Sodha, 2010). Research demonstrates that LAC achieve “poor outcomes across all domains and it is well established that LAC are the most vulnerable group of children within education” (Jackson et al, 2010, p.69; Division of Education and Child Psychology, 2006). This increased awareness regarding poor outcomes for LAC led to the Children Act (DfES, 2003) calling for all local authorities to prioritise the education of LAC.

In 2005 only 6% of care leavers achieved 5 A-C grades, (against a national average of almost 50%) (Barnardo's, 2006). Also, 36% of care leavers did not sit any type of formal examination (compared with a less than 10% national average). Research has also shown LAC to be more likely to undertake criminal activity when compared with the rest of the population (Daniels et al, 2003). LAC have been seen to be one of very few groups in society who “exhibit so many of the indicators of social exclusion (homeless, jobless and friendless)” (Dent & Cameron, 2003, p.3).

Research (Harker, Dobel-Ober, Lawrence, Berridge & Sinclair, 2003; Honey, Rees & Griffey, 2011) has reported that LAC have higher ratings than non-LAC relating to enjoyment of school, indicating the importance this plays in their life. Disruptions to this can be viewed as critical in terms of their future development and outcomes.

Attribution Theory

Attribution theory was first developed by Heider (1958) and has been described as being “tremendously influential” (Dweck, 2000, p.139) within an educational and psychological context. Burgental, Johnston, New and Silvester (1998) summarise the purpose of research underpinned by attribution theory when they state that it “has been traditionally concerned with the causal search for meaning as a way of framing one’s response to life events or as a means of understanding the significance of those events for the future” (p.461). Weiner (2000), states that within the field there has been a lack of distinction, for example, between future versus past events, and the attributions people make here.

Weiner (2000) states that “a great deal of research has documented that there are three, and indeed only three underlying causal properties” (p.4) relating to the attributions people make.

¹⁶ Under the Children Act (1989), the term ‘looked after children’ refers to children who are provided with substitute care, either on a voluntary basis to assist parents or as the result of a court order (Macauley & Young, 2006)

- Locus – location of the cause; internal (controlled by the individual) or external (events happen to people, rather than an individual controlling these) to the person
- Stability - whether the cause is likely to stay the same in the near future or can change.
- Controllability/Responsibility - whether the person can control the cause, viewed to be related to emotions such as anger, pity, gratitude, or shame. If a person feels responsible for their failures, they may feel guilt.

Weiner (1980, cited in Lucas, Collins & Langdon, 2009) states that “these attributions, together with their associated emotional responses, determine behaviour responses” (p.2).

These underlying causal properties have been used (with emphasis on various elements; Burgental et al, (1998)) “to explore the role of attributions as mediators between antecedent events and ensuing affect, motivation and behaviour” (p.461). Weiner (2008), states that attribution theory should not be referred to as a theory, rather a field of study, due to a “lack of theoretical unity” (p.154). For example, there is lack of clarity regarding whether attributions should include beliefs about the future (looking more at reasons rather than causes, and teleology) or a theory that looks backwards in terms of understanding the attribution process, focusing more on “past outcomes, mechanism and causes” (Weiner, 2008, p.155). Weiner has criticised Heider’s (1958) work for not making the distinction between these two groupings which Weiner (2008) states has left the field with some “enduring problems and confounds, but also many possibilities and avenues for study” (p.155).

Pupil attributions

The causal attributions of children in an educational context have tended to focus on academic attainment (Weiner, 1985) as well as more of an emphasis on eliciting the attributions of parents and teachers (Lucas, Collins & Langdon, 2009). Miller, Ferguson and Byrne’s (2000) study can be viewed then, as one among relatively few in terms of undertaking this. They carried out a quantitative study using questionnaires informed by group interviews.

Pupil’s most commonly attributed challenging behaviour to teacher unfairness (80.4%), more significantly than to parents. This contradicts the work of Moses and Croll (1985) who found students attributed challenging behaviour to parents compared with teachers at a ratio of

17:1. Pupil vulnerability (78.6%) was also seen as being an important cause of student misbehaviour. These attributions were seen as being more important than family problems (65.6%) or how strictly the classroom was managed (69.4%). However, it could be argued that pupil vulnerability derives from 'family problems' and so the dichotomy presented between these two can be questioned. Miller et al (2000) state that in light of their study, it will be important to understand differing attribution styles and incorporate these into discussions regarding behaviour interventions; allowing these to be legitimised and acknowledged.

Although Miller's et al (2000) research clearly reveals important findings, it can be argued that what is missing is qualitative detail in terms of 'family problems' or 'pupil vulnerability' to allow further understanding of these attributions (Poulou, 2001). Examples of how an issue at home may lead to challenging behaviour would also be illuminative in terms of understanding the causal attributions involved. However, it can be argued that research relating to abuse (relevant to participants in the current study), provides a clear enough picture in terms of behaviours likely to be exhibited in school and the psychological impact of this (Cairns, 2002). Miller's et al (2000) study included year 7 students, but required them to make attributions regarding behaviour in primary school. The work of Croll & Moses (1985) showed that a period of time after an initial experience can increase the likelihood of negative attributions and so implications of Miller's et al (2000) study should be considered with this in mind.

Teacher attributions

This section reviews the research in the area of teacher attributions. Research chosen reflects relevance to the proposed study (including issues of methodology) and significance within the area of attribution informed research.

Maras, Brosnan, Faulkner, Montgomery & Vital, (2006) cite the importance of using attribution theory to when they state "the wealth of research that shows teachers' expectancies and related attributions are directly related to their subsequent methods of working" (p.294)

Weiner's (1980) research showed that whether teachers would exhibit emotions such as sympathy or disgust depended on whether viewed behaviour (of pupils) as internal and controllable or external and uncontrollable. Teachers and undergraduates playing the role of

teachers selected more punitive sanctions for pupils they judged as being responsible for poor academic performance than those they judged as having little control over academic performance.

Medway's (1979) research involved two studies, including interviews with teachers relating to children referred to the psychology service. The attributions that teachers held regarding students' effort directly correlated with the amount of negative feedback they gave them. The study also highlighted differences in the attributions teachers hold for perceived learning and behaviour difficulties. Ability factors were seen as the major cause (67%) for children with learning difficulties, whereas with behaviour, 67% of the time the cause was viewed to be issues at home. Behaviour being attributed to the home was also seen as the most important causal attribution in Maxwell's (1987) study (elicited via questionnaires).

Medway (1979) used semi-structured interviews for the first study and structured for the second aspect. The study with structured questions did not produce the same results in terms of behaviour significantly being attributed to home. However, Medway (1979) suggests that some of these differences could be explained by the more 'severe' (in terms of needs) children being discussed in the open ended study (as these were the first referrals for the school year), whereas in the structured study, the children were not as high a priority for the school.

Johnston, Patehaude & Inman (1992) investigated the differences in causal attributions made by teachers for children exhibiting aggressive or hyperactive behaviours, finding that they attributed aggressive children as having greater control over their behaviour. One limitation of this study can be seen in the use of 'artificial teachers', i.e. participants took on the role of a teacher, rather than the attributions of professional teachers being elicited (Johnston et al, 1992). Medway (1979) states that the artificial nature of early attribution research (Heider, 1958; Weiner, 1985), causes these findings to be questioned.

Comparison of different approaches in eliciting attributions

The use of vignettes is another method (as well as interviews) by which attributions have been elicited, especially in the USA (Poulou, 2001). Parent attributions relating to issues such as adolescent conflict, caregiving outcomes, child compliance and children's 'problem behaviour' have been sought (Burgental et al, 1998) using questionnaires alongside vignettes to elicit attributions. Vignettes have been seen as favourable as they evoke "vivid"

(Burgental, p.463) images, allowing attribution structures to be tapped into, as well as being able to “stimulate” and “rouse interest” (Poulou, 2001, p.59)

Previous studies have utilised two types of vignettes; ambiguous and hypothetical. Ambiguous vignettes require participants to “rely upon their stable ways of interpreting the stimulus” (Burgental, et al, 1998, p.474) or their ‘default’ response. Vignettes depicting hypothetical scenarios are more likely to elicit attributions which are specific to the scenarios presented (Burgental et al, 1998). Vignettes have also been seen as increasing the internal validity of the data (Heubner, 1991), however, they also run the risk of participants responding in a socially acceptable and “ego-enhancing” (Paolou, 2001, p.59) manner. Like Medway’s (1979) study discussed earlier, the hypothetical nature of vignettes means the interpretation of these cannot necessarily be applied to the attributions people make in real life scenarios. (Clarke & Artiles, 2000; Poulou, 2001; Lucas et al, 2009).

Lucas et al (2009) carried out a direct comparison of practising teachers’ causal attributions to ‘real’ challenging behaviour and vignettes depicting this for students with “intellectual difficulties” (p.6). When participants attributed causally for behaviour, subsequent to experiencing real challenging behaviour incidents, they found support for Weiner’s (1985) theory that if participants believed the children had control over their challenging behaviour then they would feel more anger, less sympathy, optimism and helping behaviour. However, when the same participants (two weeks later) were presented with vignettes they were shown to have stronger ratings for sympathy and helping behaviour. Attributions for the ‘real’ challenging behaviour were stronger relating to controllability, stability and locus of control. More specifically, correlations between control and anger (of teachers), control and helping behaviour, globality and optimism were significantly stronger for ‘real’ incidents of challenging behaviour.

One of the possible factors in the differences between the ‘real’ and vignette depicted challenging behaviour was the period of time that elapsed between the eliciting of attributions (the study required the challenging behaviour to be the same as the vignette and was elicited two weeks after and so needs to be considered when comparing the causal attributions made). For example, research by Cottle, Kuipers, Murphy & Oakes (1995) showed staff to make more negative attributions relating to behaviour when followed up a month after their initial participation. Lucas et al (2009) conclude that further attribution informed research should focus on ‘real’ incidents as this shows more realistically the impact upon teacher behaviour.

Clark & Artiles (2000) used vignettes to elicit the causal attributions for children with Special Educational Needs (SEN), relating to learning, and non-SEN of teachers from the USA and Guatemala. Findings replicated Medway's (1979) in that effort described in the vignette proved to be a mediator in terms of how much anger and pity was attributed to the hypothetical situation. Anger and pity towards the SEN boys was less than the non-SEN boys (in the vignettes). However, there was little difference with regards to pity attributed by Guatemalan teachers. The USA teachers provided greater rewards for the SEN boys, when the same effort was described. This is something that Dweck (2000) states could be detrimental to them having a realistic view of their ability.

Questions used alongside the vignettes were very explicit, such as 'how much pity do you feel towards this child?' (Clark & Artiles, 2000), meaning participants may have become aware of what they believe was being asked of them (Robson, 2002).

Methodological issues have already been discussed relating to how attributions are best elicited (Medway, 1979). Johnston, Reynolds, Freeman & Geller's (1998) research further illuminates the impact of methods used. They used open ended questions (within an interview) as well as using more Likert type ratings (Robson, 2002) in eliciting parent attributions for children's behaviour. Results highlighted an agreement between the two methods, although many differences contributing different and unique data. The Likert type scale (Robson, 2002) was viewed as constraining parents in thinking and making ratings for a single case. The open ended questions, however, elicited attributions including "multiple and causal factors" (Burgental et al, 1998, p.474). These often contradicted each other, suggesting that the complexity inherent to causal origins for behaviour are best elicited in an open ended manner, allowing this complexity to be accounted for (Burgental et al, 1998).

Miller's (1995) study used structured interviews to elicit the attributions of 24 primary school teachers. The findings were that parents were viewed as being 2 ½ times more likely as being "the origin of problems" (p.9) compared to solutions, than pupils. Parents were also 7 times more likely to be implicated than teachers. This is in keeping with attribution studies in this area (Medway, 1979; Maxwell, 1987; Clarke & Artiles, 2000). Polou & Norwich (2000) however, found that teachers were more likely to attribute themselves and the school environment for all emotional and behavioural difficulties (EBD).

One hypothesis for this anomaly (among other studies) was that it is a counter defensive attribution bias in action. Research suggests (Tetlock, 1980, cited in Poulou & Norwich,

2000) that teachers are rated as more popular by observers when accepting responsibility for negative outcomes, than teachers with defensive attributions. It may be that this desire for social acceptance outweighed their need to deny responsibility for children with EBD needs (Poulou & Norwich, 2000). Poulou and Norwich (2000) postulate that this could be indicative of a shift within education, that teachers “recognise the importance of teaching factors” (p.569).

In Miller’s (1995) study, 92% of teachers attributed pupils as having low controllability over behaviour. The most commonly attributed origin of difficult behaviour was seen as “a need for praise”, “a lack of acceptance of social norms” and “physical/medical” needs (all 29%) (p. 13). Other, relatively high causal attributions made were “temperament/personality” (25%), “not feeling valued/self-esteem” (21%) and “attention seeking” (17%) (p. 15-16).

The following are the highest causal attributions made about parents (by the teachers) which can be seen to enable further understanding of those made about pupils (the origins behind this); “general management of the child” (33%), “punitive/violent home” (29%), “absence of father” (25%) and “lack of attention to child” (25%) (p.17). Significantly, teachers located a child’s difficult behaviour as being under the control of parents 71% of the time (Miller, 1995).

One of the criticisms of Miller’s (1995) work is the fact there is no link (in terms of identifying teachers’ attributions about a specific pupil and their home life/parents) between attributions of the teacher (about the pupil) and their causal attributions relating to the pupils’ parents. This would allow the attributions made regarding origins of pupil behaviour to be put into a context of how they understand the child’s home life contributing to this.

Miller’s (1995) study builds on the work of Fiske and Taylor’s (1984) four models of responsibility in applying this to teacher attributions. This allowed the attributions to be allocated one of the following categories:

- Moral Model - Individuals attribute themselves as contributing to the ‘problem’ as well as the solution
- Compensatory model - Individuals do not see themselves as causing/exacerbating the ‘problem’
- Medical model – Referring to their developmental stage as determining behaviour
- Enlightenment model – The child’s upbringing/background as facilitating understanding of how this may influence behaviour

Miller's (1995) study showed that 37% of teachers adopted a compensation model and 50% a moral model. Only 12% of teachers saw parents as contributing to the solution. Teachers were also found to make medical model attributions (54%), and the enlightenment model was applied by 58% of teachers. This demonstrates the fact that teachers can simultaneously hold multiple attributions relating to behaviour causality as well as a significant number taking responsibility for 'problem' behaviour. However, an even greater number made within child (medical) attributions. The differences here are significant as, Weiner (1980) states; these attributions will directly influence behaviour towards and feelings about these children.

Miller's (1995) research required teachers to experience an intervention viewed as at least being partially successful (for the specific child interviewed about) in order to partake in the study. This precluded the potential participants who may not have found anything that 'works', and perhaps their attributions would have been more/as interesting to explore. Miller (1995) questions whether the teachers would be able to take a detached view regarding the behaviour of the children and this can still be debated considering his findings. Indeed, research does suggest that teachers are often unable to stay detached when making attributions regarding behaviour (Medway, 1979).

Gibbs and Gardiner (2008) showed differences in the structure of attributions held between primary and secondary school teachers. It seems evident that these teachers recognised that, behaviour problems are a product of social interactions and do not merely lie within the child. One significant difference between the attributions held was the fact that primary teachers distinguished between "their own and parental influences on behaviour" (p,74). Gibbs and Gardiner (2008) hypothesised that this was partly due to the much higher frequency of contact primary teachers have (than secondary with parents), allowing them to make these causal attributions. Secondary school teachers saw their own application of rewards and sanctions as being the biggest influence on students' behaviour. This was seen as more significant than pressures the child might be constrained by or curriculum related pressures the teachers themselves may be experiencing.

This differs to Miller's (1995) research (which involved just primary school teachers), as it sees the teachers accepting more of a causal role regarding behaviour. Gibbs and Gardiner (2008) however, themselves concede that as the questionnaire was very similar to that used by Miller (1995) for primary school teachers, it may not be the most appropriate for those working in a secondary school.

Concluding remarks on attribution theory

Research (Lucas et al, 2009) has been discussed which demonstrates the importance of recognising the “underlying assumptions” implicit to a “measurement approach” (p.474) when eliciting attributions; something which Burgental et al (1998) state has been lacking with research informed by attribution theory.

So which technique is preferable in eliciting attributions? The literature discussed has shown that vignette or interview approaches have their benefits and limitations. The approach chosen can be seen to be largely dependent upon the paradigm within which research takes place. For example, is the research seeking to make generalisations and predictions? If so, looking for more interpretive stable attribution styles will clearly be preferable, as much of the reviewed literature has done so (i.e. using vignettes). However, if the research is to take more of a constructivist, phenomenological stance (i.e helping to explore the reality of participants Robson, 2002)) then attributions relating to specific events should be sought.

Although Miller’s (1995) research claims not to make objective claims regarding the attributions of participants, neither does his research fall within a constructivist paradigm as there is little room for elaboration, and analysis is positivist in nature. Miller (1995) does not allow for the complexity of attributions to be fully explored. This is important, as Eiser (1978) states that elaboration should be seen as an indicator of the complexity and construction of attributions and so in removing opportunity for this can be viewed as constraining the richness of emerging data.

In summary, this section of the review has provided critical analysis of attribution research carried out with children/YP, parents and teachers. The government advice (DfEE, 1998) is that home-school agreements will be most effective when genuine discussion between both parties takes place. Differences in the attributions of parents and teachers highlight some of the barriers which may make this notion a reality (Miller et al, 2002). The review has discussed attribution differences which can be best understood in terms of methodological approaches, as well as possible cultural differences (Burgental, 1998; Clarke & Artiles, 2000).

Research indicates that teachers are more likely to see pupils as having little control over their own behaviour and citing the origin of behaviour as being with parents (i.e. Medway, 1979; Maxwell, 1987; Miller, 1995). Having SEN also influences the causal attributions made

by teachers relating to feelings of anger and pity; perceived effort has shown to be a mediator in terms of attributions made (Johnston, 1992; Clarke & Ariles, 2000).

Differences have also been found in the attributions primary and secondary teachers make (Gibbs & Gardiner, 2008), with the latter attributing higher control and responsibility for student behaviour. Research also suggests that teachers are increasingly likely to view behaviour as being influenced by the social environment (Poulou, 2001).

Pupils can be observed as holding different causal attributions (than teachers and parents) with them citing teacher unfairness as being the most significant factor (Miller et al, 2000), however another study found parents to be most commonly cited as being responsible for behaviour (Moss & Croll, 1985). Pupil vulnerability was also highly cited (Miller et al, 2000), with a lack of qualitative data exploring this further being a limitation within this area of research.

Resilience

Resilience is a concept increasingly researched and prominent when discussing LAC (Jackson & Martin, 1998; Jackson et al, 2010). A growing body of research suggests that protective factors are stronger predictors of success than risk factors (Werner & Smith, 1992; Jackson & Martin, 1998; Cooper & Jacobs, 2011). Resilience has been defined as individuals who “seem to be able to understand what has happened to them (insight), develop an understanding of what has happened to others (empathy) and experience a quality of life that is often denied to others (achievement)” (Dent & Cameron, 2003, p.5).

Gilligan (2000) states that the following are crucial in enhancing resilience; in addition, a review of the literature by Cooper & Jacobs (2011) shows that these aspects cover the most prominent findings in the area:

(1) “Reducing the stockpile of problems” - Rutter (1990, cited in Gilligan, 2000) states that multiple adversities can have a cumulative and overwhelming affect for LAC. He states that reducing just one of these adversities can have a “disproportionate and decisive impact” (Gilligan, 2000, p.37)

(2). “Pathways and turning points in development” – ‘one favourable experience may be a turning point in a child’s or young person’s trajectory or development’ (Gilligan, 2000, p. 39).

(3). “A sense of having a secure base” (p.39) – secure attachments provide the child with a secure base from which to explore the wider world (Bowlby, 1998). Gilligan (2000) cites Werner and Smith’s (1992) “seminal” (Cooper & Jacobs, p.41) research as evidence to the importance and buffer effect that relationships and mindful adults had against difficult home circumstances.

(4). “Self-esteem/self-worth” – “even one positive relationship and/or success in something the person values ‘may do much to combat a sense of failure in other spheres of one’s life’ (Gilligan, 2000, p.40- 41).

(5). “A sense of self-efficacy” – Having a clear sense of purpose and direction is of paramount importance to YP in difficult circumstances (Gilligan, p.41)

Woodier (2011), provides evidence for the positive effects of allowing LAC to experience themselves in more successful roles than previously experienced. He also cites the importance in LAC having support that is “well attuned” (p.277) to the individual. He reinforces the importance of the social environment, that resilience, “while intrinsic attributes are important, it is equally important to acknowledge that resilience emerges in a supportive context” (p.262).

Jackson & Martin (1998) carried out a retrospective study examining the experiences of adults who had been in care. Jackson & Martin (1998) split participants into low and high achievers (defined as having at least an A-level or diploma). They found that having a high internal locus of control and self-esteem were among the important psychological factors contributing to educational success and well-being.

Jackson et al (2010) compared the resilience of LAC with non-LAC attending a special school. They found that the LAC had lower resilience scores however, did not find any significant differences concerning the self-perception of the LAC. Interestingly, they did find that the LAC were more likely to describe themselves using attributes relating to other people, suggesting how important these relationships are to them.

The significance of this piece of research (Jackson et al, 2010) can be questioned as it is purely quantitative and yet the sample size (4 LAC and 12 non LAC participants) makes it difficult to generalise the results (Robson, 2002), specifically relating to resilience and

attainment. What is significant is that even within an EBD population (special school) the LAC's resilience was significantly less than that of the EBD pupils (Jackson et al, 2010).

Measuring resilience

Questions have been raised as to the ease in which resilience can be measured psychometrically (Honey et al, 2011; Lim, Broekman, Wong, Wong & Ng, 2011). In Honey et al's (2011) study, for example, questions relating to family and community, were often left 'not known', meaning "the impact of these factors remains unknown" (p.48).

Tusaie & Dyer (2004) question whether there is sufficient empirical evidence available to justify an over-arching concept of resilience, supporting the use of scales such as the Resiliency Scales for Children & Adolescents (RSCA), which focus on specific domains of resilience. However, Lim et al (2011) suggest that due to the different conceptualisations, measures may not accurately represent all aspects of resilience.

The Resiliency Scales for Children and Adolescents – A Profile of Personal Strengths

The proposed study will be using the RSCA (Prince-Embury, 2006) measure and so the review will now critique this, as well as the utility of resilience as a concept within research. The RSCA was devised in response to the need for resilience to be measured, to provide a systematic relationship between risk and protective factors, as well as be generalisable across populations (Prince-Embury, 2008). The measure has been seen as a preventative way of screening for vulnerability, as opposed to treating symptoms. The scales are based on developmental theory and Prince-Embury's (2006) own research. The scales include; sense of mastery and relatedness (identified as protective personal characteristics in research such as Werner and Smith, 1982). The third scale is emotional reactivity which is viewed as being a risk factor when YP may be confronted with adversity (Prince-Embury, 2008). The scales are founded upon "the assumption that resiliency reflects the degree to which an individual's personal resources match or exceed their reactivity to stress" (Prince-Embury, 2006, p.5).

The number of interacting protective factors has made assessment of resiliency complex (Prince-Embury, 2006). Luthar, Cichetti and Becker (2000) have distinguished between "resilience as a dynamic developmental process or phenomenon that involves the interaction of personal attributes with environmental circumstances and ego-resiliency as a personality characteristic of the individual" (cited in Prince-Embury, 2006, p.2). The Resiliency scales refer to the personal attributes of the child/young person. The objective of resiliency research has been viewed as identifying areas of vulnerability and protective factors "that might

modify the negative effects of adverse life circumstances” and to “identify underlying mechanisms or processes” (Prince-Embury, 2006, p.4).

The RSCA has been found to significantly correlate with the Beck Youth Inventory II (Beck, Beck, Jolly & Steer, 2005) on all of the RSCA scales and index scores when undertaken on a normative (i.e. non-clinical) sample of 200 children and YP. The evaluation also showed the RSCA as being an effective tool when screening for psychological vulnerability (Prince-Embury, 2008).

One of the strengths of the RSCA (2006) can be attributed to its theoretical underpinnings, compared with what has been described as other “wave two” (p.81) measures of resilience; i.e. those that do not provide a direct link between theory informing the scale produced, such as the “established” (Lim et al, p.20) ‘C’-Davidson Resilience Scale (CDRS) (2003). The RSCA (2006) is aligned with recent definitions and understandings relating to resilience. When validity and reliability are compared, these are found to be similar with the CDRS, which has a Cronbach alpha (internal reliability) of .89 (Lim et al, 2011), however the RSCA has a higher cronbach alpha of .95 for relatedness and mastery sub-scales with .94 for the emotional reactivity (Prince-Embury, 2008).

The scales used within the RSCA are self-report in nature where problems such as taking the task seriously (and thus reducing the reliability of results) can be observed. Berg-Nielsen, Vika and Dahl (2003) however, found self-reports by adolescents to be more valid than reports from their parents.

Critique of resilience as a framework for research and practice

There appear to be some potential risks in adopting resilience as a conceptual framework. Firstly, by focusing on the identification and promotion of positive factors that help children and YP to deal with adversity, there is a danger of an implicit acceptance of the existence of the risk factors; that they are inevitable rather than something to be overcome. Dearden (2004) describes the direction which resilience focused research is taking: “Some interventions have begun to focus on increasing protective factors, as in many cases it is more realistic to do this than to eliminate risk” (p.187). Seligman & Csikszentmihalyi (2000) state that improvements in preventative work have come from a perspective of building on competency, rather than correcting weakness and focusing on pathology, as has previously been the case.

Chase, Jackson & Simon (2006) adhere to this perspective when stating that there is a danger (given adversity faced) that it can seem impossible for YP in care to actually achieve

anything at all; that they will be perceived as victims. This, alongside the fact that there is already a relatively strong body of research uncovering the shortfalls in services and support (Chase et al, 2006) is in itself a strong argument for a positive approach focusing on identifying as many tools as possible to address the risks.

A further danger with a resilience-led approach is that it may appear to place the onus of responsibility onto the individual child or YP, with the implicit assumption that it is their ability (or not) to deal with their situation which may be at fault. There is recognition within the literature that resilience can be both circumstantial and due to individual attributes however, with differing emphasis relating to this (Stein, 2005). Stein (2005) explores both individual factors (such as attachment) and circumstantial (such as placement breakdown). He acknowledges that there is a “conceptual overlap between resilience and attachment theory” (p.7) and therefore does discuss individual factors, but focuses more on compensatory protective factors. For example, not all LAC are able to form secure attachments, but can benefit from stability and continuity in their lives (Stein 2005).

Resilience (and theoretically underpinned measures of) can be seen as fitting within a positive psychology framework, which is currently exerting increasing influence within psychology, including educational psychology (Joseph, 2008). As Seligman and Csikszentmihayli (2000) state “the aim of positive psychology is to begin to catalyse a change in the focus of psychology from preoccupation only with repairing the worst things in life to also building positive qualities” (p.5). Previous understandings of well-being within an educational psychology context can be viewed as an absence of psychopathology, whereas a positive psychology stance requires well-being to include “positive subjective and psychological states” (Joseph, p.187).

Justification for the proposed study (study 1) and research questions

This literature review has discussed research relating to the attributions of teachers, children/YP and parents, identifying potential gaps in this research. This review has also highlighted the importance of LAC as a demographic and how they are the “most vulnerable group of children within education” (Jackson et al, 2010, p.69). The fact that LAC are 7 times more likely to be excluded than their peers highlights a need for further understanding in this area.

Despite LAC and excluded pupils being a high priority within an education and psychological context, the attributions (informed by attribution theory (Weiner, 2000)) of either

demographic have not previously been elicited to the author's knowledge. Research in this area (Miller et al, 2000) of pupil attributions has allowed a greater understanding of the likely attribution processes at work relating to this, with the expectation that this will influence behaviour (Miller et al, 2002). Studies in this area have used tools that have not facilitated the voice of the child/YP being truly heard. For example, Miller et al's (2000) study used questionnaires which can be viewed as being limiting in terms of generating theory relating to a research area (Smith, 2008). For example, pupil vulnerability was attributed casually for disruptive behaviour however, details which may illuminate this more were not elicited (Miller et al, 2000). As Dent and Cameron (2003) state: "actively listening to the views of the children themselves can provide some subtle insights into the type of support that could be most beneficial at particular points in their life" (p.7).

The proposed study will be eliciting the attributions of LAC who have very recently or are currently going through the process of FTE, rather than relying on the retrospective (although it is acknowledge this is still to an extent the case) attributions (secondary school students recalling their primary experiences in, for example in Miller et al, 2002).

The concept of resilience as seeking to find areas of strength in YP is an approach which has been utilised in recent studies involving LAC. The proposed study will also measure the resilience of YP (using the RSCA) and thus enhancing a growing body of evidence in this area. This will be discussed alongside attributions relating to them being FTE. Issues previously encountered such as motivation and leaving items unanswered (in completing the scales) (Jackson et al, 2010) will be countered by using a technique of posting responses into a box; a technique which has previously been viewed as successful (Roche, 1970).

It should also be noted that the proposed study will be rooted in a local authority where LAC are FTE at a higher frequency than the national average (19.4% compared with 12% (Blair-Smith, 2011)). The local authority also has a small number of LAC who have received multiple FTE in a short space of time. The specific research questions posed in study 1 are as follows:

- 1 • What are the perceptions of secondary school LAC relating to them receiving multiple fixed term exclusions?
- 2 • What are the attributions of secondary school children/YP in care relating to them receiving multiple fixed term exclusions?

3 • What are the protective and vulnerability factors and the relationship between these, relating to the resilience of the LAC?

Justification for Study Two and research questions

Brophy and McLaslin (1992) have suggested the need for teachers to be aware of the effect of attributions on their teaching practice. This view is one that has highly influenced the rationale behind the proposed study.

While the attributions of LAC remain un-elicited, the attributions of those teaching LAC is an area that has been equally un-researched. Research suggests that this demographic will have attributes in common (i.e. social, emotional and behavioural difficulties) with demographics of children (Jackson et al, 2010) for whom attributions have been elicited. However, it is expected that attributions of controllability, stability and locus of control (Weiner, 2000) will be very interesting to elicit, considering the LAC's history of care. This review has touched upon issues of attachment (Cairns, 2002; Dent & Cameron, 2003), and it will be interesting to see if this literature and research is reflected in the attributions of teachers, and whether for example, this effects their attributions relating to controllability and how this might influence their teaching practice (from their perspective).

Also Miller's (1995) study revealed that 62.5% of teachers attributed parents as being implicated in the origin of a child's behaviour. Will this be different in the proposed study with LAC? One potential hypothesis could be that although no direct blame may be attributed to the carers of the LAC, perhaps a medical model (Friske & Taylor, 1984, described above) of attribution will be made toward the LAC. One teacher in Miller's (1995) study is classified as having a causal attribution of 'adoption issues' or 'lack of trust in others' regarding the 'difficult behaviour' of a child. Unfortunately Miller's (1995) research does not give any detail regarding what being adopted might mean to the child or why this might lead to 'disruptive' behaviour; the proposed study will be seeking to elicit attributions relating to this. Miller's (1995) study focused specifically on the attributions regarding behavioural interventions and the success regarding behaviour –the proposed study will not be so specific and so will perhaps canvas a greater variety and more representative sample of teacher attributions regarding behaviour.

Clarke & Artiles's (2000) research shows that teachers were more likely to give more praise to SEN boys; would this be the same for LAC? Dweck (2000) suggests the implications of

this could be that children / YP begin to build up a false picture of their strengths and weaknesses. This will be an attribution elicited by vignettes in the proposed study.

Previous research eliciting teacher's attributions can be either described as too artificial (Medway, 1979) or including participants too emotionally involved with cases, as well as precluding potentially illuminative data (Miller, 1995). The proposed study will seek to strike a balance by incorporating vignettes as well as an open ended interview, using hierarchical focusing, meaning that important construals are not omitted (Tomlinson, 1989). This will allow exploration of the teacher's responses to the vignettes to examine if these correspond to their reactions in real contexts (Poulou, 2001). Causal attributions will be sought regarding the LAC's disruptive behaviour (as local authority data suggests this is the most common cause for exclusion). Hypothetical vignettes (as opposed to ambiguous) will be used, which are seen to be more in line with the participant's typical experiences (Burgental, 1998).

Although research has previously elicited the attributions of teachers and children/YP, the comparison of these attributions has not been done within one study. The proposed study will also be carried out with reference to research which states the importance of attachment to school (Cooper et al, 2011) for children 'at risk' (Dent et al, 2003). Clearly, within this, teachers have a significant part to play (McNeish, Newman & Roberts, 2002). Jacqui Smith, Labour Government Schools Minister 2004-2005 stated that "valuing and supporting the education of children in public care is one of the most important contributions a corporate parent can make to their lives" (Department for Education and Employment, 2000, cited in Dent et al, 2003, p.13)

The following research questions are posed in study 2:

- 1 • When presented with two vignettes (1 describing a LAC and the 2nd a non-LAC), what are the differences in the teachers' causal attributions regarding disruptive behaviour?
- 2 • What differences are there in the structure of attributions between LAC and teachers relating to the reasons for the FTE?

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