School of Psychology

Teachers' Viewpoints of Strategies to Prevent School Exclusion: A Q Methodological Study

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Doctor of Applied Educational Psychology

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Table of Contents

List of Figures

List of Tables

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Abstract

School exclusion is a complex topic and receives ongoing attention nationally (Children's Commissioner, 2012; Department for Education, 2013). A variety of strategies have been proposed to reduce permanent school exclusions. In recent years, however, the rates of permanent school exclusion in the Local Authority that serves as the focus for this research have increased (Anonymous Council, 2012), despite the strategies implemented. It has been suggested that the teacher is at the centre of the school system and that their viewpoints could be significant in determining the effectiveness of intervention strategies (Miller and Todd, 2002). As such, it appears important to explore teachers' viewpoints in relation to preventing school exclusion. This was the undertaking of the present research. A Q methodological research approach (Stephenson, 1953) was adopted to explore the viewpoints of 47 secondary school teachers on strategies to prevent school exclusion. This approach brings together the advantages of qualitative and quantitative research methods and promotes more open communication around potentially complex topics in order to clarify participants' subjective and diverse viewpoints. Follow up interviews were used to investigate the implications of these viewpoints for professional practice. The data from the Q methodological research was analysed using a by-person factor analysis. Four distinct viewpoints were identified within the group of teachers who participated in the research. These viewpoints were named:

1. Ability of school
2. Individual support
3. Early Intervention
4. Effective communication

Thematic analysis of the follow up interviews led to the identification of the themes: support of the senior leadership team; time; funding; existing strategies; consistency; and teaching. These themes assisted in the identification of numerous implications for professional practice that could be helpful to ensure that future strategies, aimed at reducing permanent exclusions from school, are implemented effectively.

1   Introduction

The aim of this research is to explore how teachers view strategies to prevent school exclusion.

School exclusion is a topic that has received ongoing attention from the government, the press and society in general over the past 20 years (Children's Commissioner, 2012). Numerous strategies have been developed to reduce permanent school exclusions, however, permanent exclusion remains a concern.

It has been suggested that the teacher is at the centre of the school system (Miller and Leyden, 1999). It might therefore be argued that the viewpoints of teachers are particularly important in preventing school exclusion.

This research will explore the viewpoints of teachers and consider how teachers view the different strategies that have been put forward to prevent school exclusion.

1.1   Professional and Personal Motivations for Research

A key stakeholder in this research is the Local Authority (hereafter referred to as the LA) where the Researcher was on placement, for the duration of the research, as a trainee educational psychologist (hereafter referred to as TEP). The focus LA has seen an increase in permanent school exclusions over the past three years. As a consequence, the LA has an increasing interest in how strategies to reduce permanent school exclusions can be consistently implemented. (The LA has been made anonymous in this research for the purpose of confidentiality; details are available from the Researcher.)

This research will investigate how strategies to prevent school exclusion are viewed by teachers, allowing for the consideration of how these views differ

and how these different viewpoints may impact upon school exclusions. Findings might offer a way forward in ensuring future strategies are developed and delivered in a way that is likely to be fully supported by teachers.

The Researcher's personal motivation for this research stems from her professional background working with young and adult offenders. This provided her with insight into the long-term consequences for students permanently excluded from school and fuelled an interest into strategies that can be put in place to prevent school exclusion, and therefore reduce the risk of offending behaviour. This has led to a professional curiosity regarding how teachers view such strategies and whether further insight into their viewpoints could promote a more successful implementation of strategies to prevent school exclusion.

It was felt that Q methodology was an appropriate approach for this research because of its aim to ensure that the views of the participants are openly expressed and to reduce the influence of the researcher. Q methodology also addresses the power imbalance inherent in research studies by encouraging the *joint* efforts of the researcher and the participants in deciding what is important in the research.

1.2   Terminology

It is acknowledged that numerous terms can be used to describe some of the key components in this research. Careful consideration has been given to the terminology prior to the research being conducted, to ensure consistency and clarity. The terms were decided after the analysis of current research, and consultation with colleagues in the focus LA, secondary school teachers and peers at the University of Nottingham. The definitions of the following terms will be clarified in order to develop a shared understanding between the Researcher and the reader:

- *At risk of permanent school exclusion:* this phrase is used in the research because it is in keeping with the reasons behind the research and reflects the complexity of students in this position. Also, policies and strategies regularly attempt to address the holistic concept of permanent school exclusion as opposed to individual reasons for school exclusion. It is acknowledged that there can be a range of specific reasons for a student to be permanently excluded from school. These will be discussed in Chapter 2.

- *Students:* this term is adopted in the methodology of this research because the schools participating in the research use the term *students* in their school policies, guidelines and on their websites. It is acknowledged that other terms such as 'pupils', 'children' and 'young people', would also be appropriate. Existing research discussed in this research employs such terms and the participants also used these at times during the data collection.

- *Strategies:* it was decided that *strategies* is the most appropriate of such terms because it can encompass a range of support approaches for students at risk of permanent school exclusion at a variety of levels. Alternative terms considered were 'interventions', 'support', 'ways' and 'initiatives' and it is recognised that these can often be used interchangeably with *strategies* in research, schools and society.

- **Inclusion/ Inclusive Education:** it is imperative to be aware of language when discussing inclusion due to the variation of its interpretation between people, cultures and across time (Baker & Zigmund, 1995). In this research Inclusion/ Inclusive Education is understood to involve educating children with special educational needs in the classroom of mainstream schools with peers, rather than in separate schools or bases (Frederickson et al, 2008).

- **Viewpoints:** this is the term that it was felt best to describe the collective views held by a group of people on a certain topic. *Viewpoints* are subjective, but in this context describe how a group of people construe the same topic in a similar manner. This term, and alternative terms employed in the research literature, will be discussed in more detail during Chapter 2 and 3.

1.3   <u>Overview of the Thesis</u>

The research will be presented in the following structure:

- **Chapter 2: Literature Review** – The Literature Review considers existing research in relation to school exclusion, strategies to prevent school exclusion and the role of the teacher. A number of systematic literature reviews are also carried out with a focus on the perspective of the teacher, which informs in particular the research focus and research questions.

- **Chapter 3: Methodology** – The Methodology Chapter explains the epistemological and reflexive approach adopted by the Researcher, the aims, origin and the process of Q methodology, alternative research designs that were considered, quality criteria for Q methodology and the procedure followed for this research. Ethical considerations are also included.

- **Chapter 4: Results** – The Results Chapter presents the analysis and interpretation of the data – the teachers' viewpoints. Findings are outlined and discussed in relation to data from follow up interviews with a sample of participants.

- **Chapter 5: Discussion** – The Discussion Chapter summarises the main findings of the research and relates these back to the relevant areas considered within the Literature Review. The strength and limitations of the research are discussed in relation to the quality

criteria for Q methodology. The implications for professional practice and future research are also considered. Finally, the main findings of the research are summarised and the unique contribution offered by this research is examined in the conclusions.

2. <u>Literature Review</u>

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in school must respect children's human dignity.

(United Nations Convention on the Rights of the Child, 1989, Article 28)

2.1   <u>Introduction to Literature Review</u>

This chapter aims to critically review the existing literature to provide a justification for the identified research area. The review will progress through the following areas to achieve this:

- School Exclusion
- Strategies to Prevent School Exclusion
- The Secondary School Teacher
- Systematic Literature Reviews of Existing Research on the Perspective of the Teacher
- Summary of the Literature Review
- Introduction to the Current Research

2.2   <u>School Exclusion</u>

2.2.1 School Inclusion and Exclusion

The *inclusion* of all children and young people in mainstream education has been promoted through numerous worldwide initiatives over the past 25 years. The United Nations Convention on the Rights of the Child (hereafter referred to as the UNCRC) (1989), which holds the status of a binding international treaty, outlined the right of a child to have their views about where they should be educated without discrimination. This is regardless of a child or young person's race, religion, gender, culture, language, ability,

opinions, thoughts, family, or background, in sum; no child should be treated unfairly on any basis. The United Nations Educational, Scientific and Cultural Organisation (hereafter referred to as UNESCO) Salamanca Statement (1994) subsequently proposed that inclusive education should be part of all education systems and in 1997, the Labour Government brought inclusion to the centre of education in the United Kingdom (hereafter referred to as the UK) through the introduction of legislation in the Special Educational Needs (hereafter referred to as SEN) and Disability Act (Department for Education and Skills, 2001).

School exclusion is a complex concept that contrasts with these inclusive initiatives. The SEN and Disability Act (Department for Education and Skills, 2001) stated that one would only expect inclusion *not* to be in place:

- when it is against the wishes of the child's parents

<div align="center">or</div>

- when it potentially jeopardises the education of the child's peers.

School exclusion might arguably fall within the remit of the latter exception, since the decision to exclude a student is often taken in response to the education of the student's peers being potentially jeopardised. This should, however, be the last resort for school disciplinary processes.

The term 'exclusion' was introduced in the Education (No 2) Act 1986. This Act set out three types of exclusion: permanent, fixed-term and indefinite. Indefinite exclusion was eradicated in the Education Act 1993 because of concerns about its improper use and the consequences for the students subjected to it.

Specific reasons for school exclusions in government guidance have, though, been listed as:

- Physical assault against another pupil;
- Physical assault against an adult;

- Verbal abuse or threatening behaviour against another pupil;
- Verbal abuse or threatening behaviour against an adult;
- Bullying;
- Racist abuse;
- Sexual misconduct;
- Drug and alcohol related;
- Damage;
- Theft;
- Persistent disruptive behaviour, or;
- Other.

(Department for Education, 2011)

The focus of this research will be on permanent school exclusion, due to the increase in permanent exclusion rates in the focus LA (section 2.2.3) and the consequences of permanent school exclusion for students (section 2.2.7).

The concept of school exclusion is, however, a very complex one, as will be demonstrated in this section of the literature review (2.2).

2.2.2 The National Context of School Exclusion

Rates of school exclusion have varied since it was formally introduced in 1986. The early 1990s saw an increase in permanent school exclusions from 2910 in the 1990/91 academic year to 12,670 in 1995/96 (Department for Education, 2012a). Following this, permanent school exclusions have fallen annually since the 1995/96 academic year. This is illustrated in Figure 2.1, which shows the available school exclusion statistics from the past 15 years.
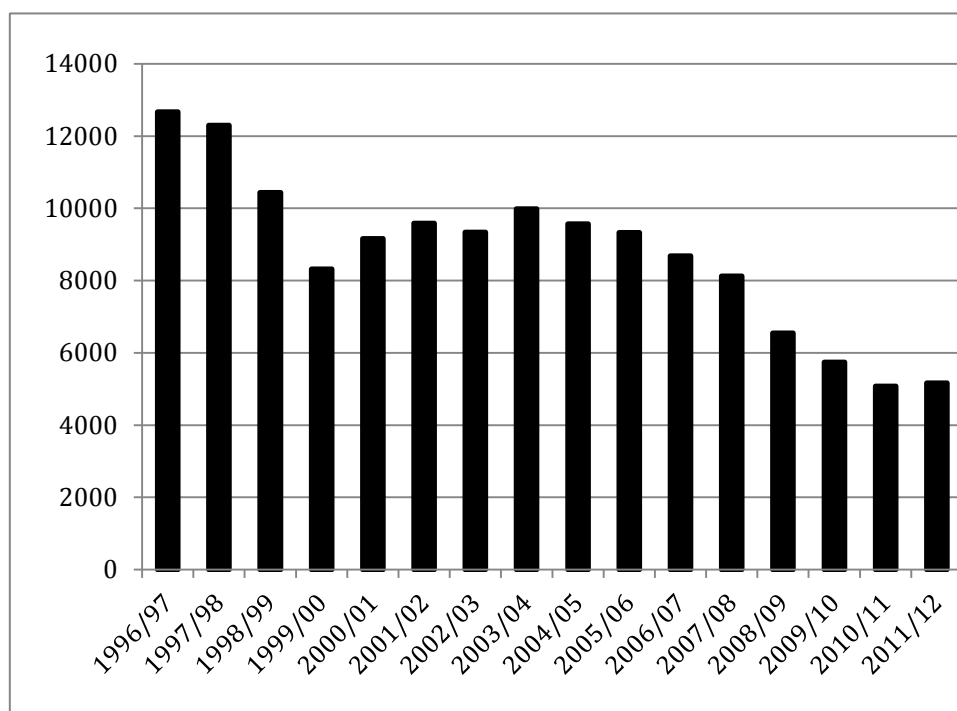
Figure 2.1: A bar chart to show the number of students permanently excluded from schools nationally, between the 1996/97 and 2011/12 academic year.

Permanent exclusions in the 2011/12 academic year increased slightly to 5,170, although the rate of permanent exclusions for the whole school population remained at the 2010/2011 rate of 0.07 per cent. This suggests a plateau in the rate of school exclusion rates. The national statistics for 2012/2013 are not currently available. The main reason for permanent exclusion was persistent disruptive behaviour, which accounted for 32.9% of the total permanent exclusions (Department for Education, 2013). This demonstrates the changes in rates of permanent school exclusion.

2.2.3 The Local Context of School Exclusion

The focus LA in this research is based in North East England. This LA has seen an increase in permanent school exclusions over the past three academic years to 2011/12 (latest available figures). The statistics for the number of permanent exclusions over the past eight years (data available) are shown in Figure 2.2.
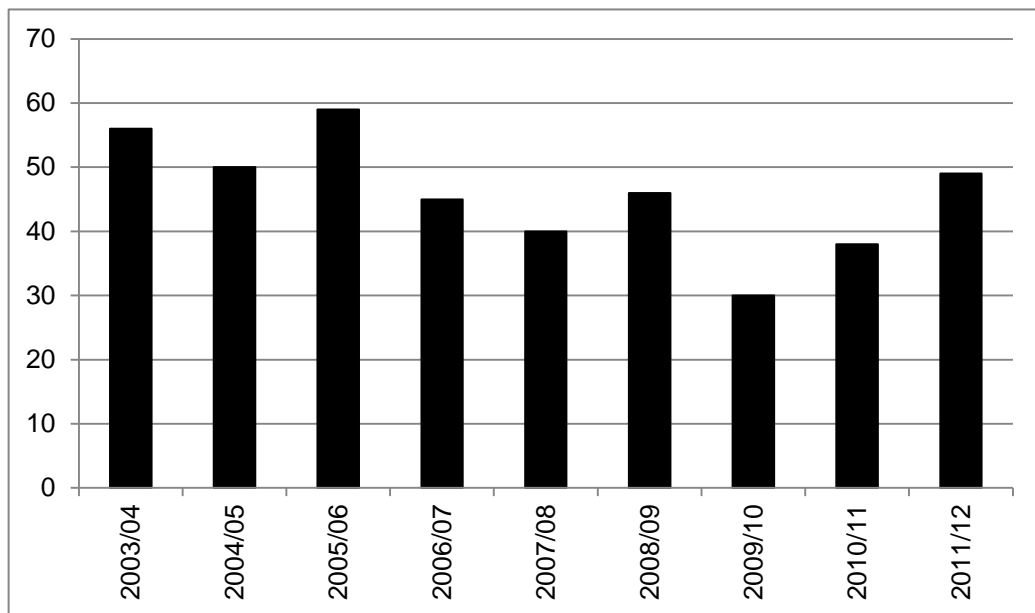
Figure 2.2: A bar chart to show the number of students permanently excluded from schools in the focus LA, between the 2003/04 and 2011/12 academic year (Anonymous LA, 2012).

In 2011/12, all permanent exclusions were from secondary schools, with none from primary or special schools. The top three reasons for permanent exclusion were persistent disruptive behaviour, physical assault against a pupil and physical assault against an adult. Students in Year 10 were most likely to be permanently excluded.

There are 20 secondary schools in this LA and, at the time of these exclusions, seven of the schools had changed to academy status. 28 of the 49 permanent exclusions were made by these seven academies, which is a disproportionate amount. Interestingly, one school made three permanent exclusions in the 2010/11 academic year then nine permanent exclusions when it changed to an academy in 2011/2012. The increased autonomy that academies have has been put forward as a possible reason for the increase in permanent schools exclusion in some areas (Children's Commissioner, 2012). This demonstrates the concerns surrounding permanent school exclusion rates in the focus LA.

2.2.4 Limitations of School Exclusion Statistics

The accuracy of school exclusion statistics has been subject to critical review. It has been suggested that LAs and schools who produce the school exclusion statistics could choose to manipulate them. This manipulation might occur when LAs and schools choose to only record *official* school exclusions and not unofficial or illegal school exclusions (Parsons, 1996). Unofficial or illegal exclusions can occur when the school instruct a student to leave the school site, or persuade a student and their family to move schools to avoid a permanent exclusion. In these cases the student is effectively excluded but this is not recorded as such. Therefore, school exclusion statistics may be much higher than those published.

The manipulation of school exclusion statistics has received further attention from the Children's Commissioner (2012; 2013). The work of the Children's Commissioner is underpinned by the UNCRC. The inquiry was initiated due to concerns that school exclusion is not consistent with the UNCRC. The inquiry (Children's Commissioner, 2012) reported that there was a high use of unofficial exclusions by schools. In particular, concerns were raised about the use of exclusions by academies, which were found in some cases not to follow the statutory exclusion procedures. Therefore, the behaviour of academies was alleged to be in breach of funding arrangements and contracts between the school and state. This could provide further insight into the increase in permanent school exclusions in the focus LA (section 2.2.3).

A further report (Children's Commissioner, 2013) presented evidence that illegal exclusions are affecting a small but significant minority of schools. This amounts to thousands of children every year being illegally excluded. Three reasons for this were suggested:

- students, parents and often teachers do not know the law about what is acceptable for school exclusions;

- a gap in the accountability of systems so no-one is looking for illegal exclusions;
- no meaningful consequence to prevent schools using illegal exclusions.

A list of recommendations was made to the Department for Education, Schools, the Office for Standards in Education (hereafter referred to as Ofsted), LAs and the Education Funding Agency, to address these findings, to reduce unofficial exclusion and to therefore make school exclusion statistics more accurate (Children's Commissioner, 2013).

These limitations of school exclusion statistics further highlight the complexity of this topic.

2.2.5 National Policy to address School Exclusion

The complex concept of school exclusion has received continuing attention from the different governments in power. This has led to many different approaches over the past 15 years, and examples of these will be briefly outlined.

In the 1990s, the New Labour government set out to address the increase in permanent exclusions and reduce school exclusion by one third by 2002. This was supported with advice for schools and the investment of £500 million (Department for Education and Employment, 1999). This advice promoted strategies such as:

- managing disruptive behaviour through well understood arrangements set out in a school behaviour policy,
- working with parents,
- learning support centres in school for the withdrawal of students,
- mentoring,
- work related learning or work experience for 14 to 16 year olds,

- encouraging involvement in voluntary or community work,

- dealing with bullying, and

- preventing criminal behaviour.

It is apparent from statistics illustrated in Figure 2.1, that this particular target was broadly achieved.

In 2008, the changing structure and management of schools instigated new guidance on school exclusions for all maintained schools, including sixth forms, pupil referral units and academies (Department for Children, School and Families, 2008). It is important to note that this guidance was not statutory but stated that schools must not deviate significantly from this guidance without good reason. It included specific procedures that schools should put in place to ensure that school exclusion is a last resort. It reiterated permanent school exclusion should only be used when there has been a serious breach of the school behaviour policy or the education or welfare of other students would be at risk if the student remained in school (Department for Children, Schools and Families, 2008).

In 2010, the election of the Conservative-Liberal Democrat coalition government brought about further changes to school exclusion policy with an emphasis on *funding* and *the responsibility* of schools. It included a stipulation that the school excluding a student continues to hold responsibility for that student, and devolved funding from the LA for the education of that student. Therefore, the excluding school must pay for alternative provision for the excluded student (Department for Education, 2011).

In 2012, school exclusion guidance was revised again to incorporate duties of the new Equality Act. These revisions placed an emphasis on the voice of the student and promoted the need to address the disproportionate exclusion of minority groups. It advised schools to identify causal factors, intervene early and consider multi-agency assessment where there are concerns over disruptive behaviour (Department for Education, 2012b).

These policy developments demonstrate the different approaches adopted by governments to address the complex issue of exclusion.

2.2.6 Contradictions of National Policy to address School Exclusion

National policies put forward to address school exclusion have been critiqued for contradicting other education initiatives and containing an inequality of power. The contradictions of national policies have been evidenced at international, national and individual levels.

At an international level, for example, one might view the national policy of England as being contradictory to that of Europe. Specifically, differences are evident in the approaches to address school exclusion, the incarceration rates of young offenders and the age of criminal responsibility. Parsons (2005) highlights England's high rate of school exclusion, high incarceration of young people and low criminal responsibility in comparison to countries in Europe. He suggests that the higher age of criminal responsibility in Europe leads to a greater discrimination from adult crime and a stronger tendency to nurture and rehabilitate children rather than punish and exclude. He summarised this by highlighting three distinct approaches to addressing school exclusion:

- conservative attitudes that focus on punitive approaches, apparent in England;

- socialist attitudes that focus on inclusive, nurturing approaches, apparent inEurope;

- A 'Third Way', that aims to provide a middle ground between individual and structural solutions.

Some have encouraged the Third Way to be adopted more readily through National Policy in England, so as to keep in line with Europe, where there is a lower rate of school exclusion.

At a national level, there are also contradictions between educational initiatives. The following educational initiatives were introduced at the same time as legislation on *inclusion*:

- an increase in the financial autonomy of schools;

- national standardised assessment tests (hereafter referred to as SATs) for 7, 11 and 14 year old students;

- the publication of schools' SATs results in school league tables;

- the formation of Ofsted; and

- the publication of Ofsted inspection reports.

These developments were criticised as contradictory to inclusion because they placed emphasis on school attainment and reputation. This then made it difficult for schools to include students that might be viewed as a threat to their attainment and reputation, and therefore put these students at risk of school exclusion (Arnold et al, 2009).

At an individual level, national policy can impact on professionals working with students at risk of permanent exclusion. Carlile (2011) carried out an ethnographic study of professionals and students involved in permanent school exclusion to explore the prevention, implementation and effects of it. He argued that professionals are forced to make decisions about school exclusion in a climate of conflict between tolerance, inclusivity, attainment and choice. This can often lead to 'within-child' reasons being put forward to justify permanent school exclusion and remove responsibility from the

professionals involved. The researcher of the study was a professional with a role to prevent permanent school exclusion, which may have affected the objectivity of these arguments. However, this still evidences the impact of contradictory national policies on professionals at an individual level.

The international, national and individual contradictions outlined in this section highlight the weaknesses of national policy to prevent school exclusion. The contractions in how school exclusion is addressed, further exemplifies the complexity of school exclusion.

2.2.7 The Consequences of School Exclusion

There has been much attention given to the long-term consequences for students who are permanently excluded from school and a variety of research has explored this.

The consequences of permanent school exclusion have been found to include further disengagement from education and an increased chance of offending behaviour. Berridge et al (2001) sought to ascertain whether permanent exclusion from school had an effect on the offending behaviour of 343 students excluded in six different LAs in England. Data from school records, offending statistics and information from voluntary sector 'exclusion' projects were used. Interviews were also conducted with 28 students and six of their parents. Analysis of these sources found that 60% of the sample was convicted of offending behaviour and 34% of the sample started offending after being permanently excluded from school - although it is important to note that the relationship between permanent exclusion and offending is complex and not necessarily direct.

The risk of offending as a result of permanent school exclusion has been evidenced elsewhere. Daniels et al (2003) carried out a two-year longitudinal study of 193 young people in Years 9, 10 and 11, who had been permanently excluded from school in the 1999/2000 academic year. Quantitative and qualitative data was gained over four phases through: literature review; semi-

structured interviews with young people, their families and professionals involved; informal contact with young people, their families and staff; and documentary analysis. Two years after the exclusion, only approximately 50% of the young people were in education, training or employment. In terms of offending behaviour, those who offended before the exclusion tended to continue offending after the exclusion and approximately half of the sample started offending after exclusion. This illustrates the potentially negative prospects for students permanently excluded from school.

To summarise this section, a variety of areas that have been considered: school exclusion as part of the wider inclusive movement; school exclusion statistics and their limitations; national policy to address school exclusion and its limitations; and the negative consequences for students who are excluded. The contradictions within these different areas demonstrate the complexity of the topic of permanent school exclusion. Strategies to address school exclusion will now be considered in more detail.

2.3   Strategies to Prevent School Exclusion

The relevant literature demonstrating the context and complexity of permanent school exclusions was outlined in Section 2.2. Within this, the reasons for the permanent school exclusion of students were listed in Section 2.2.1. These reasons stem from behaviours exhibited by the student. Behaviour in school and the terminology used in this field is problematic and ambiguous (Miller & Todd, 2002). Therefore, this research will continue to focus on the holistic concept of school exclusion.

A variety of strategies have been put forward to prevent students being permanently excluded from school, and address the reasons that result in permanent exclusion. For the purpose of this research the term 'strategies' will be used to encompass any support, interventions, initiatives and programmes to prevent school exclusion.

The rest of this section will provide examples of the evidence base for strategies to prevent school exclusion, and address specific needs associated with being at risk of school exclusion. The focus will be on strategies for students in secondary schools because this is where the most school exclusions take place in the focus LA.

2.3.1 A System to Review Strategies

Systems approaches have been adopted as a helpful method to consider how strategies are targeted to prevent school exclusion, or to address the needs of students associated with being at risk of school exclusion (Arnold et al, 2009; Cooper & Jacobs, 2010; Daniel & Wassell, 2002). These approaches suggest that such strategies target different levels of the system surrounding a student at risk of permanent exclusion.

In the field of Educational Psychology, Miller and Leyden (1999) used the systems approach to develop the model in Figure 2.3. One of the reasons for this psychosocial framework was to promote the development of successful strategies to target the different aspects within this model and address the challenging behaviours displayed by students that can lead to permanent exclusion.
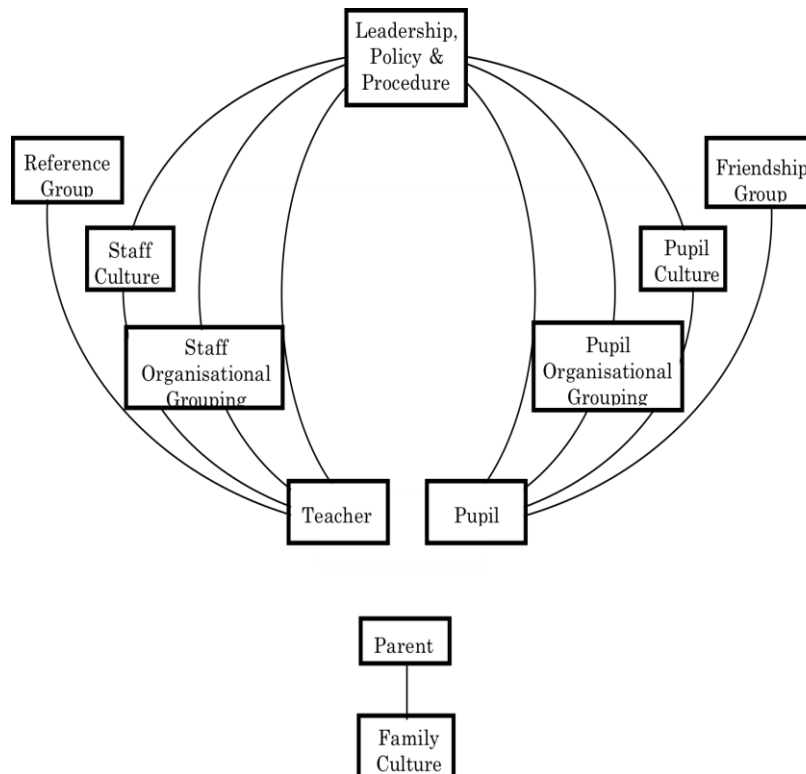
Figure 2.3: A figure to show the school as a psychosocial system (Miller & Leyden, 1999).

The levels apparent in Miller and Leyden's model will now be used to structure the presentation of some examples of strategies to prevent school exclusion, and of strategies that seek to address needs associated with being at risk of school exclusion. The strategies considered will be presented according their principal focus; focus 'levels' being:

- The Pupil, Pupil Organisational Grouping, Pupil Culture and Friendship Group;

- The Teacher, Staff Organisational Grouping, Staff Culture and Reference Group;

- Leadership, Policy and Procedure;

- Parent and Family Culture.

2.3.2 The Pupil, Pupil Organisational Grouping, Pupil Culture and Friendship Group

Strategies have been proposed that aim to address perceived intrinsic difficulties that students at risk of exclusion may be experiencing. These strategies provide interventions for students at risk of permanent exclusion in an individual or small group situation.

Strategies have been evaluated on an individual student basis. For example, Hardman (2001) used a personal construct theory strategy with a Year 10 student at risk of school exclusion. This aimed to facilitate change through providing the opportunity for the student to consider an alternative self-image and try out different behaviours. The short-term evaluation of this approach (Hardman 2001) found that it was successful.

Students have been encouraged to monitor their own behaviour as a strategy to reduce disruptive instances. This is achieved through improving the student's meta-cognitive skills by promoting their capacity to recognise and react to any instances of disruptive behaviour, which can then result in permanent exclusion when it is persistent in nature (Jull, 2009).

Similarly, Burton (2006) worked with students in a small group to increase their responsibility for their behaviour and reduce the risk of exclusion. This six-session programme addressed 'student reflection' and 'awareness of their behaviour'. The evaluation found that all the students in the group displayed an improvement in their behaviour and none were excluded. However, not all the teachers completed the measures, which could have affected the validity of the results. These examples of research provided no follow up for the long-term outcomes for the student.

2.3.3 The Teacher, Staff Organisational Grouping, Staff Culture and Reference Group

It is apparent in the research literature and through Government initiatives that teachers have been regarded as a target group for strategies to prevent the permanent exclusion of students.

Specific programmes for teachers have been developed and investigated, such as the Defensive Management strategy (Fields, 2004). This was introduced to 30 trainee teachers, then 30 primary teachers in Australia, to support them to manage disruptive behaviour in the classroom and reduce exclusion. It was found that a small but significant improvement in efficacy scores for behaviour management was apparent after the introduction of the strategy, although no outcomes for exclusion were reported (Fields 2004).

More recently, government initiatives in the UK have sought to provide advice for teachers. An example of this is the 'Behaviour Checklist for Teachers', devised by Charlie Taylor, the Government's 'Expert Adviser' for behaviour. This provided a menu of ideas for schools to develop their own checklists of between five and ten essential action points to promote positive behaviour (Department for Education, 2011). This idea was developed from a pre-operation checklist used by surgeons to ensure a good standard of hygiene, which could be argued to be less applicable to the contextual nature of behaviour.

2.3.4 Leadership, Policy and Procedure

Strategies to target leadership, policy and procedure at a whole school level also seek to prevent students being permanently excluded. These strategies have adopted a number of different approaches.

Changes to the whole school behaviour systems have been introduced and evaluated to reduce the number of students permanently excluded from school. These have included evidence that the effectiveness of changes are

improved if staff and students are given the opportunity to contribute to their development (Jones & Smith, 2004). This strategy targets a need for leadership, policy and procedure to take this on board when developing whole school behaviour systems.

Some whole school policies seek to address the behaviours that place students at risk of permanent exclusion by removing students to separate areas of the school. Barker et al (2010) explored the geography of on-site areas used for internal fixed-term exclusions in a London secondary school. It was found that changes in the students' behaviour tended to be temporary and short-term, and that challenging behaviours returned once students were reintegrated into the mainstream school. Therefore, this strategy was not viewed positively and it was ultimately recommended that students at risk of school exclusion require more in-depth and long-term support to remain in school and achieve academically. An approach that could be seen to take on this recommendation is the notion of nurturing; this has been promoted in whole-school practice to enhance the emotional wellbeing of staff and students (Lucas, 1999).

National policies have also sought to address the needs of students at risk of permanent exclusion. Examples of this include the *Secondary National Strategy,* which was introduced to 54 schools in five LAs in the summer term of 2005. Difficulties were reported in measuring the overall success but a positive statistic taken from this evaluation was the reduction in school exclusion by 90% in one school (Ofsted, 2007). Also, the National Institute for Health and Clinical Excellence (hereafter referred to as NICE) released guidelines in 2009 for those who have any role in students' social and emotional wellbeing in secondary schools, which included whole school strategies.

2.3.5 Parent and Family Culture

Strategies to improve home-school relationships and address difficulties arising from the family have been suggested as particularly beneficial for

students at risk of permanent exclusion. The reason for this being that effective home-school relationships are suggested to be fundamental for good educational practice (Miller & Leyden, 1999). These strategies often involve agencies outside of the school providing support.

Strategies have been investigated that draw on the work of social care professionals. Bagley and Pritchard (1998) evaluated an initiative that placed social workers in schools in a deprived catchment area over three years. The results showed a reduction in primary exclusion and further cost-benefit analysis found that the employment of social workers in school was cost effective against the financial implications of school exclusions. Vulliamy and Webb (2003) evaluated a similar strategy where five full-time social work trained home-school support workers were placed in seven secondary schools. Exclusions were reduced by 25% over the three years, concluding that social workers based in schools are helpful in reducing school exclusions. The findings of these three studies suggests that social workers can play a key role in supporting strategies to address the link between schools and parents, and so in preventing permanent school exclusions.

Wider multi-agency approaches have provided strategies to address permanent school exclusion. Hallam and Castle (2001) evaluated in-school centres, multi-disciplinary behaviour support teams, and the secondment of mainstream teachers to pupil referral units. The results showed that the in-school centres and multi-disciplinary support teams could be equally effective and consistent implementation led to increased effectiveness of the projects. Panayiotopoulous and Kerfoot (2004) looked at the impact of a home-school support project with input from health, education and social care services. This targeted children who had been excluded from primary school and were now in the first year of secondary school. It was concluded that when students fully engaged in the intervention there was a reduction in exclusion. Lloyd et al (2004) looked at the effectiveness of school based inter-agency meetings to prevent school exclusion in three local authorities. It was found that the meetings were an important part of effective working to reduce school exclusion. It appeared that successful working took into account the

individuality of the young person and acknowledged there was no single answer.

2.3.6   Summary of Strategies to Prevent School Exclusion

There are a number of different behaviours that put students at risk of being permanently excluded from school. The behaviours of students can be regarded as part of a complex psychosocial system (Miller & Leyden, 1999). Strategies to address these difficult behaviours, and therefore prevent permanent school exclusion, should address the focus levels of this system. The need to employ a range of strategies to target the different areas of the system further illustrates the complexity of school exclusion.

This section has provided consideration of just some of the strategies that address the different levels of this framework. Miller and Todd (2002) proposed that in addition to the evaluation of strategies to address difficult behaviours that put students at risk of permanent exclusion, it is also helpful to conduct exploratory research into the viewpoints of those involved in the system:

> 'This means that Educational Psychologists need to tread the difficult path of seeking and considering viewpoints from all actors within the psychosocial system.'
>
> (Miller & Todd, 2002, p. 22)

Teachers are *actors* centrally positioned in this framework. The next section will examine how it may be beneficial to explore the viewpoints of teachers in relation to these strategies to prevent permanent school exclusion. Specifically, the role of the secondary school teacher will be considered, since the statistics discussed in Section 2.2.3 show that most permanent exclusions take place in secondary schools.

2.4   The Secondary School Teacher

2.4.1   The Role of the Secondary School Teacher

The role of the secondary teacher is officially described as,

> '[to] work with children between the ages of 11 and 18. They specialise in teaching one or two subjects from the national curriculum.'
>
> (Agency, T. 2010)

This description does not reference the teacher's role in supporting students at risk of permanent school exclusion. However, a recent publication has stated that the government expects that,

> '…every teacher will be good at managing and improving children's behaviour.'
>
> (Department for Education, 2012a, p. 2).

In the previous section, the role of the teacher was clearly an important part of many strategies to prevent permanent school exclusion (Parsons, 1996; Department for Education, 2011; Fields, 2004; Jones & Smith, 2004; Ofsted, 2007; NICE, 2009). Research that further demonstrates the valuable role of the secondary school teacher and their relationship with students will now be considered.

A positive and effective teacher-student relationship can significantly contribute to the reduction of permanent school exclusion. Cooper and McIntyre (1996) explored this through the use of grounded theory, analysing interviews with 288 students and 13 teachers from five English secondary schools. Eight teacher 'qualities' were found to be associated with good teaching that resulted in better student behaviour. This included the teacher promoting a supportive context to ensure students felt nurtured and significant. Further to this, Johnson (2008) conducted a longitudinal study in

Australia from 1997 to 2005 to analyse what teachers do at a micro-level to promote students' resilience in school. Resilience refers to the ability to positively deal with risk, adversity or threats to wellbeing. It involves a combination of individual and environmental factors. Contributing factors in building resilience were identified as: being available, listening, teaching the basics, being positive, intervening, using 'human connectors' such as remembering personal events, having fun, and treating everyone as human beings. This demonstrates the influence that teachers can have on students' positive development, and reduce risk factors for school exclusion.

When a positive teacher-student relationship is not established, a negative and ineffective teacher-student relationship can potentially further exacerbate the risk of students being permanently excluded from school. Pomeroy (1999) explored the perceptions of 33 Year 10 and 11 students who had been excluded from schools. Semi-structured interviews were used to examine their school experiences. Dysfunctional relationships with teachers were found to be one of their main perceived problems. Specific examples included: teachers not intervening to provide pastoral care; not treating pupils equally; and not listening to their views. The findings of this highlighted the importance of relationships between staff and students to re-engage students in education.

The beliefs of teachers and how these influence their practice have value in the research field. Porter (2007) proposed a framework that illustrated the influence of teachers' personal beliefs on professional values, which then shape their responses to behaviour. The response to behaviour is also affected by educational theory and theories of discipline, as well as the constraints and supports of the context within which they practice. This further highlights the importance of the role of the teacher and how it could be helpful to take their viewpoint into account.

This research on the role of the teacher suggests that the teacher can have an important effect on the complex nature of preventing permanent school exclusion. Many strategies put forward to prevent permanent school

exclusion require the involvement of the teacher. Research has shown that the type of teacher-student relationship established can contribute to the prevention of, or increased risk of permanent exclusion. This further demonstrates the important place teachers hold in the wider system and suggests that it is valuable to explore their viewpoints on the prevention of school exclusion.

2.4.2 The Perspective of the Teacher

The role of the teacher is, then, very important in this field, and some research on teachers' perspectives has been conducted.

The teachers' *perspective* is a subjective concept and can overlap in the research with notions of teachers' views, beliefs and opinions (Overland et al, 2012). Indeed, it is acknowledged by the Researcher that there are numerous terms used to define the data obtained from the teachers' perspective. These are considered alongside their definition in the Oxford English Dictionary (2012) in Table 2.1.

Synonym	Definition
Viewpoint	A person's *opinion* or point of *view*
Views	Regard in a particular light or with a particular *attitude*
Perceptions	The way in which something is regarded, understood, or interpreted
Perspectives	A particular *attitude* towards or way of regarding something; a point of *view*
Attitudes	A settled way of thinking or feeling about something
Beliefs	An *opinion* or conviction
Opinion	A personal *view, attitude* or appraisal
Outlook	Mental *attitude* or *view*; point of *view*
Standpoint	The mental position, *attitude*, etc., from which a person *views* and judges something

Table 2.1: A table to show the definitions of terms used to describe data obtained from the perspective of the teacher.

There are numerous evident overlaps then, between these terms and their definitions and the terms used within them. The terms *view, attitude* and *opinion* are highlighted in bold and italics in Table 2.1 to show their repeated use, as are defining terms such as *attitude.* This demonstrates the problematic nature of terminology used to describe data gathered from the 'perspective' of teachers.

Psychologically, there are some subtle distinctions between some of the terms listed above. It is important to pay particular attention to the term *attitude* because it has received a great deal of attention in the field of psychology. It has been acknowledged that this is a difficult term to define (Cross, 2005) and that it can stand for opinions, beliefs, ideologies, tastes and a variety of sizes of attitudes (Stephenson, 1953). The numerous psychological explanations of the term were summarised by Maio and Haddock (2009) as,

> 'an attitude involves the expression of an evaluative judgement about an object.'
>
> (Maio & Haddock, 2009, p.4)

An attitude is not a separate entity and can be affected by a person's beliefs and attract strong feeling.

Further consideration of these terms, suggests that the term *viewpoint* is a less fixed concept than *attitude* (Watts & Stenner, 2012)*.* Viewpoints are not causal but part of how a group of people construct an issue. For the purpose of this research, the term viewpoint will be adopted to describe the subjective nature of how a group of people construct the same concept (Watt & Stenner, 2012).

Although, in keeping with this subjective approach, it is accepted that the use of such terms can be down to individual choice. In fact, in discussion of the different terms used to describe 'perspectives', Brown (2014) concluded:

'It doesn't much matter whether they are called subjectivities, psychodynamic structures, perceptions, opinions, attitudes, beliefs, or whatever. Names have little impact on the things named.'

(Brown, 2014)

The role of the teacher is, of course, of considerable importance in the school system and it has been argued that their viewpoints are also of some significance (Miller & Todd, 2002). Teachers' beliefs and attitudes, it has been proposed, influence their actions (Porter, 2007). Others have shown teachers' beliefs and attitudes to have a direct link with student achievement (Levitt & Red Owl, 2013). It may be argued, therefore, that it is important to investigate the viewpoints of teachers and how they relate to strategies, for example, strategies regarding the prevention of permanent exclusion. The viewpoints adopted by teachers in school will determine the way they actively seek to implement these strategies.

It *may* be beneficial to consider whether – and how - different groups of teachers have significantly different views in relation to complex topics, such as preventing school exclusion. Indeed, it is important to consider how a group of teachers perceive the prevention of school exclusion since this might provide an account that differs from what is the assumed or expected viewpoint of teachers.

Varying viewpoints amongst teachers could have implications for how strategies to prevent school exclusion are developed and implemented. For instance, if a particular 'group' of teachers do not place value in the strategies that direct teachers to promote the social well being of students then this may undermine the effectiveness of said strategies. Knowing of this 'mismatch' might, furthermore, support policy makers in considering how to work with teachers holding this viewpoint so that future strategies *can* be effectively implemented. This importance is summarised well by ten Klooster et al (2008),

> 'A distinction of audience segments based on their own perspectives
> on the image object may be an important step toward targeted
> interventions.'

<div align="right">(ten Klooster et al, 2008, p.516)</div>

Research exploring teachers' viewpoints will now be considered.

2.5   Systematic Literature Reviews

2.5.1   Outline of the Systematic Literature Reviews

This section will report the outcomes of a number of systematic literature reviews investigating research that has been conducted to explore the perspective of teachers about the prevention of school exclusion.

A systematic literature review allows large amounts of existing research to be evaluated in a methodical manner, so as to answer a specific question (Andrews, 2005). This approach to reviewing literature is helpful to overcome methodological limitations of previous research (Mulrow, 1994). The systematic literature reviews that will be reported in this section were used to develop the specific research questions for this research.

Traditionally, systematic literature reviews have been used to amalgamate quantitative findings to answer research questions about the effectiveness of interventions (Noyes et al, 2011). This approach has been criticised for focusing on experimental research designs that yield quantitative data and for overlooking important findings by condensing potentially thousands of studies to a small number (Andrews, 2005).

More recently, the Cochrane Qualitative Research Methods Group has acknowledged the growing inclusion of qualitative outcomes in systematic literature reviews. There is not yet an agreed approach for this so it is important to adopt a transparent approach when reporting the systematic literature review process in relation to qualitative research (Noyes et al,

2011). To achieve a transparent process in these systematic literature reviews a three-stage process, suggested by Pettigrew and Roberts (2009), was used to review articles relevant to the research:

1. detection
2. evaluation
3. amalgamation of studies

The aim of the systematic literature reviews used here is to provide a comprehensive review of literature to justify the rationale for this research. The following research questions were used to guide the four reviews:

(A) What research has explored the perspective of teachers on preventing the permanent school exclusion of students?

(B) What research has explored the perspective of teachers on school exclusion?

(C) What methodological approaches have been used to explore the perspective of teachers on strategies?

(D) What research has used Q methodology to explore teachers' viewpoints?

The four databases and approaches that were used to detect the search terms defined for each question are outlined in Table 2.2. These four databases were searched to detect relevant literature.

Database	Description	Search Approach
Ovid PsycINFO	A resource for psychology literature, including material of relevance to psychologists and professionals in related fields.	The search terms were entered into the multi-field search facility in this database.
Applied Sciences Index and Abstracts	A comprehensive search tool that covers psychology, sociology, health and social sciences.	The search terms were entered into the search engine for the multiple databases.
The ISI Web of Science	A multi-disciplinary database.	The advanced search facility in this database was used to detect articles using the search terms.
Google Scholar	A tool to search scholarly literature across multiple disciplines.	The advanced search facility was used to search articles titles to detect terms.

Table 2.2: A table to show the databases used to detect studies for the Systematic Literature Reviews.

Research that answered the four research questions was detected using the four databases in Table 2.2, then evaluated using pre-defined inclusion and exclusion criteria, and the refined studies were amalgamated into a narrative report. This process for each systematic literature search (relating to each of the questions above) will now be explained in detail.

2.5.2 Systematic Literature Review (A): The Perspective of Teachers on Preventing School Exclusion

The following research question was used to guide this systematic literature review:

> *What research has explored the perspective of teachers on preventing students being excluded from school?*

Firstly, clear search terms were defined to detect studies using the four databases in Table 2.2. Secondly, clear inclusion and exclusion criteria were developed to evaluate the studies that were detected. Finally, the refined studies that were relevant for this research question were amalgamated into a narrative report.

2.5.2.a Detection

The keywords in Table 2.3 were used to detect relevant articles to answer the research question for Systematic Literature Review (A).

Row	Search Term
1	Teacher
2	Viewpoint
	Views
	Perceptions
	Perspective
	Attitudes
	Opinions
	Outlooks
	Standpoints
3	Prevent
4	Exclusion
	Expulsion
	Suspension

Table 2.3: A table to show the search terms used for Systematic Literature Review (A).

Due to the difficulties in the definition of viewpoints previously discussed in Section 2.4.2 the synonyms in Row 2 were entered separately. Exclusion is the term used consistently in current policy and research; however, expulsion and suspension have been used in the past and so were included in this search. A search term from rows 1, 2, 3, and 4 in Table 2.3 was entered in each search until every combination had been exhausted.

2.5.2.b Evaluation

32 studies were detected in the four databases in Table 2.2 using the term combinations in Table 2.3. The titles and abstracts of these articles were reviewed using the inclusion and exclusion criteria in Table 2.4, which refined the number of articles to eight. The excluded articles focused solely on student views and those of undergraduate students.

	Inclusion	**Exclusion**
Participants	Teachers of children and young people aged 0 to 19.	Not teachers or teachers of students older than 19.
Focus	School exclusion	Not in relation to school exclusion
Date	All dates	
Type of Article	Peer reviewed research	Descriptive article Book Book review Dissertation Journal editorial
Research Approach	All research approaches	

Table 2.4: A table to show the Inclusion and Exclusion criteria used to evaluate studies for Systematic Literature Review (A).

The remaining eight studies were then amalgamated and reported in the following narrative.

2.5.2.c Amalgamation

The remaining eight articles took into account the perspective of teachers on the specific topic of preventing students being excluded from school.

Three articles evaluated a specific intervention that aimed to prevent school exclusion (Bishop & Swain, 2000; Walton, 2012; Schnitzner, 2007). Three articles explored specific social aspects of school that related to school exclusion. These social aspects were bullying (Duy, 2013), social aspects of the classroom (Waterhouse, 2004), and social group norms (Nesdale, 2011). One article was a structured review of child welfare and child mental health studies (Landsverk, 2011). One article explored the role of school nurses to prevent challenging behaviour (Buckland, 2005).

2.5.2.d Summary of Systematic Literature Review (A)

The results of this systematic literature review suggest that there is not currently any research that has specifically explored teacher viewpoints on strategies to prevent school exclusion. The search terms used in the review were very specific so the Researcher considered that it might be helpful to further review the current literature by widening the search terms to look at what research has explored the perspective of the teacher on exclusion.

2.5.3 Systematic Literature Review (B): The Perspective of Teachers on School Exclusion

The following research question was used to undertake this systematic literature review:

What research has explored the perspective of teachers on school exclusion?

The purpose of this research question is to systematically review research that has explored teachers' viewpoints around the broader focus of school exclusion. The same process of detection, evaluation and amalgamation was followed and transparently reported.

2.5.3.a Detection

The search terms in Table 2.5 were used to detect relevant articles using the databases in Table 2.2.

Row	Search Terms
1	Teacher
2	Viewpoint
	Views
	Perceptions
	Perspective
	Attitudes
	Opinions
	Outlooks
	Standpoints
3	Exclusion
	Expulsion
	Suspension

Table 2.5: A table to show the search terms used for Systematic Literature Review (B).

The different terminology for the perspective of the teacher and exclusion were entered for the reasons outlined in systematic literature review (A). A term from rows 1, 2, and 3 in Table 2.5 was entered in separate searches of each database until every combination had been used.

2.5.3.b Evaluation

A total of 499 articles were detected using the search terms in Table 2.5 in the four databases in Table 2.2. The abstracts of the first 90 articles detected in each database were evaluated in accordance with the same inclusion and exclusion criteria (Table 2.4) that was used for Systematic Literature Review A. The first 90 articles were reviewed because this is the initial number displayed in the search output for two of the databases used in the Systematic Literature Review. Furthermore, the articles detected are displayed in order of relevance to the search terms, therefore the first 90 articles were considered to provide a review of the most relevant articles.

This resulted in eleven new studies that were additional to those in Systematic Literature Review A. Those omitted were either a duplication of those amalgamated in Systematic Literature Review A or not in line with the Inclusion Criteria in 2.4

These eleven studies are amalgamated in a narrative below.

2.5.3.c Amalgamation

Three of the studies evaluated or explored specific interventions aimed to reduce behaviours that can result in exclusion. These interventions included counselling (McLaughlin, 1999), instructional strategies (Mercer, 1996), visual narratives (Carrington, 2007), and whole school discipline approaches (Maag, 2012; Pane et al, 2013).

Three studies explored specific social concepts in relation to school exclusion, such as challenging behaviour (Pomerantz, 2005), bullying (Fornby, 2013), and race (Hayes, 2006).

One study examined the relationship between teachers' individual and collective beliefs about their efficacy with managing the behaviour of students and how these were associated with the sanction of school exclusion (Gibbs & Powell, 2012). To do this, factor analysis was completed on the results of questionnaires completed by 197 nursery and primary teachers. They found that individual efficacy beliefs could be represented by the factors: classroom management; children's engagement; and instructional strategies. Implications of this research were the need for strategies to support teachers' beliefs in their ability to successfully manage students' behaviour and subsequently reduce school exclusion.

One study directly explored the concept of school exclusion from the perspective of the teacher (Rustique-Forrester, 2001). This was a small-scale study in four UK secondary schools that aimed to examine the views and beliefs of teachers about the causes of exclusion, explanations for the rise of exclusion, and teachers' role in providing a solution. 30 teachers and school staff were interviewed as part of this study. The interviews were analysed, although the details of this analysis were not provided. The results showed that there are three categories of causes and dynamics in the teacher interpretations of school exclusion: pupil based factors; school based factors; and external policy-based factors. Accountability, curriculum, time and resource pressures contributed to the external policy pressures. It was concluded that exclusion is a complex and dynamic concept.

To ensure that all relevant research had been taken into account the references of these nine articles were also consulted. This led the Researcher to detect a number of official research organisations that have carried out studies to explore teachers' views in relation to exclusion and behaviour that puts students at risk of school exclusion. Although this

research is not peer reviewed it will now be briefly outlined due to the relevance to the study.

A team of researchers from the Institute for Public Policy Research aimed to explore and understand schools' accounts of behaviour and exclusion. Interviews and focus groups were carried out with 281 head teachers, governors, teachers, support staff and students in ten secondary schools. This was to gain further understanding about the attitudes of students and staff in relation to school exclusion and reasons for schools' differing outcomes for school exclusion and behaviour. The authors reported a need to:

- create conditions for better behaviour;
- build secondary schools' capacity on behaviour management;
- reduce the burden of schools with the greatest need; and
- improve the alternative offer.

(Reed, 2005).

The Children's Commissioner (2012; 2013) commissioned the National Foundation for Educational Research to gain information about teachers' understanding of school exclusion policy and practice in England, as part of their inquiry into school exclusion. Firstly, Smith et al (2012) analysed the findings of a survey completed by 16,000 teachers. The sample was weighted so that it was representative in terms of school governance, type, subject areas and primary and secondary sectors. This showed that teachers' awareness of statutory guidance was mixed, with senior leadership teachers having a better awareness. A high proportion felt that their schools responded to students with specific needs although a minority disagreed. A large majority of teachers reported that they had received training to help them meet the needs of students identified as vulnerable, although only a minority of these reported it as satisfactory. Also, a minority of schools were using practices that would not be condoned by statutory guidance, such as unofficial exclusions, particularly in the secondary sector. This data supports the need to raise awareness of good and legal practice in the area of school

exclusions, particularly the Equality Act 2012, with fewer than four in ten reporting that their schools had informed them of this.

The results of this quantitative survey were explored through qualitative approaches (White et al, 2013). They conducted four focus groups with 20 teachers in total and four focus groups with 20 non-teaching staff. They found that teachers thought that the students at risk of permanent exclusion in their schools reflected national statistics. Specifically, students who: were male; entitled to free school meals; deemed to have SEN; looked after by the LA; from certain ethnic groups; or had previously been excluded, were most at risk of permanent exclusion from school. Participants identified a range of reasons for school exclusion including broader systemic factors such as lack of training, time, and support from external services, few peer role models, failure to investigate instances of poor behaviour, rigid systems and procedures, and perceptions that at risk students would receive better support elsewhere. Good practice was identified that included preventative strategies such as seclusion, de-escalation, break-out spaces, restorative justice, key workers, effective monitoring and parental support. There was a general agreement that exclusion was used after a range of strategies had been implemented and not worked, however, all participants felt that exclusion would not have a positive long-term effect for the excluded student. To reduce school exclusion, participants recommended better monitoring and accountability, training, establishing preventative strategies, developing policies and approaches based on legal requirements, encouraging parental involvement, and sharing best practice.

2.5.3.d Summary of Systematic Literature Review (B)

The results of Systematic Literature Review (B) suggest that there is little peer reviewed research that directly explores the perspective of teachers about the wider concept of school exclusion, as well as the more focused aspect of preventing school exclusion discussed in Systematic Literature Review (A).

Therefore, this suggests that it would be helpful to conduct research in this area, particularly considering that school exclusion is a complex topic, an abundance of strategies have been put forward to prevent it and teachers play a central role in the school system where all this takes place.

The Researcher considered that it might be beneficial to review the methodological approaches used to explore teachers' viewpoints about strategies in general, so as to inform what methodological approach might be appropriate to explore teachers' viewpoints about strategies to prevent school exclusion.

2.5.4 Systematic Literature Review (C): The Perspective of Teachers on Strategies

This systematic literature review was conducted in order to look at the methodological approaches that have been used to take the perspective of teachers into account about various strategies. The following research question was used to undertake this systematic literature review:

What methodological approaches have been used to look at the perspective of teachers about strategies?

Firstly, clear search terms were defined to detect studies. Secondly, clear inclusion and exclusion criteria were developed to evaluate studies that were detected. Finally, the relevant studies to answer this research question were amalgamated.

2.5.4.a Detection

The keywords in Table 2.6 were used to search the databases in Table 2.2.

Row	Search Terms
1	Teacher
2	View
	Viewpoint
	Perception
	Perspective
	Attitude
	Opinion
	Outlook
	Standpoint
3	Strategy
	Intervention
	Initiative

Table 2.6: A table to show the search terms used for Systematic Literature Review (C).

The synonyms of viewpoints listed in row 2 of Table 2.6 were entered separately to overcome the difficulties in defining the data gathered from the perspective of teachers discussed in Section 2.5.3. The synonyms of strategies listed in row 3 of Table 2.6 were entered separately, because of the different language used to describe these (discussed in Chapter 1). A term from rows 1, 2, and 3, in Table 2.6 was entered in each search until every combination had been exhausted.

2.5.4.b Evaluation

The number of articles detected from the four databases totalled 2086. The abstracts of the first 90 articles from each database were reviewed in accordance with the inclusion and exclusion criteria as in Table 2.7. Similar to Systematic Literature Review (C), the first 90 articles were reviewed because this is the initial number displayed in the search output for two of the databases used in the Systematic Literature Review. Furthermore, the articles detected are displayed in order of relevance to the search terms, therefore the first 90 articles were considered to provide a review of the most relevant articles.

	Inclusion	Exclusion
Participants	Teachers of children and young people aged 0 to 19.	Not teachers or teachers of students older than 19.
Focus	Strategies	Not strategies
Date	All dates	
Type of Article	Peer reviewed research	Descriptive article Book Book review Dissertation Journal editorial
Research Approach	All research approaches	

Table 2.7: A table to show the inclusion and exclusion criteria used to select studies for Systematic Literature Review (C).

The evaluation of these abstracts using the inclusion and exclusion criteria omitted:

- duplications,
- dissertations,
- book reviews,
- journal editorials,
- 52 articles concerning university aged students,
- 43 descriptive articles,
- 86 that did not look at the perspective of teachers

This evaluation of studies resulted in 147 peer reviewed articles that, in some way, researched the perspective of the teachers about strategies. A list of references for these studies can be found in the Appendix 1.

2.5.4.c Amalgamation

The abstracts of the 147 articles were reviewed to look for the following areas in the research:

- Methods of Data Collection,
- Analysis, and
- Participants.

If the information about these criteria was not provided in the abstract the full article was reviewed.

2.5.4.c.i Methods of Data Collection

The methods of data collection identified in the 147 detected and evaluated articles included:

- 57 approaches that evaluated strategies and took the perspective of the teacher into account as part of this

- 90 approaches that explored the perspective of the teacher about strategies related to wider concepts

The methods employed to obtain teachers' perspective are listed below, with the number of studies that specify the use of each method in brackets:

- questionnaire (85),
- interview (41),
- focus groups (13),
- vignettes (3),
- qualitative study (2),
- documented comments (2),
- concept map (1),
- phenomenograph (1),
- ethnographic approach (1),
- writing analysis (1), and
- narrative methodology (1).

23 of the articles adopted more than one of the above and seven did not specify.

Questionnaires were also described as surveys in some articles. This was the most common approach adopted to obtain data from the perspective of the teacher, so the different forms of questionnaires reported were also noted:

- behaviour reports,
- identification of skills,
- Likert scale,
- mail survey,
- national survey,
- open-ended,
- qualitative,
- quantitative,
- rating of strategies,
- self-report, and
- standardised questionnaires.

Interviews and focus groups were reported to use a variety of structured, semi-structured and open approaches.

This shows a variety of approaches used to obtain the views of teachers, with questionnaires and interviews being the most common approaches adopted.

2.5.4.c.ii Analysis

The analysis of the data gathered from the teachers' perspective about strategies was reported for 106 of the articles.

31 of the articles that reported analysis used simple and broad terminology to describe the analysis. 15 of these described the analysis as quantitative, four described it as qualitative and four reported using a mixture of quantitative and qualitative analysis. Eight studies did not specify to this level but the results suggested that quantitative analysis had been employed because of the statistical information presented.

The remaining studies provided a detailed account of their analysis procedures. These types of analysis reported are summarised in Table 2.8 with comparison between quantitative and qualitative analysis.

Specified Quantitative Analysis	Specified Qualitative Analysis
• Descriptive statistics	• Thematic analysis
• Analysis of variance	• Coding
• Multivariate analysis of variance	• Grounded theory
• Paired sample t-test	• Content analysis
• Chi squared	• Narrative analysis
• Multiple regression analysis	• Ethnography
• Correlational statistical tests	• Analysis of mind maps
• Factors analysis	• Interpretative Phenomenological Analysis

Table 2.8: A table to show the types of quantitative and qualitative analysis.

These different types of analysis show the variety of ways that the perspectives of teachers are analysed. The quantitative analysis allows for comparison of teachers' perspective about strategies or for holistic summaries of teachers' perspectives. In contrast to this the qualitative analysis tends to explore the perspective of individual teachers in isolation.

2.5.4.c.iii Participants

In 63 of the studies the participants were exclusively described as *teachers.* In the remaining studies the following classifications listed below were used:

- bilingual teachers (2),
- mainstream (7),
- preschool teachers (6),
- primary teachers (14),
- secondary school teachers (12),
- special school teachers (8),
- teachers in the senior leaderships team of a school (6), and
- trainee teachers (16).

The number of times these classifications were used in different studies is noted in brackets next to the classification. 17 studies described using a combination of the types of teachers listed above. In studies outside of the UK the classification was tallied in the corresponding group of UK terminology. For instance, kindergarten teacher was tallied in preschool teacher, and pre-service teacher was tallied in trainee teacher.

In 32 of the studies the teachers' perspective was taken into account alongside another participant groups such as parents, students, health professionals, stakeholders, school counsellor and school psychologist.

This shows that the perspectives of different types of teachers have been researched in different ways.

2.5.4.d Summary of Systematic Literature Review (C)

This systematic literature review has shown that a large amount of research has endeavoured to explore and describe teachers' perspective about strategies. 147 articles that gained teachers' perspectives about strategies were detected and evaluated in this systematic literature review. These 147 articles showed that a range of data collection methods have been used to gain the teachers' perspective. Questionnaires and interviews were the most commonly used methods. A variety of analyses took place within these studies. Quantitative analysis was used to summarise generalisations or compare the perspective of groups of teachers and qualitative analysis was used to explore the perspective of teachers on a more individual level. The perspectives of a diverse range of teachers have been obtained as part of these 147 articles.

The approaches used in these articles are open to critique. The most commonly used approach of a questionnaire has the disadvantage of treating responses as isolated and disconnected rather than an inter-correlated web of views that a teacher may hold (Cross, 2005).

Other commonly used approaches such as interviews and focus groups tend to allow the participant to give more explanation but can also be criticised for low external validity, researcher bias and not adopting a methodical approach to obtain data.

Both qualitative and quantitative approaches are susceptible to limitations such as social responding (Paulhus and John, 1998). Furthermore, they can restrict the teachers' responses to items that the researcher has determined.

These criticisms are summarised by Curt (1994) in the following metaphor:

'the classic nice cop/ nasty cop routine where the quantitative (nasty cop) researcher…backs the target in to the corner of the interview room and demands 'just the facts ma'am and thin quantifiable yes/no answers. Then the qualitative (nice cop)…offers a cup of tea and a cigarette and empathises with the participant…and draws out thick qualitative information.'

(Curt, 1994, p.113)

As such, it could prove to be useful to consider an alternative research approach to obtain the perspectives of teachers about strategies to prevent school exclusion – an approach that avoids the limitations apparent in the purely quantitative and purely qualitative methods discussed above.

Q methodology is an approach that arguably *combines* the strengths of qualitative and quantitative research (ten Klooster et al, 2008). It provides a link between the qualitative and quantitative approaches in a way that allows for in-depth data gathering and analysis that is not obtrusive (Yang & Montgomery, 2013). This unobtrusive manner is achieved by reducing the direct power inferential between the researcher and participant by using an indirect process where the participant is in control of the research activity.

Furthermore, Q methodology can be used to systematically investigate individuals' points of view on a range of complex issues, and aims to find groups of subjectivity amongst the participants, rather than to identify individual perspectives or whole group generalisations (Lim, 2010). It is important to identify a number of viewpoints rather than one overarching dominant viewpoint or an individual perspective because important understandings amongst teachers that have implications for policy and practice may be neglected. This is summarised well by Stenner et al (2008),

'The capacity of Q to reveal understanding, explanations and account that depart significantly from experts in the area.'

(Stenner et al, 2008, p.230)

This distinction of segments in teachers' viewpoints of a complex topic may be an important step forward to targeting strategies more effectively and therefore reducing the number of students permanently excluded from schools.

Q-methodology is an approach that is suitable to explore and make sense of highly complex and socially contested subjects from the point of view of the group of participants involved (Stainton Rogers, 1995). To briefly summarise this approach, Q methodology initially develops a concourse around a topic of interest. A concourse is the flow of communication around a topic (Stephenson, 1953). This generally takes the form of numerous items, most often statements. This concourse is refined to a smaller set of items, the Q-set, that are representative of the wider concourse. The participants, whose viewpoints are considered important to identify, are asked to sort the items in ranked agreement with a statement about the topic of interest. These sorted items are known as a Q-sort. The individual Q-sorts are then correlated and analysed for patterns of viewpoints across individuals through a process of inverted factor analysis. These groupings of respondents, or factors, are then interpreted into viewpoints (Brown, 1980).

The use of Q methodology to systematically explore viewpoints and further understanding in relation to a specific topic makes it relevant to a range of fields. It is increasingly used in health, environment, public policy, education, politics, nursing, and social work (Van Exel and de Graaf, 2005).

More specifically, Stephenson (1980) claimed that research using Q methodology could make a valuable contribution to education. This claim has been supported by the use of Q methodology to explore raising the aspirations of young people from disadvantaged areas about University (Bradley & Miller, 2010). This study found five viewpoints amongst 53 Year 12 students from a former coalfield area who were all eligible to apply for university. These viewpoints were named: 'positive', 'put off', 'perplexed', 'pragmatic' and 'other plans'. This study demonstrates that clear and distinct viewpoints can be found using Q methodology and how these findings can

provide insight for topical issues; in this instance, insight into raising the aspirations about going to university for young people.

Therefore, Q methodology could provide an alternative way to look at the perspective of teachers in education, not on an individual level or collective group level, but investigating the differences *between groups* of teachers. To summarise,

> 'Q methodology can be a helpful research tool in the exploration of the beliefs of teachers.'
>
> (Overland et al, 2012, p.32)

To explore whether this approach has been successfully used with teachers in the past, and provide a further check if a similar topic has been explored using this approach, a final systematic literature review was conducted to ascertain what research had been conducted using Q methodology to identify the viewpoints of teachers.

2.5.5 Systematic Literature Review (D): Q Methodology and teachers

The following research question was used to guide this systematic literature review:

> *What research has used Q methodology to explore teachers' viewpoints?*

The same process of detection, evaluation and amalgamation was followed and will be transparently reported.

2.5.5.a Detection

The search terms *teachers* and *Q methodology* were clearly defined to detect studies. These terms were entered in the four databases outlined in Table 2.2 to search for relevant articles. 66 articles were detected in total from all four databases.

2.5.5.b Evaluation

The 66 detected articles were then evaluated using the inclusion and exclusion criteria in Table 2.9.

	Inclusion	Exclusion
Participants	Teachers of children and young people aged 0 to 19.	Not teachers or not teachers of students older than 19.
Focus		Any
Date		All dates
Type of Article	Peer reviewed research	Discussion article Book Book review Dissertation Journal editorial
Research Approach	Exploratory	Comparative

Table 2.9: A table to show the inclusion and exclusion criteria used to evaluate articles in Systematic Literature Review (D).

The articles were refined to 12 studies using the inclusion and exclusion criteria in Table 2.9 and omitting any duplication of articles. The 12 articles all used Q methodology to identify teachers' viewpoints about a complex topic. These have been amalgamated into the summary table and supporting narrative below.

2.5.5.c Amalgamation

The 12 articles are summarised in Table 2.10. These articles demonstrate that Q methodology has been used to identify the viewpoints of teachers about a range of complex topics.

Authors	Focus	Location	Participants	Number of Viewpoints
Collins & Liang (2013)	The relevance tasks on an online professional development module to work with English language learners	USA	13 teachers	2
Grover (2013)	Structures of teaching behaviours exhibited by teachers at secondary age	India	60 humanities teachers	8
La Paro et al (2009) ABSTRACT ONLY	Belief of students in kindergarten teacher preparation program	USA	63 student teachers	Not available
Levitt & Red Owl (2013)	Relationship between early literacy environments and subsequent reading experiences, attitudes and behaviours	USA	21 veteran literacy teachers	3
Lim (2010)	Early literacy development and instruction	Singapore	30 nursery and kindergarten teachers	4

Overland et al (2012)	Young children's reactions to divorce	Norway	33 early childhood teachers and assistants	2
Ramlo (2012)	Learning physics within the context of a professional development scheme	USA	20 high school or middle school science teachers	1
Reid (1999)	Role of theory in training	UK	25 secondary school teachers	2
Son et al (2010) ABSTRACT ONLY	Analyse image of elementary school teachers on special class	Korea	40 elementary school teachers	4
Spendlove et al (2012)	How trainee teachers align themselves with the GTCE Code of Conduct and Practice	UK	59 trainee teachers	3

Storch Bracken & Fischel (2006)	Development of preschool classroom practice	USA	66 early years teachers and assistants	2
Yang & Montgomery (2013)	Student diversity	USA	43 trainee teachers and educators	2

Table 2.10: A table to summarise the articles identified in Systematic Literature Review (D).

Table 2.10 illustrates a number of important points about how Q methodology has been used to explore teachers' viewpoints. Firstly, it has been used to explore teachers' viewpoints about a variety of different complex subjects. It has been used to explore important concepts of:

- equality (Son et al, 2010);
- diversity (Yang & Montgomery, 2013);
- teaching practice (Grover, 2013);
- teaching in the early years (La Paro et al, 2009; Overland et al, 2012; Storch Bracken & Rischel, 2006);
- the professional development of teachers (Collins & Liang, 2013);
- the training of teachers (Reid, 1999; Spendlove et al, 2012); and
- specific subjects (Levitt & Red Owl, 2013; Lim, 2010; Ramlo, 2012).

This suggests that Q methodology can be a helpful approach to explore how teachers view complex subjects.

Secondly, it has been used in education in a variety of countries all over the world. These include:

- India (Grover, 2013);
- Korea (Son et al, 2010);
- Norway (Overland et al, 2012);
- Singapore (Lim, 2010);
- the UK (Reid, 1999; Spendlove et al, 2012); and
- the USA (Collins & Liang, 2013; La Paro et al, 2009; Levitt & Red Owl, 2013; Ramlo, 2012; Storch Bracken & Fischel, 2006; Yang & Montgomery, 2013).

The international use of Q methodology indicates its versatility and accessibility.

Thirdly, a number of different participant groups from within the teaching profession have formed the participant groups in these studies:

- early years teachers (Lim, 2010; Overland et al, 2012; Storch Bracken & Fischel, 2006);
- primary school teachers (Son et al, 2010);
- secondary school teachers (Ramlo, 2012; Reid, 1999);
- teachers of specific subjects (Grover, 2013; Levitt & Red Owl, 2013);
- teachers 'in general' (Collins & Liang, 2013); and
- trainee teachers (La Paro et al, 2009; Spendlove et al, 2012; Yang & Montgomery, 2013).

The different types of teachers who have participated in Q methodological research suggests that it is an accessible approach that can be used effectively with all teachers.

Finally, out of the 12 articles reviewed in this systematic literature review, 10 found more than one viewpoint within their pool of participants (Collins & Liang, 2013; Grover, 2013; Levitt & Red Owl, 2013; Lim, 2010; Overland et al, 2012; Reid, 1999; Son et al, 2010; Spendlove et al, 2012; Storch Bracken & Fischel, 2006; Yang & Montgomery, 2013). From the remaining two studies, the viewpoints identified were not outlined in the abstract that was accessible (La Paro et al, 2009) and the other found only one overall viewpoint on a more specific subject of learning physics in a professional development scheme (Ramlo, 2012). This suggests that there is a high likelihood that there are different viewpoints amongst the homogenous groups of teachers taking part in the research.

2.5.5.d Summary of Systematic Literature Review (D)

The results of Systematic Literature Review D suggest that Q methodology offers an accessible approach to identify different viewpoints amongst teachers on complex topics. This indicates that Q methodology is an effective methodological approach to research teachers' viewpoints and could be used to identify different viewpoints of teachers regarding strategies to prevent school exclusion.

2.6   Summary of the Literature Review

This chapter has considered the research literature in a number of areas to explain and justify the rationale for the present research project.

The different aspects of school exclusion have been discussed in order to demonstrate the complexity of the topic. This has included the concept of school exclusion in relation to inclusion, the gradual decline and recent plateau in national school exclusion statistics, the latest increase in local school exclusion statistics in the focus LA, limitations of such statistics (Children's Commissioner, 2012; 2013; Parsons, 1996), national policy to address school exclusion and its criticisms (Arnold et al, 2009; Carlile, 2011; Parsons, 2005), and the potential consequences for the students who are permanently excluded from school (Berridge et al, 2001; Daniels et al, 2003).

Strategies have been put forward to prevent students being permanently excluded from school and it can be helpful to consider these using a system approach (Miller & Leyden, 1999). Research has been published on strategies that aim to prevent students being permanently excluded from school by targeting the student, organisational grouping, culture and friendship groups (Burton, 2006; Hardman, 2001), teacher, staff organisational grouping, culture and reference group (Department for Education, 2011; Fields, 2004), leadership, policy and procedure of the school (Barker et al, 2010; Jones & Smith, 2004; NICE, 2009; Ofsted, 2007) and the parents and family culture of the students (Bagley & Pritchard, 1998; Hallam & Castle, 2001; Lloyd et al, 2004; Panayiopoulos & Kerfoot, 2004; Vulliamy & Webb, 2003).

The role of the teacher has been viewed as central to the school system (Miller & Leyden, 1999) and therefore important in managing behaviours that can lead to permanent exclusion (Department for Education, 2012a). The relationship between the student and teacher has also been found to be

important for students at risk of permanent exclusion (Cooper & McIntyre, 1996; Johnson, 2008; Pomeroy, 1999). This centrality and importance of the teacher in the educational system suggests that it would be helpful to explore their viewpoints (Miller & Todd, 2002).

Numerous terms are used interchangeably to describe the data gathered from the perspective of teachers, such as attitude, perspective, perception, views and beliefs. There are subtle differences between these and it would seem that specific meanings are open to interpretation (Brown, 2014). For the purpose of this research the term viewpoint has been adopted and defined as the most useful descriptor of how a group of people construe an issue at a particular point in time.

There has been little research on teachers' viewpoints of strategies to prevent school exclusion, or in fact on their perspective at all on this topic. Much of the research into the teacher's perspective in this area has looked into the causes and explanations of school exclusion.

Research into the teachers' perspective has been researched using a methodological approach that either focuses on the individual views or the views of teachers as a collective group. There does not appear to be any research that has examined the teachers' viewpoints, this being the subjective nature of how a group of teachers construct the same topic.

Q methodology has been used numerous times to look at the viewpoints of teachers on a range of complex concepts. This suggests that this could be a useful methodology to examine teachers' viewpoints of strategies to prevent permanent school exclusion.

2.7   Introduction to the Current Research

The current research has been designed to identify the viewpoints that teachers hold about strategies to prevent school exclusion. It might be assumed that all teachers will place value in and implement various strategies to prevent permanent school exclusion. However, the problem of school exclusion continues to be discussed nationally and permanent exclusion rates have increased in the LA where the research took place. Subsequently, it might be important to identify what viewpoints teachers hold about strategies to prevent permanent school exclusion. It is hoped that the implications of this might offer a way forward in ensuring future strategies are developed and delivered in a way that is likely to be fully supported and implemented by teachers.

The research aimed to answer the following research questions:

1. What are the viewpoints of secondary school teachers regarding strategies to prevent permanent school exclusion?

2. How do teachers holding these various viewpoints respond to recent government strategies to prevent school exclusion and what can be done to support their implementation?

3. Methodology

3.1 Introduction to the Methodology

This chapter will consider Q methodology as a research approach to explore secondary school teachers' views about strategies to prevent permanent school exclusion.

In the Literature Review, literature relating to *school exclusion, strategies to prevent school exclusion, the role of the teacher and research relating to the perspective of the teacher* was considered in order to set out the context for the current research, and so as to explain the rationale for this undertaking. The Methodology chapter will take the structure outlined below to explain and justify the use of Q methodology and so as to explain the procedures followed in detail:

- The Aims and Origins of Q Methodology
- Epistemological Approach and Reflexivity
- Overview of the Q Methodological Procedure
- Other Research Designs Considered
- Quality Indicators of Q Methodology
- Procedure for this Q Methodological Study
- Procedure for the Follow Up Interviews
- Ethical Considerations
- Research Schedule
- Summary of the Methodology

3.2 The Aims and Origins of Q Methodology

3.2.1 Aims of Q Methodology

Q methodology is seen as being particularly helpful in bringing clarity to research questions that have potentially complex answers. It achieves this through a systematic process that identifies shared understandings amongst a group of participants about complex topics (De Mol & Buysse, 2008). In the context of the current research, it is a helpful approach through which to address the complex subject of preventing school exclusion and how teachers *view* this subject. It does not set out to measure anything objectively and is ideal for addressing such complex research questions.

3.2.2 Origins of Q Methodology

Q methodology originated in 1935 when physicist and psychologist William Stephenson introduced it in a letter to the journal *Nature*. He was interested in finding new ways to study individuals' beliefs and attitudes. At the time he developed Q methodology he was working as an assistant for Charles Spearman, who developed factor analysis. Stephenson adapted this traditional use of factor analysis to a by-person factor analysis to identify groups of participants who make sense of a pool of items in comparable ways (Webler et al, 2009). Stephenson's most celebrated work is perhaps 'The Study of Behavior: Q technique and its methodology' (1953).

As described by Stephenson, Q methodology sets out to *discover* hypotheses, in contrast with previous research approaches that aimed to *test* hypotheses (Stephenson, 1980). As such, Q methodology was founded on an *abductive* approach. Abduction is the idea that facts are studied to devise a theory to explain them (Curt, 1994). Stephenson took this idea from the philosopher Charles Pierce.

This is different from deduction or *in*duction. Deductive research uses data to test prior formed theory or hypotheses and inductive research gathers data to inform an object of enquiry and provide a generalisation or description (Watts & Stenner, 2012). Abduction differs from deductive or abductive research in that it provides a practical technique where the researcher is acknowledged as part of the process and interpretations are made from patterns in the data.

3.2.3 Subjectivity

Q methodology is based on the principle that subjectivity is everywhere and that it can be systematically measured. The process of Q methodology will be described in more detailed shortly, but at this point it may be helpful to explain the role of subjectivity in the process. Stephenson described Q methodology as a dynamic medium through which subjectivity can be actively expressed (1953). It provides a research tool for researchers to combine quantitative and qualitative methods in the systematic study of subjectivity. Q methodology does not measure variables but states of mind: the person provides the Q sort measurements and the factors that emerge are categories of operant subjectivity.

> 'Only subjective opinions are at issue in Q, and although they are typically unprovable, they can nevertheless be shown to have structure and form, and it is the task of Q technique to make this form manifest for purposes of observation and study.'
>
> (Brown, 1986, 58)

The participant is presented with a set of items about a topic. The participant is then asked to rank-order them, usually in terms of how much they agree or disagree with each item. It is accepted that the same item can mean different things to different participants in a single study. Therefore, a completed Q sort indicates only that a set of items have been differently valued by one participant according to a face valid and subjective criterion (Watts & Stenner, 2005). The completed Q sort, therefore provides only the participant's point of view on the topic, which are only opinion and therefore subjective.

These different Q sorts, or points of views, are then analysed to search for patterns in-between the participants. The perspectives that emerge are generalisations of viewpoints held by a group of people. Therefore, they

allow the direct comparison of viewpoints irrespective of the number of people who subscribe to them (McKeown & Thomas, 1988). This exploration demonstrates why Q methodology is described as the scientific study of subjectivity.

3.2.4 British Q Methodology

Stephenson moved from Britain to America following World War II and continued his development of Q methodology. This extended the global awareness of Q methodology and led to more advocates of the approach. In particular, Steven Brown, who has promoted the use of Q methodology through key texts and the moderation of an international online discussion group for those choosing to use Q methodology as a research approach (Watts & Stenner, 2012).

20 years ago there was resurgence in the use of the Q methodology in the UK, although with a slightly different take on the method. Stainton-Rodgers and Stainton-Rodgers (1990) explained how the British have adopted their own approach to using Q methodology, by predominantly adopting a social constructionist approach. Stainton-Rodgers and Stainton-Rodgers (1990) further suggest, however, that within recent application not everyone using Q methodology is actually doing 'the same thing'. The British social constructionist approach to Q methodology promotes the focus on discovering the shared social viewpoints amongst a group of participants about a complex topic. Alternatively social constructivist approaches have used Q methodology to focus on the individual way participants see the world, rather than comparing groups of social viewpoints.

3.3   Epistemological Standpoint and Reflexivity

Epistemological considerations relate to 'the nature of knowledge' and the relationship between the researcher and the research subject. Social constructionism is an epistemological position that places participants and

the researcher in an active role in the research process, acknowledging that they are socially constructing knowledge through the interaction of language. In social constructionist research, the researcher and the participant are connected in a mutually influenced process, creating a shared understanding of the research topic (Mertens, 2005).

Social constructionism was developed in response to *positivism*. Positivism takes an objective view of the world and is concerned with finding 'facts' using scientific methods, and often involves measuring key variables to predict and explain casual relationships. Social constructionists criticised the positivist approach for neglecting the meanings and context in the research process, arguing that hypotheses *impose* the researcher's view of the world on the participants, making it difficult to capture, describe and understand the participants' views of the world. Social constructionism is therefore based on an assumption that social properties are constructed through subjective interactions with people rather than in a separate, objective existence (Lincoln et al, 2011).

A social constructionist epistemological standpoint was adopted in this research, which essentially aims to explore the viewpoints of the teachers who work with students at risk of permanent exclusion. Q methodology sits well within the social constructionist paradigm. The factors that are extracted, rotated and interpreted from the data collected are social viewpoints, or representations. The procedure supports the co-construction of these social representations between the researcher and the participants (Stainton-Rodgers & Stainton-Rodgers, 1990). This demonstrates how social constructionism is a helpful epistemological standpoint to take to understand teachers' viewpoints using Q methodology.

The term social *constructionism* is used interchangeably with the term social *constructivism* by some authors, however there *is* a distinction: social constructivism tends to be concerned with an individual's constructions, whereas social constructionism tends to be used to describe the constructions of a social group (Robson, 2011). This research takes a social

constructionist standpoint, focusing on how groups of teachers construct meaning about a complex topic, in comparison to each other.

It is important to note that the epistemological underpinnings of Q methodology are actually viewed in a variety of different ways within the scientific research community. Some argue that it is consistent with a post-positivist approach – and is useful in testing hypotheses of prior knowledge, whilst others argue it is consistent with a critical post-modernist research paradigm and can help intervene with, empower and access data from marginalised groups (Webler et al, 2009). It was used in this research to explore how teachers might construct their understanding of strategies to prevent school exclusion differently, which further demonstrates the appropriateness of a social constructionist approach.

Social constructionism places an importance on reflexivity and the need for the researcher to be aware how their language may convey their views and impact on the research process. Reflexivity refers to the notion that, when a researcher designs the stimulus given to the respondents, he or she is partially studying him or herself as well as studying the participants. This requires the researcher to reflect critically on themselves as part of the research process (Lincoln et al, 2011). This fits well with the Q methodological research design that has been specifically described as reflexive approach (Curt, 1994).

In order to remain reflexive in this study, the Researcher recorded and reflected upon her own views of school exclusion and strategies to prevent school exclusion, a process also furthered by her own completion of the Q sort used in the research (Appendix 2).

3.4   Overview of the Q Methodology Process

Q methodology has faced a number of challenges in its development and is still subject to critique because of the lack of understanding of the approach

in comparison to other research methods. Therefore, in studies using Q methodology it can be helpful to provide an overview of the procedure before explaining how it was used in the specific study (Kitzinger, 1999). The procedure for carrying out a study using Q methodology can be explained in five broad stages:

(1) identifying a concourse on the topic of interest;

(2) developing a representative set of statements (Q set);

(3) specifying the respondents for the study (P set) and the condition of instruction;

(4) administering the Q sort; and

(5) factor analysing and interpretation

(Brown, 1980).

A detailed explanation of the procedure used in Q methodology will now be provided; the procedure followed for this research will be explained later in this chapter.

3.4.1 Identifying a concourse on the topic of interest

The first stage in Q methodology is to develop the concourse. The concourse is the term used to describe the flow of communicability surrounding any topic. The items collected to make up the concourse can be statements, words, pictures, or even smells (Stephenson, 1953). In most cases the items are statements (Watts & Stenner, 2012), so the rest of this overview will assume statements are used in the Q set. The statements should be an expression of an individual opinion or what someone has said about the topic.

It has been proposed that the concourse should include a range of sources so that it is broadly representative of the focus topic (Watts & Stenner, 2005). This can be an eclectic range of sources including statements from interviews, general conversation about a topic, research, scientific texts, newspapers, talk shows and essays (Brown, 1993).

In the development of statements for the Q set it is recommended that statements should be stand-alone sentences that are easy to read and understand. Participants should be encouraged to interpret the statements in the context of each other (Webler et al, 2009).

3.4.2 Developing the Q set

A sample of the items is then drawn from the concourse to produce the Q set. The primary aim in choosing a Q set is to present a smaller, representative account of the concourse. In terms of size, a Q set consisting of between 40 and 80 items is considered satisfactory (Brown, 1993). It is recommended that a large amount of time should be spent on developing the Q set to ensure a comprehensive set of items provides a good representation of the larger concourse on the topic. This must be carried out in a skilled manner and with appropriate rigour.

A helpful way to refine the concourse to the Q set is to pilot it. Sexton et al (1998) suggested three ways to do this:

- ask colleagues or others conducting research in the area of interest to complete it and provide feedback;
- ask a small number of pilot participants to sort the Q set and then interview them about their interpretation of the items; and
- submit it to a literacy specialist to check for clarity and readability.

The goal is to generate a database of natural-language statements about the topic. All statements must be something that people are likely to have an opinion about.

Alternatively, Webler et al (2009) suggested a refinement approach that can be carried out by the researcher in a more independent manner:

- print each statement out on a piece of paper;

- lay the pieces of paper out on a large surface;

- read each statement and start to group the noticeably similar ones;

- keep related groups in neighbouring areas so it is possible to see when a reorganisation of the piles would be useful; and

- progressively reduce the piles, until there is a manageable number.

The refinement of the concourse to a Q set should ensure a set of statements that contain the wide range of existing opinions on the topic, so that accurate perspectives can be revealed in the analysis and interpretation stage.

3.4.3 Specification for the P set and Condition of Instruction

The group of participants in a study using Q methodology are known as the P set. Q methodology researchers should select participants that have something interesting to say about the research topic (Webler et al, 2009). It is advised to use opportunistic sampling techniques to ensure the approach is exploratory rather than holding prior assumptions with the use of more purposeful sampling (Watts & Stenner, 2005).

The effective number of participants in a P set is generally between 40 and 60, and some researchers suggest that fewer than 50 is desirable. It is generally regarded that it is helpful to have less participants than items in the Q set (Van Exel & de Graaf, 2005). The reason for this being that very large P sets can cancel out slight differences and patterns in the data and the quality of the data needs to be maintained (Watts & Stenner, 2005).

The Condition of Instruction is influenced by the research question and defines the context in which the participant's viewpoint is gathered. The condition of instruction must be straightforward and contain one distinct proposition to ensure it is clear and the appropriate points of view are sought (Watts & Stenner, 2005). It is used to guide the sorting process when the P set are asked to rank the Q set in a fixed normal distributed grid in the next stage, known as administering the Q Sort.

3.4.4 Administering the Q sort

The aim in administering the Q sort is for each participant to provide a single configuration of the Q set according to the personal value they assign to each item (Watts & Stenner, 2005).

In the first part of this process the participants are given the Q set and initially asked to read each statement to get an idea of the range of opinions and to encourage the mind to settle into the environment of the activity. Whilst they are reading the statements for the first time the participant is advised to begin the sorting process by separating the statements into three piles in line with the Condition of Instruction: agree, disagree and not sure (Brown, 1993).

Participants are then asked to rank order the Q set in accordance to the Condition of Instruction in a fixed normal distribution format, from their own perspective. As part of the research rationale of Q methodology, each participant subjectively interprets each statement in the Q set, so every statement can have multiple meanings. This ranking process is the technical means to gather data from which factors can be extracted. This results in many different possible patterns of the completed Q sort. This is shown in Figure 3.1.
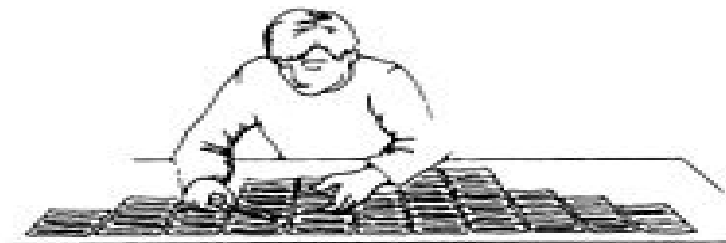
Figure 3.1: A figure to show a participant sorting statements in a Q sort.

The forced distribution grid makes the procedure more straightforward for the participant to complete and easier for the researcher to analyse. Brown (1980) advised that consideration should be given to the general shape, or *kurtosis*, of the distribution to ensure participants are comfortable. It is considered that a steeper kurtosis is suitable for a more complex topic because it allows more statements to be sorted in the middle, which may reduce anxiety for participants. A shallower kurtosis is more suitable for straightforward topics where participants have more knowledge because it allowed them to make more specific decisions about their Q sorts. A nine-point distribution (-4 to +4) is advised for Q sets of 40 items or less, an eleven-point distribution (-5 to +5) distribution for 40 to 60 items and a thirteen-point distribution (-6 to +6) for more than 60 items (Brown, 1980).

There are a number of accompanying processes to administering the Q sort have been found to be helpful to support the procedures, these being:

- To know the location of the zero point of interest. The zero point of interest is different from the true point of zero labelled on the fixed normal distribution format. Instead, it is a line, which the participant would draw between cards to show the point at which the cards they feel negatively about end and the cards that they feel positively begin (Webler et al, 2009).

- To ask participants to complete a questionnaire and/or interview following the Q sort to find out more about the participant's relative ranking of categories and provide an opportunity for them to elaborate on their point of view (Brown, 1993).

These processes to support administering the Q sort can help to inform the following analysis and interpretation stage. The information gathered after the Q sort then supports the interpretation of these emergent factors.

3.4.5 Factor analysis and interpretation

The data collected in Q methodology then undergoes factor analysis and interpretation. This can be briefly described in the following stages:

- Factor extraction: Q sorts are correlated and factors are extracted. These factors represent groups of Q sorts that are highly correlated with each other and uncorrelated with others. Criteria are applied to the extracted factors to consider how many to retain and rotate for further analysis.

- Factor rotation: the retained factors are then rotated to ensure a factor solution where individuals are associated with just one factor and maximise the amount of variance explained on as few factors as possible. This can be done automatically using Varimax rotation or by the researcher using Manual rotation.

- Factor arrays: this is an overall Q sort that represents each final factor to summarise the views of the individual Q sorts that make up that factor.

- Factor interpretations: the factor arrays are interpreted with the support of qualitative information gathered from post Q sort questionnaires, and/or interviews, to represent social viewpoints on the focus topic.

Computer software packages are available to support the statistical factor extraction, rotation and production of the factor arrays.

These stages in the Factor analysis and interpretation will be described in more detail in Chapter 4: Results, when explaining the findings of this research. Attention will now be given to alternative research designs to Q methodology that were considered for this research.

3.5   Other Research Designs Considered

Q methodology was considered the most appropriate approach to explore the viewpoints of teachers about strategies to prevent school exclusion. However, other methodological approaches were considered. The basic principles and approaches of alternative methodologies will now be outlined and compared to Q methodology.

3.5.1 Personal Construct Psychology (PCP)

George Kelly developed PCP in the mid 20th century as a way to understand how chosen participants make sense of their world. PCP uses a social constructivist approach and repertory grids to draw out the personal constructs a person uses to make sense of the world. This data is then statistically analysed using correlation techniques to examine the individual participant's constructions of the world. The result of a study using PCP is a description of how the participant views the world using statistical information as to how much each personal construct correlate with each other (Kelly, 1955).

In comparison to Q methodology, PCP explores individual participants' views whereas Q uses multiple participants to explore highly complex and socially contested topics from the viewpoints of participants. PCP identifies basic themes for the participant's views whereas Q shows the main ways that themes are associated with, and preferred by, groups of participants.

These differences highlight the usefulness in using Q methodology to show the groups of viewpoints of a group of participants for complex social topics as opposed to comparing the themes of an individual's view of the world.

3.5.2 Exploratory Factor Analysis

Exploratory factor analysis developed by Charles Spearman, as discussed earlier, provides a by-item analysis factor to look for groups of items that co-

vary. This traditional type of factor analysis is often referred to as R methodology in reference to the wide use of Pearson's product-moment correlation 'r' used in this approach. In R research the respondents are the participants and the questions are variables. Patterns are sought across the variables for each participant to see if the value of one variable is correlated to the value of a second variable (Kline, 2014).

In Q methodology the participant and the variable are inverted. It has been suggested that the 'Q' is used to describe Q methodology to contrast with R. The subjects of a Q study are the Q statements and the variables are the participants, or rather, their Q sorts. Patterns are sought across the participants' Q sorts (Webler et al, 2009). If significant clusters of correlations exist, they can be factorised and described as common viewpoints. Factor analysis is a quantitative approach, whereas the qualiquantological approach of Q methodology allows the factor analysis to be interpreted and supported with qualitative data from the post Q sort questionnaires and interviews.

This research aims to explore the viewpoints of teachers within the contested social topic of preventing permanent school exclusion. Q methodology allows the viewpoints of individuals to be investigated in relation to one another to provide a detailed interpretation of these teachers' views. This is favourable compared to traditional factor analysis because it provides an overview of the viewpoints of teachers, with meaning endorsed from the process, to support the understanding of how strategies to prevent school exclusion can be consistently implemented.

3.5.3 Discourse analysis

Discourse analysis aims to explore the language that people use in relation to a particular topic with a focus on what is accomplished by the language used by people. This is based on the assumption that language can provide an insight into society's social functioning because language is so important in life (Potter & Weatherell, 1987). This approach analyses small amounts of discourse, or language, from an individual perspective.

Discourse analysis could be used in relation to the current research topic to examine the mechanism of everyday talk used by individual teachers regarding the strategies to prevent school exclusion.

The aim of this research is to examine the similarities and differences of teachers' viewpoints on a wider macroscopic level and not the individual microscopic level the discourse analysis achieves (Watts & Stenner, 2005). Q methodology aims to capture a snapshot of related viewpoints and examines these for overall structure, function and implications, which provide this macroscopic level, as opposed to the microscopic focus of discourse analysis.

3.6   Quality Criteria for Q Methodology

Q methodology has been referred to as qualiquantological, the combination of quantitative and qualitative approaches (Stainton-Rodgers & Stainton-Rodgers (1990). The qualitative aspects refer to the abductive approach to explore and interpret factors into viewpoints. The quantitative aspects in the process include the normal distribution shape of a completed Q sort and the statistical by-person factor analysis. The advantages of this combined approach is summarised well by Baker et al (2006):

> 'We argue that Q offers a means of exploring subjectivity, beliefs and values while retaining the transparency, rigour and mathematical underpinnings of quantitative techniques.'
>
> (Baker et al, 2006, p.2343)

It will be helpful to consider what quality indicators would apply to Q methodology. The social constructionist approach of this research places value in the quality indicators for qualitative research, so these will be considered in relation to Q methodology. The relevance of quantitative

quality indicators to Q methodology will then be discussed due to the quantitative aspects of the approach.

3.6.1 Quality Indicators for Qualitative Research

It will be evident from the discussion of quality indicators for quantitative research, that these are not wholly applicable to Q methodology. Tracy (2010) suggested that concepts such as validity, generalisation and reliability were not applicable to qualitative research and suggested eight guidelines to support the practice and improve the reputation of qualitative research. These are summarised below:

- Worthy topic – justification that the research area is relevant, timely, significant, and of interest.

- Rich rigour – the research process collects sufficient data in an appropriate context, with a suitable sample and clear procedures.

- Sincerity – the research demonstrates self-reflexivity and transparency.

- Credibility – the research includes substantial description, triangulation, and participant reflections.

- Resonance – the ability to meaningfully affect an audience.

- Significant contribution – this should be provided theoretically, practically, morally, and methodologically.

- Ethics – that there is adherence to this throughout the research.

- Meaningful coherence – the research achieves its aims with the correct method, and the literature, research questions, and results are suitably interconnected.

3.6.2 Quality Indicators for Quantitative Research

3.6.2.a *Validity*

Validity is the degree to which research achieves what it sets out to, so in this research it would be how well Q methodology explores the viewpoints of secondary school teachers about strategies to prevent school exclusion. Webler et al (2009) identified three areas to improve validity of Q methodology:

- Consult a team of experts on the concourse area, during the piloting stage of the Q sort to improve the content validity of the statements.

- Only edit the wording of the statements for grammar and reliability to improve face validity.

- Strive for the valid expression of opinion in each person's Q sort.

Researcher bias can affect the validity of Q methodology. Generally speaking, an advantage of Q methodology is the improvement in control issues associated with researcher bias and a reduction in the social desirability of responses and interviewer bias, which are often encountered with personal interviews. It has also been reported that most participants find the process different, interesting and pleasurable (Sexton et al, 1998). However, there are three main decisions in the process of carrying out the Q methodology process, which can all contain researcher bias. These are:

- what set of Q statements are used,
- who completes the Q sorts, and,

- how the data analysis is done

(Webler et al, 2009).

Researcher bias cannot be completely eliminated because each stage requires value judgment in line with the social constructionist approach. This means that the researcher is part of the process in constructing meaning with the participants. Subsequently, it has been suggested that the issues of validity do not apply to the Q sort procedure because it is subjective in the representation of a participant's point of view and therefore there is no external measure to evaluate a point of view.

3.6.2.b Generalisation

The results of a study using Q methodology cannot be generalised to a wider population than the P set who took part in the research. The results reveal social viewpoints on a topic but cannot claim that these viewpoints are held widely in a population (Webler et al, 2009). In order to make the results of a study using Q methodology more generalisable it would be necessary to carry out a further study using a methodology, like questionnaires to ascertain to what extent the population agree with the perspectives.

3.6.2.c Reliability

Reliability refers to how likely the results of a piece of research would be replicated if conducted on a different occasion. A completed Q sort is generally viewed as a snapshot of the participant's point of view at that moment in time. However, some researchers have found that a completed Q sort can reveal a more stable view and evidenced this through asking the same participants to complete the same Q sorts at different times. This could suggest higher reliability results of studies using Q methodology. For instance, Akhater-Danesh et al (2008) found a 0.80 correlation coefficient for repeated Q sorts at different times with the same participants.

The Q sort procedure also allows participants to review their expressed point of view on the topic in the score sheet after they have completed it. Therefore

they can make changes if they disagree. This gives the participant a sense of control over their Q sorts and improves the reliability of the study (Van Exel & de Graaf, 2005).

This section has demonstrated that, like all research methodologies, Q methodology has weaknesses and the careful consideration of quality indicators can help to overcome these. Q methodology is a unique research methodology and the following section will provide a transparent account of the procedure followed in this study to explore teachers' viewpoints of strategies to prevent school exclusion.

3.7   Procedure for this Q Methodological Study

The procedure followed for this Q methodological study will now be described in detail, following the format described in section 3.3 Overview of the Q Methodological Process.

3.7.1   Identifying the concourse

The concourse was developed from an eclectic range of sources (Brown, 1993). These are outlined in the following three subsections.

3.7.1.a Literature review

The University of Nottingham meta-search engine was used to gather relevant literature regarding strategies to prevent school exclusions. This provided an overall search of the electronic databases: Ovid PsycINFO; ASSIA Applied Sciences Index and Abstracts; and The ISI Web of Knowledge. In addition, government documents on the prevention of school exclusion over the past 10 years were reviewed.

3.7.1.b Two focus groups with teachers in the participating schools

One focus group took place with six teachers in School A and one focus group took place with three teachers in School B, in March 2013, to capture a broad and varied concourse of strategies to prevent school exclusion that teachers in the focus LA identified. These lasted between 30 and 45 minutes.

Nominal Group Technique (NGT) was used to facilitate these focus groups (Stewart et al, 2007). This promoted an equal contribution to include minority views and reduce the opportunities for the input to be biased by strong personalities or hierarchical structures within the group (de Ruyter, 1996). Typically, focus groups rely on the interaction within the group as part of a group interview to elicit more of the participants' viewpoints than during individual interviews (Morgan, 1997). It was important for the concourse to capture the breadth and depth of views so the traditional method of focus groups could have increased group unity, which could then reduce the breadth and depth of response.

A pilot focus group was carried out with five secondary school teachers not in the focus LA to ensure the process allowed the generation of strategies to prevent permanent school exclusion. It was decided that the NGT supported the elicitation of a range of strategies.

NGT is regarded to have four stages (de Ruyter, 1996). These will now be outlined to explain how they were used for the focus groups in this research:

- The researcher presented the topic and ensured that the group understood. For this research the question '*What strategies could prevent students being permanently excluded from school?*' was introduced as the topic. The participants were encouraged to reflect on this and record their responses on a piece of paper. It was emphasised that there is no right or wrong answers and the focus of the research was teachers' subjective viewpoints.

- The participants were then asked to share a strategy from their list and the researcher recorded this on a flipchart. This continued so each participant contributed a strategy. This was repeated again until every participant has shared the strategies on their list. Participants were encouraged to add strategies to their list if the process stimulated more ideas.

- The researcher and the group then reviewed the strategies on the flipchart to remove any duplication and ensure that the strategies were clear and accurate.

- The final stage usually involves a voting procedure where the final statements are prioritised. This stage was not used in these focus groups because the Q sort activity asks for the statements to be ranked.

The whole process for the focus groups was audio-recorded and this was explained before the participants consented to take part. This allowed the Researcher to listen back to the focus groups and ensured no contributions were neglected.

3.7.1.c Interviews with domain specific professionals

The following domain specific professionals were interviewed:

- the school exclusion team manager in the focus LA;
- the behaviour support service team manager in the focus LA; and
- the assistant head teacher at school B.

These interviews lasted for 20 minutes and took a structured approach (Robson, 2011). The research aims and rationale were explained to the professionals and they were then asked to list strategies that they were

aware of that could prevent students being permanently excluded from school.

It was felt that this range of sources (Brown, 1993) allowed the generation of a concourse that was broadly representative of the strategies to prevent permanent school exclusion (Watts & Stenner, 2005). This led to an initial set of 257 statements. Each statement gathered was recorded, along with the source from which it was obtained, in a Word document (Appendix 3).

3.7.2 Developing the Q set

A number of stages were employed to refine the concourse to a Q set. These stages ensured a systematic and rigorous process to accurately capture a representation of the wider concourse.

An initial sorting process was followed so each statement from the concourse was printed on a piece of paper and the researcher gradually refined the statements as previously outlined by Webler et al (2009). Careful consideration was also given to the wording of the statements. To ensure these are as clear as possible criteria from Oppenheim's (1992) questionnaire design, interviewing and attitude measurement guidance was used. This included editing statements to:

- improve intelligibility and reduce ambiguity;
- ensure each statement contained a single idea;
- remove duplications; and
- use phrasing that sounded naturalistic rather than formal.

The following professionals were then consulted with to refine the draft 115 item Q set:

- two TEPs undertaking doctoral research;

- two educational psychologists (hereafter referred to as EPs) in the focus LA; and
- researchers familiar in using Q methodology in Education at a Q methodology event at the University of East London.

The concourse was refined to a second draft 60 item Q set through this process. This Q set was then piloted on five secondary school teachers who do not work in the focus LA of the research. The pilot Q sort participants were asked to follow the Q sorting instructions and process that the Researcher had developed to ensure the instructions were clear, and the Q set was broadly representative. In addition to the post Q sort questionnaire developed to be part of the process, the pilot participants were also asked:

- How did you find the process?
- Did you find any statements difficult to rate?

The pilot participants reported that they found the Q sort activity interesting and enjoyable. No participant reported any statements they thought were missing and no statements that were difficult to rate. This helped to confirm that the 60 item Q set was appropriate for the research. This can found in Appendix 4.

3.7.3 The P set and Condition of Instruction

This research is focused on the viewpoints of teachers, for reasons that have been previously discussed. The teachers that made up the P set worked at two different secondary schools in the focus LA. For the purposes of confidentiality these will be referred to as School A and School B.

School A and School B gained academy status in 2011. The permanent exclusion rates for both schools have increased over the past 3 years that statistics were available for at the time the research was conducted. The senior leadership teams of these schools expressed motivation to reduce

their rates of permanent exclusions in discussions with representatives from the LA and were therefore approached to be part of the research.

The characteristics of School A and B are shown below in Table 3:1. The statistical information is represented in bands to ensure confidentiality of the schools.

	School A	School B
Number of students on roll	1700-1900	1100 – 1300
Number of teachers in school	100 – 125	75 – 100
Gender	Mixed	Mixed
Student Age Range	11-18	11-18
Percentage of students on Free School Meals	5 - 10 %	15 - 20 %
Percentage of students with English as an additional language	1 - 5 %	1 - 3 %
Rating at most recent Ofsted Inspection	Good	Good

Table 3.1: A table to show the characteristics of the two schools that participated in the research.

Table 3:1 shows that the two schools that participated in the research were similar in terms of recent Ofsted ratings, age range and gender intake. School A is larger in size, with larger number of students and teachers. School B has a slightly higher percentage of students on free school meals. Secondary schools are chosen because this is where the increase in permanent exclusions in the LA has taken place, and it has also been identified that secondary school teachers can have less inclusive attitudes views towards education than primary school teachers (Beacham & Rouse, 2012).

An opportunistic sampling technique was used to form the P set. In order to maximise the participation of teachers a lead member of staff was liaised with at regular points during the research schedule. This included initial meetings to discuss the research, email communication to ascertain to most suitable times to facilitate the focus groups, Q sort activities, and follow up interviews. The Researcher took care to ensure schools were given an adequate amount of time to book rooms, notify teachers and encourage participation. This communication was also supported by the Educational Psychologist who worked the school on a weekly basis as part of a traded agreement with between the school and the Educational Psychology Service. The information sheet for the study (Appendix 5) was distributed electronically to teachers in each school with details of times to complete the Q sort. Senior members of staff also promoted this in team meetings.

47 teachers completed the Q sort in June and July 2013, 20 in School A and 27 in School B, all of these were of Qualified Teacher Status. The demographic characteristics of the P set are shown in Table 3.1, in terms of gender, age and years as a qualified teacher.

Demographic Characteristic	Category	Number of Participants	Percentage of Total N
Gender	Male	14	30%
	Female	33	70%
Age	21-30	22	47%
	31-40	13	28%
	41-50	11	23%
	51+	1	2%
Years as a teacher	0-5	23	49%
	6-10	16	34%
	11-15	2	4%
	16-20	2	4%
	20-25	3	6%
	25+	1	2%

Table 3.2: A table to show the demographic characteristics of the P set (*n=47*).

The teachers recorded teaching the subjects listed below. Nine teachers recorded teaching more than subject:

- English;
- Maths;
- Science;
- Modern Foreign Languages;
- Design and Technology;
- Geography;
- History;
- Physical Education;
- Art;
- Business Studies;
- Information and Communication Technology;
- Social sciences;
- Psychology;
- Health and social care;
- Religious Education;
- Music;
- Personal, Social and Health Education; and
- work related.

The Condition of Instruction was formulated to answer the first research question whilst being straightforward and with one distinct proposition (Watts & Stenner, 2005). This being,

> 'This strategy would contribute to the prevention of students being permanently excluded from school'

3.7.4 Administering the Q sort

The Q sorts were administered on two separate days, one for School A and one for School B. Desks were arranged in exam style conditions to ensure the task was carried out individually and to minimise the interaction between participants, which could affect the validity of their responses. The Researcher was present for both sessions with the support of an EP in School A and TEP for School B. This allowed participants to receive assistance if they had any problems with the Q sort activity or any questions about the research.

The following materials were used to support the administration of the Q sort:

- a general instruction sheet (Appendix 6);
- a participant information sheet (Appendix 5);
- a participant consent form (Appendix 7);
- an activity instruction sheet (Appendix 8);
- Q set statements individually printed on 60 numbered cards sized 7 cm by 3 cm;
- a long strip displaying the activity statement, 'This strategy would contribute to the prevention of students being permanently excluded from school', and 11 columns underneath with numbers on that instructed the number of cards to place beneath;
- a blank normal distribution grid (Appendix 9); and
- a post Q sort activity questionnaire (Appendix 10).

The participant information sheet, consent form and debrief sheet will be described in more detail in the following Ethical Considerations section. The materials were put in order into a plastic, sealable folder and placed on a separate desk for each participant before their arrival. Liaison took place with the schools beforehand to ensure the desk provided adequate space to carry out the activity.

Instructions were refined during the pilot Q sorts to ensure the participant could carry out the task individually with minimal need for support by the

Researcher. These instructions included an emphasis that the activity is based on the participant's opinions and there is no right or wrong answer, so each statement must be sorted in terms of what matters to them at that time. In addition, signs were displayed on each wall of the room to emphasise that participants could ask questions at any point.

Participants were then asked to sort the statements of strategies from most to least agree in a normal distribution grid.

Consideration was given to the kurtosis of the normal distribution grid that the participants were asked to sort the statements in. An 11-point scale from -5 to +5 was appropriate for this kurtosis and Q set size (Watts & Stenner, 2012). A distribution was chosen that was not extremely steep or extremely shallow because whilst the teachers may have knowledge of the area it is also a complex topic, the researcher did not want to induce anxiety in their decision-making. This can be seen in Figure 3.2.
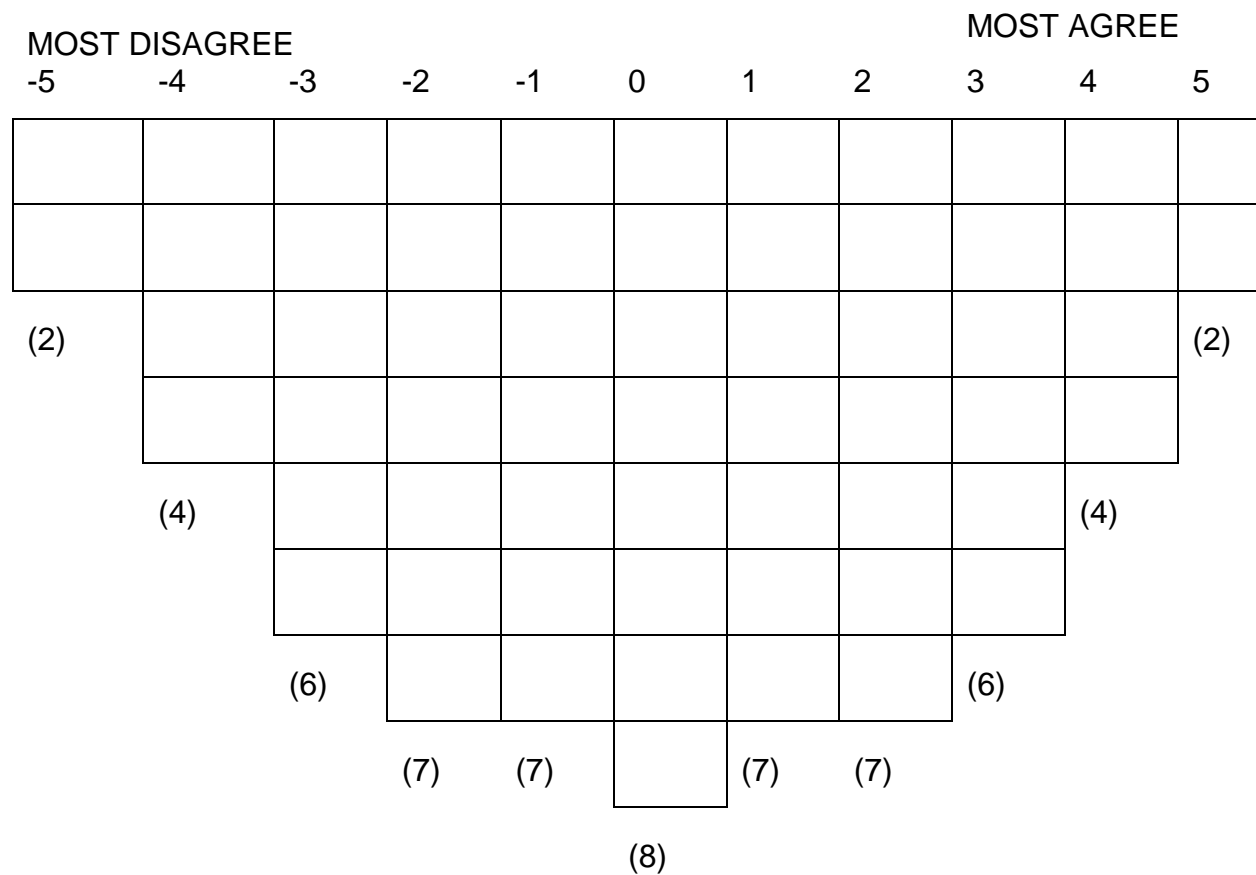
Figure 3.2: A figure to show the fixed normal distribution grid used in this research.

When the participants had completed the Q sort they were asked to transfer the sorted statements onto a blank fixed normal distribution grid on A4 paper by writing the number of each statement into the corresponding boxes on the blank grid. Additional instructions were given to encourage participants to take care to make sure that completed the paper grid was the same as the sorted Q set statements and that there was a number in each box. The Researcher and EP or TEP present, also checked the completed grids against the completed Q sorts for any mistakes once the participants indicated they had completed the Q sort activity.

Participants were then asked to draw their zero point of interest on the A4 paper, which was explained as where the statements that they disagreed with ends and the statements that they agreed with started. The average zero point of interest for the P set was -2.

The post-sorting questionnaire consisted of the following questions:

- Demographic information of age, gender, years taught, subject taught.
- Which statement did you agree with most and why?
- Which statement did you disagree with most and why?
- Are there any comments that you would like to see added to the activity?
- Are there any comments that you did not understand or did not make sense to you?
- Any other comments?

This helped to collect qualitative information to interpret the factors and check the validity of the Q set.

3.7.5 Factor Analysis and Interpretation

The steps described in the section 3.3.5 in Overview of the Q methodology Procedures were followed in this stage of the research. PQ Method version

2.33 (Schmolck, 2013) was used to support this. Further details of this stage and the findings are provided in detail in Chapter 4.

3.8   Procedure for the Follow Up Interviews

These interviews aimed to gather information to answer the second research question,

> *(2) How do teachers holding these various viewpoints respond to recent government strategies to prevent school exclusion and what can be done to support their implementation?*

The two participants who loaded highest on a factor were interviewed during the academic term following the Q sort stage. These took place in a private interview room. The participants were given another Participant Information Sheet beforehand and asked for their signed consent again on the day of the interview. It was also emphasised that the responses given in the interview would be included in the thesis and confidentiality was assured.

The participants were asked to read the Teacher Behaviour Checklist by Charlie Taylor (Department for Education, 2011). This was provided as an example of a strategy to prevent permanent school exclusion. The current government introduced this to reduce persistent disruptive behaviour, which is the most common reason for permanent school exclusion.

The following questions formed the basis of this interview:

- What would support the successful implementation of this, and similar strategies to prevent school exclusion?

- What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?

The format of the interviews followed the NGT approach (Stewart et al, 2007), outlined in section 3.6.1.b but on an individual basis, in that each participant was asked to consider their responses and summarise this verbally to the Researcher. The Researcher then wrote down their response and reviewed it with the participant. The summarised points were then thematically analysed to identify, analyse and report themes in the interview data (Braun & Clarke, 2006). To improve the reliability thematic analysis, the codes generated were checked with four TEPs (Joffe & Yardley, 2004) and are reported in a transparent manner in Chapter 4 (Henwood & Pidgeon, 1992). Thematic analysis was chosen because it is regarded as a foundational tool that can be used within other techniques. It is also compatible with a social constructionist standpoint.

Following the interviews, participants were given a debrief sheet and each asked if they would like to receive a summary of the findings once the process had been completed.

3.9   Ethical Considerations

Ethical considerations were paramount throughout this research. This was consistent with:

- the British Psychological Society Code of Ethics and Conduct (BPS, 2010a: BPS, 2010b);
- Health and Care Professional Council's Performance, Conduct and Ethics (2008); and
- University of Nottingham Code of Research Conduct and Research Ethics (University of Nottingham, 2013).

The University of Nottingham Ethics Committee approved the research prior to any data collection (Appendix 11).

These ethical considerations included the following key ethical considerations of informed consent, confidentiality, debrief and minimising potential harm.

3.9.1 Informed Consent

Informed consent was gained from stakeholders and participants. Meetings were held with senior management staff in the school, as stakeholders in the research, to provide information about participation in the research and provide opportunities to ask questions. This was supported with stakeholder information sheets (Appendix 12) and a request for signed stakeholder consent forms (Appendix 13).

Informed consent was gained from participants for the focus groups, Q sort and follow up interviews. To achieve this they were provided with an information sheet for the research, which included information concerning the confidentiality of information, anonymity, data protection and the right to withdraw (Appendix 5). Participants were then asked to complete a consent form to agree to take part in the research (Appendix 7).

3.9.2 Confidentiality

Confidentiality was ensured for all participants. Data was made anonymous immediately after collection and before leaving the school site at each stage using a coding system. Consideration was also given to the reporting of the result in the write up to ensure no individual teacher could be identified.

3.9.3 Debrief

All participants were provided with a debrief sheet with details of the research rationale and contact details for the Researcher and her supervisors (Appendix 14).

Summary reports of the results of the research were also presented to stakeholders and given to participants who requested this (Appendix 15). In addition, both participating schools have been given the opportunity for the anonymous results of the study to be fed back in a debrief session.

Q methodology was used to minimise the potential for harm to the participants because it is considered more indirect. In addition, consideration was given to the pressures that teachers experience and attempts were made to reduce this through liaison with School A and School B to consider the most suitable times to carry out the data collection. For instance, the Q sort was administered in the final half term of the academic year, which was found to contain less pressure for teachers because some students had completed the General Certificate of Secondary Education exams.

3.10   Research Schedule

The time scale followed to complete this research is in Table 3.2.

Month and Year	Action
November 2012	Discussions with stakeholders
December 2012	Submission of Research Proposal
January and February 2013	Submission of Ethics Approval Form
November to April 2013	Development of the concourse.
May 2013	Refine concourse and pilot of Q set
June and July 2013	Q Sort Data Collection
August and September 2013	Q Data Analysis
October 2013	Follow up interviews

Table 3.3: A table to show the research schedule followed in this research.

3.11   Summary of the Methodology

This chapter has explained what Q methodology is, as well as why and how it was used in this research. The next Chapter 4. Results will detail the findings of the research.

4. Results

4.1 Introduction to the Results

This chapter will explain the findings of the Q methodological approach used to gather data, which was outlined in Chapter 3. The following structure will be used to achieve this:

- Overview of factor analysis in Q Methodology
- Factor Extraction
- Factor Rotation
- Factor Arrays
- Factor Interpretations
- Consensus Statements
- Non-significant and Confounding Q sorts
- Follow Up Interviews
- Summary of the Results

Details of the data analysis process will be provided to support the reader's understanding of the findings for two reasons. Firstly, readers may not be familiar with the by-person factor analysis used in Q methodology. Secondly, the analysis and interpretation in Q methodology are subjective processes so this detail will allow the Researcher's reasoning to be explained.

4.2 Overview of Factor Analysis in Q Methodology

The data collected in this research led to 47 completed Q sorts. Q methodology uses a by-person factor analysis of this data. This means that the participants' Q sorts become the variables, which are intercorrelated and then statistically analysed to ascertain how many Q sorts are highly correlated with one another (Watts & Stenner, 2005). Groups of Q sorts that are highly correlated with each other are known as factors. These factors are

then interpreted to show those participants sharing an overall common viewpoint (Brown, 1993).

The computer programme PQMethod version 2.33 was used to support the data analysis (Schmolck, 2013). This is free to download from the Internet at http://schmolck.userweb.mwn.de/qmethod/.

Before any analysis can take place the Q sort statements, the Q sort design of the fixed distribution grid and the individual Q sorts are manually inputted to PQMethod. PQ method can then be instructed to facilitate the following aspects of the data analysis:

- generate the by-person correlation matrix;
- extract factors from the matrix;
- rotate the factors; and
- generate the factor arrays.

The researcher then uses the factor arrays to interpret viewpoints, with the support of the qualitative information gathered from the participants in the post Q sort questionnaires.

4.3   Factor Extraction

The first stage in Q methodology analysis uses PQ Method to intercorrelate all of the Q sorts into a matrix. The next stage is factor extraction. Centroid Factor Analysis (CFA) or Principal Component Analysis (PCA) can be used to extract factors.

For this research, seven unrotated factors were extracted from the intercorrelated matrix using CFA because it offers an indeterminate number of factor solutions. This allows the researcher to explore the data from different perspectives and decide on the most appropriate. For this reason it

is regarded as the preferred type of factor extraction for Q methodology (Stephenson, 1953).

Seven factors were extracted for a number of reasons. Firstly, it is helpful to generate seven factors at this stage, prior to rotation, so each one can be examined to decide whether to retain the factor for rotation. Secondly, it is suggested that a factor should be extracted for every six Q sorts in the study, which would suggest 10 should be extracted for this study. However, seven is the maximum amount of factors that PQ method allows to be extracted (Watts & Stenner, 2012). Therefore, seven unrotated factors were extracted for this research. These are shown in Table 4.1. This includes the communalities associated with each Q sort, and the Eigenvalues and the explained variance of each factor.

Q sort	1	2	3	4	5	6	7
1	0.6104	-0.0288	0.2648	0.2416	0.0510	0.4135	0.1318
2	0.6100	0.0904	0.1959	0.2936	0.0476	0.1223	-0.2533
3	0.5039	0.2769	-0.2101	-0.0171	0.0396	-0.1063	0.1842
4	0.5198	-0.2782	0.2407	0.1179	0.0660	-0.1522	-0.3398
5	0.6489	-0.2383	-0.1375	0.2434	0.0489	0.2173	0.2166
6	0.6488	-0.2486	0.0707	-0.1046	0.0391	0.0385	0.0374
7	0.2482	-0.0654	0.1493	0.0000	0.0143	-0.3762	0.0853
8	0.3586	0.5486	-0.2493	0.0840	0.1348	-0.2618	0.0209
9	0.5157	-0.0831	0.1135	-0.0781	0.0156	-0.1077	0.1023
10	0.5833	-0.2847	-0.0868	-0.1903	0.0577	-0.0541	0.0080
11	0.6542	-0.1662	0.1688	0.1419	0.0327	0.0974	0.2110
12	0.4911	0.5017	-0.0622	0.0370	0.0929	0.4423	-0.0573
13	0.6711	0.0411	-0.0196	-0.1221	0.0088	-0.0675	-0.2300
14	0.5224	0.1839	-0.0873	-0.2976	0.0545	0.1298	-0.1963
15	0.4759	-0.0607	-0.2417	-0.1817	0.0385	0.2542	0.1382
16	0.5148	0.1455	0.1425	0.3716	0.0625	0.0321	-0.0673
17	0.4247	-0.2852	-0.2697	-0.2092	0.0845	0.0616	0.0788
18	0.3216	-0.2799	-0.3363	0.3112	0.1069	-0.0074	-0.1219
19	0.4425	-0.3405	0.0339	0.0904	0.0539	0.0239	-0.1206
20	0.5353	-0.0298	-0.4008	-0.0818	0.0619	-0.2190	0.1431
21	0.5602	0.0088	-0.1194	0.1482	0.0081	-0.2023	0.0964
22	0.5405	-0.2755	0.0581	-0.0517	0.0395	0.2466	-0.1996
23	0.4156	-0.1219	0.1332	-0.1046	0.0243	0.3403	0.2058
24	0.5301	0.3008	-0.0672	0.0526	0.0309	0.0976	0.2261
25	0.5449	0.4259	0.0021	-0.0566	0.0681	-0.1555	-0.1242
26	0.2952	0.1695	0.3736	-0.2046	0.0945	0.0207	-0.0848
27	0.5666	0.0393	-0.1645	0.2257	0.0218	0.2943	-0.0022
28	0.3361	0.3218	0.3433	-0.0913	0.0964	-0.2416	0.2209
29	0.4335	-0.4339	0.2605	0.2836	0.1435	-0.0269	0.3163
30	0.5023	0.1277	0.0853	0.2484	0.0268	0.0915	0.1019
31	0.4527	0.2435	0.1190	-0.4559	0.1248	0.1871	0.1804
32	0.3272	-0.4527	-0.0479	0.1479	0.0955	0.2447	-0.1707
33	0.3971	0.0666	0.3962	-0.0509	0.0736	-0.0746	0.2160
34	0.3912	-0.1552	-0.1544	0.0866	0.0191	-0.3213	0.1394

35	0.3908	0.3934	-0.1016	0.2648	0.0789	-0.2353	0.1175
36	0.5154	-0.1815	-0.0576	-0.0971	0.0223	0.1220	0.1044
37	0.6202	0.2361	-0.1509	-0.1033	0.0310	-0.1604	-0.1693
38	0.3338	0.4002	-0.2363	0.0273	0.0747	0.0479	0.0409
39	0.3700	-0.1693	0.0219	-0.3123	0.0617	-0.1192	0.1541
40	0.6048	-0.1995	-0.1044	0.0646	0.0213	0.0159	-0.3302
41	0.7044	0.0298	-0.2477	-0.2403	0.0487	-0.0785	-0.2491
42	0.1884	-0.1793	0.3769	-0.2609	0.1159	-0.2295	-0.2838
43	0.6834	-0.0942	-0.2409	0.0471	0.0232	-0.1724	0.0355
44	0.2944	0.3593	0.0495	-0.1083	0.0546	0.1971	0.0021
45	0.6438	-0.0466	0.2149	0.1773	0.0321	-0.3870	-0.2697
46	0.7114	-0.0697	-0.0834	-0.1685	0.0199	-0.0541	-0.0398
47	0.6159	-0.0996	0.0142	-0.0540	0.0084	0.0829	-0.1731
EGV	12.3001	2.9450	1.8238	1.6497	0.1967	1.8474	1.4047
Ex. V	26%	6%	4%	4%	0%	4%	3%

Table 4.1: A table to show the seven unrotated factors extracted using CFA

EGV = Eigenvalue

Ex V = Explained Variance

Following this factor extraction it is advisable to examine the unrotated factors to determine whether all the factors should be retained for rotation and further analysis. There are a number of different criteria that can be used to support this decision process, which will now be explained.

4.3.1 The Kaiser-Guttman Criterion

This criterion stipulates that all factors with an Eigenvalue of more than 1.00 should be retained. The reason for this is that they would make a significant contribution to the final factor solution and the amount of variance for one Q sort is less than one Eigenvalue; so to retain factors with less than 1.00 Eigenvalue would not be a reduction of the data. Q methodology aims to reduce the number of Q sorts that represent individual participants views to factors that summarise the groups of viewpoints held by the P set (Watts and Stenner, 2012).

In studying Table 4.1 it is evident that all factors have an Eigenvalue higher than 1.00, apart from Factor 5. Therefore, the application of the Kaiser-Guttman Criterion would suggest that this factor should be dismissed and six factors should be retained for rotation and further analysis.

4.3.2 Two or more significantly loading Q sorts on a factor

In general, it is important to avoid having a factor defined by only one person, since it is mathematically impossible to distinguish the social narrative from the individual perspective. Therefore, it is recommended that each factor should have at least two Q sorts that load significantly on it. To ascertain whether a Q sort loads significantly on a factor at the 0.01 level the following calculation is used (Brown, 1980):

$$= 2.58 \times (1 \div \sqrt{\text{no. of items in Q set}})$$

This was applied to this research:

$$= 2.58 \times (1 \div \sqrt{60})$$
$$= 2.58 \times (1 \div 7.7459)$$
$$= 2.58 \times 0.129$$
$$= \pm 0.33 \text{ (rounded up to two decimal places)}$$

Table 4.1 shows that Factors 1, 2, 3, 4, 6, and 7 have two or more significantly loading Q sorts but Factor 5 does not have any significantly loading Q sorts. Therefore, the application of this criterion to the unrotated factor matrix suggests that six factors should be retained for rotation and further analysis.

4.3.3 Scree Test

The Scree Test was developed by Cattell (1966) to graphically plot the Eigenvalues, with the Eigenvalues along the vertical axis and the factors on the horizontal axis. The number of factors to retain is shown when the slope of the line starts to level out, with the number of factors to retain to the left of this point, and the factors to discard to the right of the point.

The factors and Eigenvalues for the Scree Test are generated using a PCA of the data in PQMethod. Watts and Stenner (2012) recommend conducting a PCA prior to any data analysis to support the Scree Test. Figure 4.1 shows the plotting of Eigenvalues generated using PCA on the data of this research.
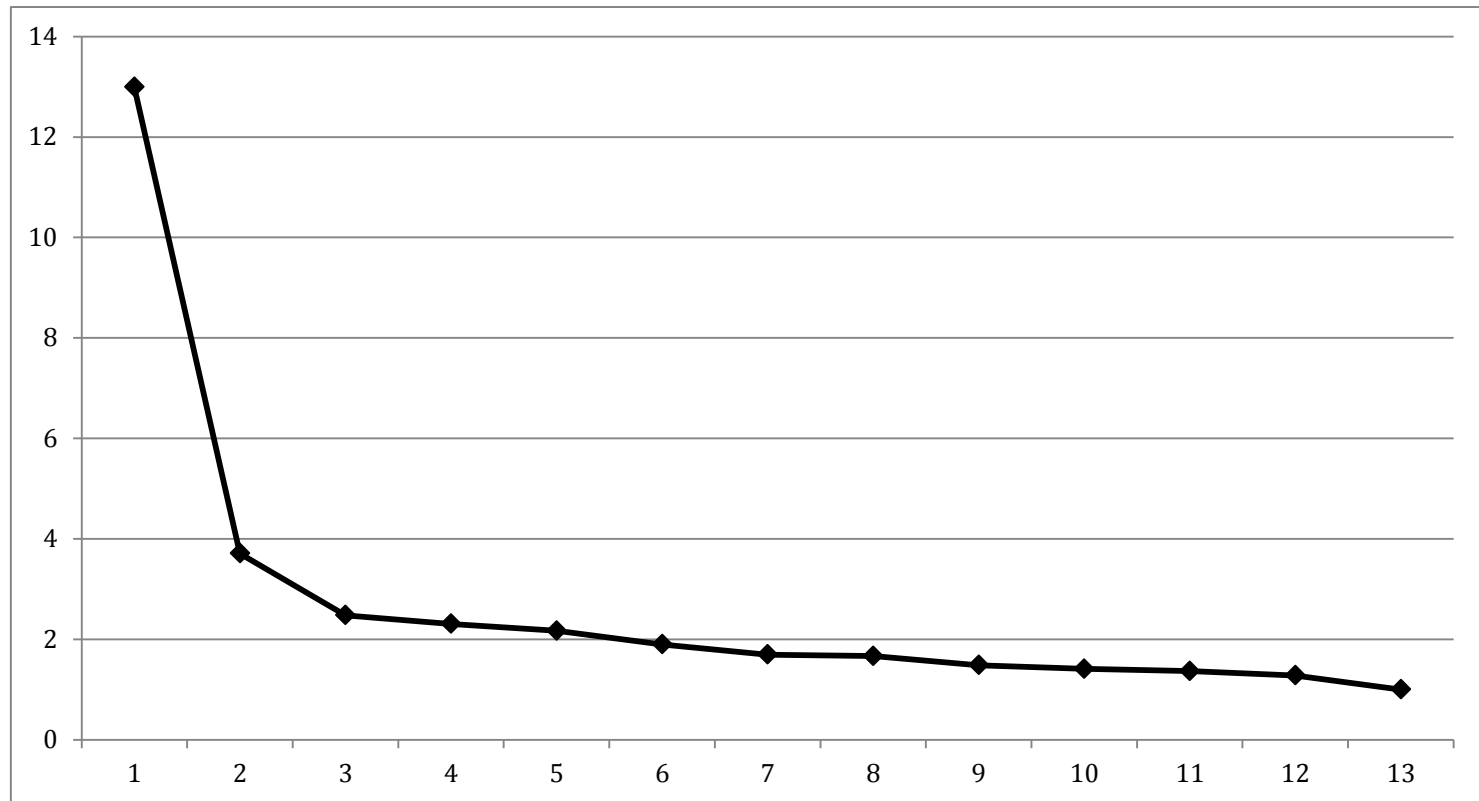
Figure 4.1: A figure to show the Scree Test plot graph.

Figure 4.1, the Scree Plot Graph was shown to eight TEPs. Six of these thought that the line changes slope after four factors and two thought that the line changes slope after three factors. This would suggest that three or four factors should be retained for further investigation. It was decided that four factors should be retained at this stage, rather the three, in order to represent diverse viewpoints with a group of participants. This could then be reduced to three at a later stage if two of these factors were found to be too similar.

To summarise this section, seven factors were extracted from the correlation matrix using CFA. The three criteria outlined above were applied to the unrotated factor matrix on Table 4.1. This refined the number of factors to retain to six, then further, to four factors for rotation and further analysis to inform the best factor solution. The factor solution is the finalised number of rotated factors, which are then interpreted to represent the viewpoints of the research.

4.4   Factor Rotation

There are two methods that can be employed to rotate factors: manual or Varimax. Varimax rotation automatically rotates the factors on PQ Method, using an algorithm that aims to ensure individuals are associated with just one factor and maximise the amount of variance explained on as few factors as possible. This type of rotation can be used to avoid researcher judgment and make the analysis straightforward and transparent. It can also be helpful for less experienced Q methodologists (Webler et al, 2009). Manual rotation is led by the researcher and can be useful to test particular hypotheses about how certain individuals' perspectives relate or focus on specific Q sorts (Webler et al, 2009). In this case a social constructionist approach is employed that does not hold any hypotheses when starting the research, therefore the sole use of manual rotation would not be appropriate because there are no hypotheses to test.

These two methods of rotation can be used together complementarily. Watts and Stenner (2012) suggest that Varimax rotation can be used initially to ensure transparency and to load Q sorts on a minimum number of factors. Then manual rotation can be used afterwards to ensure that as many Q sorts as possible are loaded on to a factor and therefore, as many individual views as possible are represented.

For this data analysis, four factors were rotated using Varimax rotation. This led to a factor solution that had 38 Q sorts loading onto one of four factors, which explained 40% of variance. Two of the Q sorts loaded onto two factors, known as confounding Q sorts. Seven Q sorts did not load significantly on any factor; these are known as non-significant Q sorts.

Manual rotation was then employed to explore each of these factor solutions and ascertain whether further rotation would result in any of these confounding or non-significant Q sorts loading onto a single factor. The factor solution with the highest number of Q sorts loading onto a factor is desirable because it represents more Q sorts; therefore more views from the P set are represented (Stainton Rodgers & Stainton-Rodgers, 1990).

Manual rotation was used to rotate Factor 2 and 3 +6 degrees to load participant 44's Q sort on Factor 2. This was done without affecting the factors that the other Q sorts loaded on. This was done before any interpretation of the factors to ensure the researcher maintained an abductive approach and no prior knowledge could affect the manual rotation.

This resulted in 39 Q sorts loading on the four factors, which explain 39% of the study variance. A high explained variance for a factor solution is positive and it has been suggested that the final set of factors should account for as much factor variance as possible (Watts & Stenner, 2012). It is generally agreed that between 35% and 40% study variance or more is an acceptable solution (Kline, 2014).

The following criteria have been introduced to support the decision making at this stage of the analysis. This suggests that a good factor solution should have four qualities:

- Simplicity – the minimum factors that provide the opportunity for interesting information to be retained.
- Clarity – as many Q sorts as possible should load on a factor. Non-significant Q sorts or confounding Q sorts should be minimised.
- Distinctiveness – lower correlations between factors are regarded as superior because highly correlated factors mean that the accounts are similar. Although, there may still be important points of difference.
- Stability – participant accounts that are similar and consequently cluster together

(Webler et al, 2009).

Table 4.2 shows the correlation between the four factors of this solution. Dancey and Reidy (1999) advise that correlation strengths should be considered as follows:

- 0.1 to 0.3 should be seen as weak.
- 0.4 to 0.6 as moderate.
- 0.7 to 0.9 as strong.

	1	2	3	4
1	1.0000	0.4898	0.4114	0.6439
2	0.4898	1.0000	0.3799	0.3832
3	0.4114	0.3799	1.0000	0.3928
4	0.6439	0.3832	0.3928	1.0000

Table 4. 2: A table to show the correlations between the four factors.

From reviewing Table 4.2 it is evident that there is moderate correlation between the four factors, which would suggest that this allows for a distinction between the factors, and therefore differences in the viewpoints.

Therefore, this four factor solution appeared to be the best fit for this data and met the following criteria:

- a study variance of 39%;
- an Eigenvalue higher than 1.00 for each factor;
- agreement with the Scree Test in Figure 4.1;
- at least five significantly loading Q sorts on each factor; and
- a moderate correlation between each factor.

The final factor solution is displayed in Table 4.3. The 39 Q sorts which load significantly on a factor are indicated with an 'X'. Section 4.2 explained that the level of significance for a Q sort to load on a factor for this study was calculated to be ±0.33. This was raised to ±0.43 for this research to ensure the maximum number of Q sorts possible load onto each of the four factors, and therefore represent the most teachers views.

QSORT	Factor 1	Factor 2	Factor 3	Factor 4
1	0.1305	0.2695	0.1952	0.6117X
2	0.0869	0.3864	0.1255	0.5764X
3	0.2947	0.5264X	-0.0193	0.1034
4	0.2522	0.0068	0.1977	0.5627X
5	0.4237	0.1891	-0.1406	0.5665X
6	0.5102X	0.1047	0.2193	0.4235
7	**0.1060**	**0.0468**	**0.1613**	**0.2207**
8	0.0636	0.6948X	-0.1051	-0.0290
9	**0.3298**	**0.1683**	**0.2303**	**0.3188**
10	0.6024X	0.0603	0.1256	0.2877
11	0.3080	0.1849	0.1683	0.5889X
12	0.0995	0.6853X	0.0910	0.1019
13	0.4563X	0.3711	0.1970	0.2874
14	0.4307X	0.4060	0.2290	0.0135
15	0.5142X	0.2197	0.0028	0.0940
16	-0.0078	0.4012	0.0260	0.5318X
17	0.6020X	0.0091	-0.0410	0.1185
18	**0.3020**	**0.0291**	**-0.4084**	**0.3645**
19	0.3411	-0.0502	0.0265	0.4489X
20	0.5595X	0.3159	-0.1634	0.1233
21	**0.3106**	**0.3346**	**-0.0614**	**0.3714**
22	0.4350X	0.0345	0.1539	0.4000
23	**0.2902**	**0.0779**	**0.2357**	**0.2654**
24	0.1988	0.5413X	0.0624	0.2056
25	0.1808	0.6283X	0.1968	0.1240
26	0.0399	0.2029	0.4918X	0.1127
27	*0.2832*	*0.3799*	*-0.1358*	*0.3970*
28	-0.0416	0.3681	0.4304X	0.1422
29	0.1698	-0.1525	0.0833	0.6822X
30	0.0816	0.3770	0.0459	0.4321X
31	0.3507	0.3646	0.4741X	-0.0750
32	0.3261	-0.1816	-0.1077	0.4304X

33	0.0534	0.1828	0.4316X	0.3149
34	**0.3241**	**0.1109**	**-0.1086**	**0.2817**
35	-0.0152	0.5756X	-0.1025	0.2143
36	0.4586X	0.1156	0.0942	0.2808
37	0.3977	0.5325X	0.0953	0.1518
38	0.1321	0.5504X	-0.0856	-0.0208
39	0.4402X	0.0127	0.2500	0.0841
40	*0.4580*	*0.1730*	*-0.0178*	*0.4250*
41	0.6470X	0.4076	0.0891	0.1533
42	0.1453	-0.1484	0.4627X	0.1434
43	0.5343X	0.3239	-0.0870	0.3718
44	0.0626	0.4293X	0.2038	-0.0121
45	0.2137	0.2741	0.1968	0.5785X
46	0.5788X	0.3066	0.1679	0.2984
47	0.4300X	0.2271	0.1570	0.3622
Total participants	14	9	5	11
Explained Variance	12%	11%	4%	12%

Table 4.3: A table to show the final four factor solution with significantly loading factors.

The Q sorts **emboldened** show the six non-significant Q sorts that did not load significantly on any factors and those in *italics* show the two confounded Q sorts that loading significantly on more than one factor.

4.5 **Factor Arrays**

The next stage of the data analysis is the production of a factor array for each factor. This uses the *z* scores for each individual item to produce a best estimate Q sort, which provides an exemplar Q sort for the viewpoint of that factor. This is a helpful part of the analysis because it acknowledges the holistic nature of Q methodology and the aim of the procedure.

The *z* scores factor arrays for each of the four factors for this research are shown in Table 4.4. The factor arrays are shown in fixed normal distribution grid form in Appendix 17.

		Factor 1		Factor 2		Factor 3		Factor 4	
Statement		z score	Rank	z score	Rank	z score	Rank	z score	Rank
1	Teachers meeting and greeting students as they come into the classroom.	-0.32	-1	-0.97	-3	0.08	0	-0.15	-1
2	The school behaviour policy displayed in the classroom.	-0.96	-2	-0.87	-2	0.94	3	0.58	2
3	A school system in place to follow through with all sanctions.	1.39	4	0.93	2	1.87	4	2.03	5
4	Teachers understanding students' special educational needs.	2.14	5	1.00	3	1.56	4	0.82	2
5	Teachers using differentiation in lessons.	1.47	4	0.67	2	1.28	3	0.54	2
6	Teachers staying calm.	1.29	3	0.55	1	-0.45	-1	0.40	1
7	Schools giving feedback to parents and carers about student behaviour.	0.70	2	0.53	1	0.52	2	0.87	3
8	Secondary schools liaising with primary schools to identify potential students at risk of permanent exclusion for early intervention.	1.32	3	0.46	1	2.39	5	1.06	3
9	Students having contact with external agencies to show the potential consequences of negative behaviour.	-0.27	-1	0.20	0	2.07	5	0.48	1
10	Permanent change of school for students at risk of exclusion.	-1.63	-5	-0.31	-1	1.14	3	-1.87	-4
11	Teachers praising positive behaviours.	1.29	3	0.66	2	0.50	2	1.34	4
12	Staff in school to signpost students at risk of permanent exclusion.	-1.13	-3	-1.77	-4	-1.33	-4	-0.81	-2
13	A nurturing base in school to meet the basic needs to	0.77	2	1.30	4	0.38	1	-0.87	-3

	students at risk of permanent exclusion.								
14	An electronic system to track incidents of negative behaviour that can be accessed by school staff and parents/carers.	0.60	2	0.40	0	0.53	2	0.15	0
15	Individual assessment of the learning needs of students at risk of permanent exclusion.	1.09	3	-0.14	0	0.08	0	-0.26	-1
16	Staff in school building positive relationships with students.	1.69	4	1.16	3	1.47	4	1.46	4
17	Giving time out cards for students at risk of permanent exclusion to use in lessons.	-0.43	-1	-1.24	-3	-0.94	-3	-1.93	-5
18	'Cool down' areas in school for students at risk of permanent exclusion to use when they feel their negative behaviour is escalating.	0.10	0	-0.80	-2	0.42	1	-1.41	-4
19	Teachers providing students at risk of permanent exclusion time for reflection outside the classroom when a situation is escalating.	0.11	0	-0.67	-1	-0.06	0	-0.85	-3
20	Teachers giving a student at risk of permanent exclusion responsibility for a positive role in school.	-0.82	-2	-1.46	-3	-1.20	-3	-0.14	0
21	Teachers providing opportunities for students at risk of permanent exclusion to succeed.	0.46	1	0.82	2	-0.39	-1	0.85	2
22	Teachers ignoring low level negative behaviours displayed by students at risk of permanent exclusion.	-1.42	-4	-1.71	-4	-1.95	-5	-2.52	-5

23	Schools coordinating approaches with parents/carers to manage the behaviour of students at risk of permanent exclusion.	0.32	1	1.11	3	-0.17	-1	0.57	2
24	Careful management of seating arrangements in the classroom.	-0.02	0	-0.65	-1	0.25	1	0.31	1
25	Changing class of students at risk of permanent exclusion.	-0.77	-2	-0.32	-1	-0.94	-3	-0.87	-3
26	Off-site learning for students at risk of permanent exclusion.	-0.71	-2	0.97	3	1.63	4	-1.76	-4
27	School communicating with parents/carers of students at risk of permanent exclusion.	0.82	2	1.06	3	0.46	2	0.94	3
28	Parents and carers shadowing the student at risk of permanent exclusion to understand behaviour shown in school.	-1.25	-3	-1.32	-3	1.18	3	-0.86	-3
29	Schools providing subject support sessions for parents/carers so they can support students with their learning at home.	-1.23	-3	-1.64	-4	0.32	1	-0.35	-1
30	Intervention to improve the academic skills of students at risk of permanent exclusion.	0.89	2	0.58	1	-0.54	-2	-0.57	-2
31	Intervention to improve the social skills of students at risk of permanent exclusion.	1.40	4	0.20	0	-0.51	-1	0.14	0
32	Daily individual support for students at risk of permanent exclusion with an identified member of staff in school.	0.17	1	1.34	4	0.13	1	0.32	1
33	Intervention for students at	0.19	1	0.41	0	-0.64	-2	0.12	0

#	Statement								
	risk of permanent exclusion to increase their awareness of how their thinking may affect their feelings and behaviour.								
34	A consistent approach to managing behaviour across the whole school.	2.18	5	1.45	4	1.03	3	2.56	5
35	Teachers modelling behaviour they expect to see from students.	0.97	3	-0.46	-1	0.04	0	0.85	3
36	A reward system for positive behaviour in school.	0.64	2	0.42	1	0.85	2	0.75	2
37	Teachers utilising student peer influence in the classroom.	-0.53	-1	-1.78	-5	-1.41	-4	0.23	0
38	Problem solving sessions with external professionals for teachers working with students at risk of permanent exclusion.	-1.43	-4	-0.43	-1	-0.77	-2	-0.75	-2
39	Intervention for students at risk of permanent exclusion to improve their management and expression of emotions.	0.48	2	0.65	1	-0.04	0	-0.39	-1
40	Agreed common approaches for all staff working with students at risk of permanent exclusion.	1.30	3	0.45	1	-0.73	-2	1.10	3
41	Schools helping parents/carers to develop their parenting skills.	-0.83	-2	-0.64	-1	0.45	2	-0.04	0
42	A multi-agency assessment of students at risk of permanent exclusion.	-1.50	-5	0.19	0	-1.28	-4	-0.16	-1
43	Mediation between student at risk of permanent exclusion and any victims of negative behaviour.	-0.95	-2	-1.83	-5	-1.30	-4	-1.10	-3

No.	Item							
44	Schools assisting parents/carers to obtain support for their own needs from an external agency.	-1.29	-3	-0.79	-2	-0.10	0	-0.72	-2
45	Partial timetables for students at risk of permanent exclusion.	-1.35	-4	0.99	3	-0.89	-2	-1.84	-4
46	Schools referring students at risk of permanent exclusion for support from external agencies.	-1.44	-4	1.19	4	-0.35	-1	-0.61	-2
47	A multi-agency support plan for students at risk of permanent exclusion.	-1.22	-3	0.77	2	-1.16	-3	-0.01	0
48	Schools fostering an ethos that promotes social wellbeing for all students and staff.	-0.17	0	-0.84	-2	-0.25	-1	1.24	4
49	Teachers sharing advice with each other about working with students at risk of permanent exclusion.	0.17	1	0.96	2	-0.54	-1	1.29	4
50	Teachers avoiding conditions that may trigger students' negative behaviour.	0.13	0	-1.60	-4	-0.84	-2	-0.71	-2
51	Staff in school ensuring students have an opportunity to explain their views.	0.01	0	-1.00	-3	-2.12	-5	-0.53	-2
52	On-site centres in schools where students at risk of permanent exclusion are withdrawn for support.	0.16	1	1.76	5	0.62	2	-0.86	-3
53	Individual in-class support for students at risk of permanent exclusion.	-0.69	-2	0.15	0	-0.77	-2	-0.52	-1
54	Staff in schools setting specific behaviour targets for students at risk of	-0.20	-1	0.38	0	1.25	3	1.12	3

	permanent exclusion.							
55	Individual assessments of the behaviour of students at risk of permanent exclusion.	-0.23	-1	0.75	2	-1.18	-3	-0.18	-1
56	Individual counselling for students at risk of permanent exclusion.	-0.06	0	1.79	5	-0.10	0	0.27	1
57	Teachers making the school curriculum relevant to students' lives.	-0.32	-1	-0.69	-2	-1.00	-3	0.53	1
58	Schools taking a proactive approach to addressing bullying.	0.23	1	-0.68	-2	0.27	1	0.55	2
59	Schools trying to include socially isolated students.	0.00	0	-0.91	-3	0.38	1	0.24	1
60	One to one mentoring with a peer who is viewed as a positive role model in school.	-1.33	-3	-0.71	-2	-0.14	0	-0.02	0

Table 4.4: A table to show the *z* scores and factor arrays for each factor.

These factor arrays were then used to interpret each factor into a holistic viewpoint. The factor interpretations will now be explained.

4.6   <u>Factor Interpretations</u>

Factor interpretation draws on the factor arrays to produce a holistic summary for each viewpoint. Factors have to be justified on whether or not they make sense. The researcher needs to rely on his or her familiarity with the subject to make this judgement, and his or her skills to put together a convincing explanation of the results (Webler et al, 2009). A number of stages were followed to complete this interpretation in a systematic and transparent manner. This aimed to overcome any researcher bias that may inadvertently impact on this stage.

Firstly, crib sheets were generated for each factor, as recommended by Watts and Stenner (2012). Crib sheets take into account the following information:

- the highest ranked items in the factor array;
- the lowest ranked items in the factor array;
- the items ranked higher in the relevant factor than other factors;
- the items ranked lower in the relevant factor than other factors;
- any additionally highly ranked or useful items; and
- demographic information of the participants completing the significantly loading Q sorts for that factor.

The crib sheets used for these factor interpretations can be found in Appendix 16. Information about the distinguishing statements for each factor and information from the post Q sort questionnaires were also used to support the interpretation of the factors from these the crib sheets. Distinguishing statements are identified in the PQ method data output after the best factor solution is identified. These are the statements that a particular factor has ranked in a significantly different way to all the other

factors. These were also briefly discussed in the follow up interviews with the participants who completed the Q sorts that loaded highest on each factor, to aid the factor interpretation. The distinguishing statements for each factor can be seen in Appendix 18.

The viewpoints interpreted from the four factors will now be explained with:

a) the demographic information,
b) the qualitative interpretation,
c) and a brief summary for each viewpoint.

To ensure clarity and transparency in these reports, the specific ranking position of a statement in the relevant factor arrays are referenced. The following example demonstrates how this is presented:

4: +5

(Statement number: Ranking position in normal distribution grid)

To ensure confidentiality and prevent the identification of participants:

- the age of individual participants is displayed in overall bands;
- the years that individual participants have been a teacher is displayed in overall bands; and
- the subjects taught are summarised below the table and not aligned with the individual participants.

4.6.1 Factor 1 Viewpoint: *Ability of School*

4.6.1.a *Ability of School: Demographic Information*

This factor explained 12% (see Table 4.3) of the study variance and significantly loaded 14 Q sorts. The demographic information for the participants who completed Q sorts that formed this viewpoint is summarised in Table 4.5.

Q Sort	School	Sex	Age Band	Years as a Teacher Band
6	A	Female	21-30	0-5
10**	A	Female	31-40	0-5
13	A	Female	31-40	6-10
14	A	Female	41-50	20-25
15	A	Female	21-30	0-5
17***	A	Female	41-50	0-5
20	A	Female	41-50	6-10
22	B	Female	21-30	6-10
36	B	Female	31-40	6-10
39	B	Female	21-30	0-5
41*	B	Female	21-30	0-5
43	B	Female	41-50	21-25
46	B	Male	41-50	6-10
47	B	Female	21-30	0-5

Table 4.5: A table to show the demographic information for factor 1.

* Highest loading participant on Factor 1

** Second highest loading participant on Factor 1

*** Third highest loading participants on Factor 1

The participants who completed the Q sorts loading on this factor were from an equal mixture of school A and school B. 13 of these were female teachers and one was male. The average age of these participants is 35 years, which is slightly higher than the average age of the P set (M=33 years). These teachers had been in the profession for an average of seven years, which is the same as the average for the P set. On average, these participants placed the zero point of interest at -2 on the fixed normal distribution grid average, which was average for the P set. The participants who made up this viewpoint taught the following subjects:

- English x4
- Design and technology x2
- Humanities
- Art
- Science

- Languages
- Music
- Maths
- History
- Psychology

Participants who completed the Q sorts 17 and 41 were interviewed to discuss the distinguishing statements for the factor and for the follow up interviews discussed later in Section 4.8. Participant 10 completed the Q sort that loaded highest on this factor but was no longer able to take part in the research; therefore participant 17 was interviewed as the third highest loading participant.

4.6.1.b Ability of School: Qualitative Interpretation

Teachers play an important role in supporting students at risk of permanent exclusion and should ensure they understand students' SEN (4: +5),

> 'If teachers understood the needs of the students fully and why they maybe [sic] acting this way then teachers could meet the needs of the students and give the most appropriate responses/tasks.'

> (Participant 13, Questionnaire)

They should also use differentiation (5: +4),

> 'Most if not all students want to succeed therefore providing them with challenging yet achievable work builds confidence and should minimise poor behaviours.'

<div align="right">(Participant 22, Questionnaire)</div>

It is important for teachers to stay calm when interacting with students at risk of permanent exclusion (6: +3),

> 'Keeping calm can help keep the student in the classroom. Excluding a student from the classroom, is the first step to permanent exclusion.'

<div align="right">(Participant 17, Interview)</div>

Teachers should aim to build positive relationships with students (16: +4), model positive behaviour (35: +3); work together to support students with agreed approaches (40: +3), and avoid conditions that may trigger negative behaviours (50: 0).

School policies for behaviour (34: +5), rewards (36: +2) and sanctions (3: +4) should be consistently used across the school,

> 'If at Year 7 consequences are outlined, students should be able to see how to behave and hopefully reduce negative behaviour.'

<div align="right">(Participant 6, Questionnaire)</div>

Students at risk of permanent exclusion benefit from interventions to address specific needs such as those that target social skills (31: +4), emotional regulation (39: +2) and academic skills (30: +2). The learning needs of students should be assessed (15: +3) to decipher whether this is contributing to their risk of permanent exclusion.

Students at risk of exclusion should be in the mainstream classroom whenever possible and strategies that involve removing the student from the class and school should be avoided (10: -5, 45: -4, 25: -2, 26: -2),

> 'Permanent change of school doesn't solve the problem, only moves it on somewhere else.'

The role of those outside the school is not as important as the role of those inside the school (47: -3, 38: -4, 46: -4; 42: -5),

> 'Multi-agency involvement is too prescriptive, external agencies cannot possibly understand the students' needs.'

(Participant 47, Questionnaire)

The viewpoint also sees parents as not being the responsibility of the school (28: -3, 29: -3, 41: -2, 44: -3),

> 'This should not be a schools job. We are not social workers.'

(Participant 46, Questionnaire)

4.6.1.c Ability of School: Summary

It is the responsibility of staff in schools to draw on their own skills and knowledge to work together to prevent students being permanently excluded from schools.

This will now be referred to as Viewpoint 1.

4.6.2 Factor 2 Viewpoint Interpretation: *Individual Support*

4.6.2.a Individual Support: Demographic Information

This factor represented 9 significantly loading Q sorts and explained 11% of the study variance (see Table 4.3). The demographic information for the participants who completed Q sorts that formed this viewpoint is summarised in Table 4.6.

Code Number	School	Sex	Age	Years Taught
3	A	Male	21-30	0-5
8*	A	Female	50+	25+
12**	A	Female	31-40	11-15
24	B	Male	31-40	6-10
25	B	Female	21-30	0-5
35	B	Female	41-50	16-20
37	B	Female	31-40	0-5
38	B	Female	21-30	0-5
44	B	Female	31-40	6-10

Table 4.6: A table to show the demographic information for factor 2.

* Highest loading participant on Factor 2

** Second highest loading participant on Factor 2

Table 4.6 shows that an equal number of teachers from school A and school B completed Q sorts that loaded on this factor. Two of these teachers were males and seven were female. The average age for this factor was 34, which is higher than the mean age for the P set. The average number of years these teachers had taught is 5.5 years and this is lower than the mean experiences for the P set. The average zero point of interest on the fixed normal distribution grid is -1, which is higher than average line drawn by the P set. The participants who made up this viewpoint taught the following subjects:

- Physical Education x2
- History x2
- ICT x2
- English
- Maths
- Languages

Participants 8 and 12 were interviewed because their Q sorts were the most significantly loading Q sorts. The purpose of these interviews was to discuss the distinguishing statements for the factor and to gather data on how these viewpoints might be used. This will be discussed in Section 4.8.

4.6.2.b Individual Support: Qualitative Interpretation

Individual support is most likely to help prevent students being permanently excluded from school (56: +5, 32: +4),

> 'Daily individual support with an identified member of staff. This pupil needs help and someone needs to understand why they are not following the rules and what we can do to help this – or what agency we can refer to.'

> (Participant 24, Questionnaire)

> 'Students at risk of exclusion at a young age have pronounced issues outside of education. Longer term, earlier interventions with counselling can help.'

It may be helpful for a student at risk of exclusion to undergo assessment to establish the reasons behind their risk of permanent exclusion (55: +2, 53: 0, 42: 0) and whether this is related to their learning.

Students at risk of exclusion are difficult to integrate into the mainstream classroom and consideration should be given to whether it is better for them to learn away from the classroom, in (52: +5, 13: +4, 25: -1, 45: +3), or out of school (10: -1),

> 'Onsite centres so that students are still part of the community.'

(Participant 8, Questionnaire)

When a student it is at risk of permanent exclusion support from external agencies is important (46: +4, 47: +2). Parents and carers of students at risk of permanent exclusion should work with school to provide clear communication and coordinate approaches (27: +3, 23: +3).

Students at risk of exclusion do not respond to teaching strategies that can be used to support the majority of students (1: -3, 20: -3, 35: -1) and are beyond being socially included in school (58: -2, 59: -3) so peer support strategies are unlikely to be helpful (37: -5, 43: -5),

> 'The implication [of this statement] being that teachers may trigger students to behave a certain way – we don't do that.'

(Participant 8, Interview)

4.6.2.c Individual Support: Summary

Students at risk of exclusion should receive targeted support outside of the mainstream classroom that addresses their underlying needs.

This will now be referred to as Viewpoint 2.

4.6.3 Factor 3 Viewpoint Interpretation: *Early Intervention*

4.6.3.a Early Intervention: Qualitative Interpretation

This factor was a minority viewpoint with five Q sorts significantly loading on it and accounting for 4% of the study variance (see Table 4.3). The demographic information for the participants who completed Q sorts that formed this viewpoint is summarised in Table 4.7.

Code Number	School	Sex	Age	Years Taught
26*	B	Male	21-30	0-5
28	B	Female	41-50	16-20
31**	B	Female	31-40	6-10
33	B	Male	21-30	6-10
42	B	Female	21-30	6-10

Table 4.7: A table to show the demographic information for factor 3.

* Highest loading participant on Factor 3

** Second highest loading participant on Factor 3

Table 4.7 shows that all the teachers who completed Q sorts that loaded significantly on Factor 3 were from School B. Two of the teachers were male and three were females. The average age of these five teachers was 32 years old, which is lower than the mean age of the P set. On average the years these teachers have been in the profession is nine years, which is higher than the mean number of years taught by the P set. On average, these participants placed the zero point of interest at -2 on the fixed normal distribution grid average, which was average for the P set. The participants who made up this viewpoint taught the following subjects:

- English x2
- History
- Physical Education
- Art

Participants 26 and 31 were interviewed because their Q sorts were the most significantly loading Q sorts. These interviews were to discuss the distinguishing statements for the factor and for the follow up interviews discussed later in Section 4.8.

4.6.3.b Early Intervention: Qualitative Interpretation

Strategies that promote early intervention are vital to prevent students being permanently excluded from school. This should include secondary schools liaising with primary school to identify potential students at risk of permanent exclusion for early intervention (8: +5) and students at risk of permanent exclusion having contact with external agencies to show the potential consequences of negative behaviour (: +5),

> 'I worry that we don't do enough to prepare kids for future life. External agencies, such as employers, police - to show them the consequences because pupils don't have realistic expectations of life after school.'

> (Participant 26, Interview)

The parents and carers of students at risk of permanent exclusion should be directed to appropriate support so they can support their children as well as the school (29: +14, 41: +2, 44: 0) and realise the effects of their child's behaviour (14: +2, 28: +3),

> 'Parents often fail to realise the extent of their son/daughter's behaviour.'

> (Participant 42, Questionnaire)

There are times when students at risk of permanent exclusion should not be in the classroom and given time to calm down outside of the classroom (18: +1, 19: 0) or be given opportunities to learn in other educational settings (26: +4), and in some cases be transferred to a different school (10: +3). It can often be outside the teacher's control to support a student at risk of permanent exclusion,

> 'Sometimes students get into bad behaviour patterns because of the school they're in. Sometimes they play up to the 'naughties' around them and this can make it worse. Some schools are better at addressing behaviour and some pupils on a managed move can work if school has a more relaxed routine.'

> (Participant 31, Interview)

Specific interventions are not as effective as approaches to encourage early intervention (.30: -2, 32: -1, 33: -253: -2). Students at risk of permanent exclusion should not be treated differently in the classroom (22: -5, 51: -5),

> 'This won't give students a realistic expectation of what life is like outside of school. I know we have to nurture and support kids but sometimes we can try to mollycoddle kids too much.'

> (Participant 26, Interview).

4.6.3.c Early Intervention: Summary

It is important for those at risk of permanent exclusion to receive preventative, holistic early interventions and that their parents are properly supported to address wider issues.

This will now be referred to as Viewpoint 3.

4.6.4 Factor 4 Viewpoint Interpretation: *Effective Communication*

4.6.4.a Effective Communication: Qualitative Interpretation

This final factor had 11 Q sorts significantly loaded onto it and explained 12% of the study variance (see Table 4.3). The demographic information for the participants who completed Q sorts that formed this viewpoint is summarised in Table 4.8.

Code Number	School	Sex	Age	Years Taught
1**	A	Female	41-50	6-10
2	A	Female	31-40	6-10
4	A	Female	31-40	0-5
5	A	Female	21-30	0-5
11	A	Male	21-30	0-5
16	A	Male	41-50	0-5
19	A	Female	21-30	0-5
29*	B	Female	21-30	0-5
30	B	Female	21-30	0-5
32	B	Male	31-40	0-5
45	B	Female	21-30	0-5

Table 4.8: A table to show the demographic information for factor 4.

* Highest loading participant on Factor 4

** Second highest loading participant on Factor 4

The Q sorts completed by six teachers from school A and four teachers from school B significantly loaded onto this factor. The average age of these teachers is 32, which is younger the mean age of the P set. The average number of years these teachers have been teaching is four years, which is lower than the mean years of teaching experience of the P set. On average, these participants placed the zero point of interest at -2 on the fixed normal distribution grid average, which was average for the P set. The participants who made up this viewpoint taught the following subjects:

- English x2
- Languages
- Business Studies
- Maths x3
- Science x2
- Music

Participants 1 and 29 completed Q sorts that loaded the highest on this factor and were interviewed to discuss the distinguishing statements for the factor and for the follow up interviews discussed later in Section 4.8

4.6.4.b Effective Communication: Qualitative Interpretation

Consistent, whole school approaches are important to prevent the permanent exclusion of students from school (34: +5),

> 'Schools need to be consistent in their approach when dealing with all children.'
>
> (Participant 2, Questionnaire)

These approaches should foster an ethos that promotes social wellbeing for all students and staff (48: +4) and include clear guidelines of sanctions (3: +5). Students should feel included socially with support in place to support those socially excluded (59: +1),

'If you have relationships with students – if you are cheerful, happy and warm – students want to be with you. Previous experience has taught me that staff wellbeing is important. If staff feel valued by management it has to be projected in work with the students.'

(Participant 1, Interview)

Teachers should work together to share advice (49: +4), use common approaches (40: +3),

'I think that it is vital that staff work together and have an agreed system in place to deal with behaviour, so that students have clear boundaries.'

(Participant 11, Questionnaire)

They should also employ strategies including providing opportunities for students to succeed (21: +2) and try to build positive relationships between staff and students (16: +4). In the classroom teachers should make the curriculum relevant to students lives (57: +1), carefully consider seating arrangements (24: +1) and use praise (11: +4),

'Statement 11 – I think this is the best way of internalising expectations and behaviour.'

(Participant 19, Questionnaire)

All behaviour should be addressed to demonstrate clear boundaries to students,

'I think that, whilst, individual needs must be taken into account, most students (people) respond best to a clear approach with understood consequences.'

(Participant 1, Questionnaire)

The engagement of parents is important to prevent permanent school exclusions through communication (27: +3) and feedback (7: +3) to them.

Students at risk of exclusion should not be treated differently to other students (22: -5),

> 'I don't feel the approach is consistent at times. Poorly behaved pupils leave using red cards and go offsite sending the wrong message to pupils who behave. Same rules should apply to all pupils.'
>
> (Participant 29, Questionnaire)

Students at risk of permanent exclusion should be in mainstream class (13: -3, 18: -4, 19: -3, 17: -5, 52: -3),

> 'I have mixed views on time out cards, students need somewhere to go. If they are outside class for an indeterminate amount of time then it devalues being in lessons. They are open to abuse unless they are structured.'
>
> (Participant 1, Interview)

Students should also be on the school site as much as possible (26: -4, 45: -4),

> 'The aim should be to engage and include students. We should find ways to keep them – partial timetables can limit their own expectations.'
>
> (Participant 29, Questionnaire)

4.6.4.c Effective Communication: Summary

Schools should be places that promote the social wellbeing of all students and adults need to work together to provide consistent support to include students at risk of permanent exclusion in mainstream lessons.

This will now be referred to as Viewpoint 4.

4.7   Consensus Statements

The following statements were identified as consensus statements across the viewpoints. This means that there were some significant levels of agreement between the Q sorts loading on each factor about these items. The factor arrays points are shown in brackets.

Two of these statements related to the school and parents/carer relationships:

7. Schools giving feedback to parents and carers about the students' good and bad behaviour (+1, +2, +3)

27. Schools communicating with parents and carers of students at risk of permanent exclusion (+2, +3)

Three related to whole school systems:

14. An electronic system to track incidents of negative behaviour that can be accessed by school staff and parents and carers (0, +2)

25. Changing class of students at risk of exclusion (-1, -2, -3)

36. A reward system for positive behaviour in school (+1, +2)

One related to teacher and students interaction:

16. Staff in school building positive relationships with students (+3, +4)

These statements were still taken into account for some of the interpretations because each statement may relate to different aspects of meaning from each viewpoint (Webler et al, 2009).

4.8   Non-Significant and Confounding Q sorts

Six Q sorts that participants completed did not load significantly onto the final four factors. These were Q sorts 7, 9, 18, 21, 23 and 34 and their factor loadings can be seen in Table 4.3. The individual Q sorts and questionnaire comments were reviewed to ascertain if any viewpoints had been neglected, and not covered in the four viewpoints that were interpreted from the factors.

The Q sorts of participants 7, 23 and 34 would still not have significantly loaded onto any factor if the significance level had remained at ±0.33, which suggests that their Q sorts may have been different to the four viewpoints and therefore interesting to consider individually.

Q sort 18 would have loaded on Viewpoint 4 at this significance level. It is also interesting that Q sort 18 loads at -0.41 on Factor 3. This suggests that participant 18 would significantly not agree with the interpretation of Viewpoint 3 at a ±0.33 level of significance.

Participant 7 appeared to have a different viewpoint to what had been interpreted from the four viewpoints. He expressed strong views about the importance of safety of students and staff,

> 'The safety of all pupils and teacher is paramount for a harmonious learning environment.'

<p style="text-align: right">(Participant 7, Questionnaire)</p>

and provided additional comments about concerns that the statements inferred that students at risk of permanent school exclusion have problems with their learning. Other participants did not report these two aspects and this demonstrates the subjective nature of Q methodology and the individual interpretation that this participant had of this Q set.

Two Q sorts were found to be confounding, and loaded significantly on more than one factor. Q sort 27 loaded significantly on Factors 2 and 4 whereas Q

sort 40 loaded significantly on Factors 1 and 4. The individual Q sorts and questionnaire comments were also reviewed for these participants and failed to draw attention to any further information that would offer understanding to this research.

4.9   Follow up Interviews

The aim of the follow up interviews, conducted with the participants who completed the highest loading Q sorts on each factor, were to answer the second research question,

> *(2) How do teachers holding these various viewpoints respond to recent government strategies to prevent school exclusion and what can be done to support their implementation?*

These interviews were completed with the participants who completed the two highest loading Q sorts for each Viewpoint. For Viewpoint 1, where the participant who completed the second highest loading Q sort (10) was not available, the participant who completed the third highest loading Q sort (17) was interviewed.

As outlined in Section 3.8, the participants were asked to read the Teacher's Behaviour Checklist by Charlie Taylor (Department for Education, 2011) – provided as an example of a strategy to prevent permanent school exclusion – and give his or her views on the Checklist in terms of what might support its implementation, and what barriers might impede the implementation of such strategies to prevent permanent school exclusion.

The participants' answers were given in summarised points in line with the NGT approach. These points have been thematically analysed using the recommended six-step process:

1. Familiarisation with the data,
2. Generation of initial codes,
3. Search for themes,
4. Review of themes,
5. Definition and naming of themes, and
6. Production of a report

(Braun & Clarke, 2006).

To ensure transparency in reporting of this analysis, as recommended (Braun & Clarke, 2006; Henwood & Pidgeon, 1992), the applicable of six-step process in this research will be outlined.

First of all, the Researcher familiarised herself with the data (Stage 1) by typing up all the questions and responses into a table format.

Secondly, the Researcher generated initial codes in each answer (Stage 2). To increase the reliability of this thematic analysis, the Researcher consulted with three TEPs. Each TEP was given a list of 'responses' (extracts taken directly from the data transcripts) and a list of corresponding, though randomly ordered, initial codes. They were then asked to match codes to responses. The TEPs matched 91% of the responses to codes in accordance with the Researcher's coding. This inter-rater reliability is promoted for good reliability in thematic analysis (Joffe & Yardley, 2004).

In Table 4.9 there is an example of how the analysis proceeded, following one item of data from delivery (by Participant 41) through to its contribution to the definition of a theme. Full analysis of all the interview data, including codes, can be found in Appendix 19.

Question	Answer	Codes
What would support the successful implementation of this, and similar strategies to prevent school exclusion?	'It would need to be transparent to all staff and enforce by senior leadership team.' 'Time would need to be built in to implement it.'	C S T
What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?	'Time is a big reason for all teachers. We are given six weeks to teach something and don't have time to engrain other things.' 'It depends on the individual school and whether there is consistency in place.'	LT LC

Table 4.9. A table to show the typed up data collected from participant 41 and the initial codes generated.

C = Consistency across the school

S = Support from Senior Leadership Team

T = Additional time to implement strategies

LT = Lack of time to implement strategies

LC = Lack of consistency

All the codes generated from all participant data were then subjected to further analysis, the researcher drawing out themes (Stage 3). The emergent themes are set out in the code map in Figure 4.2.

Implementation of Strategies

Funding for strategies

Consistency across school

Parents

Lack of consistency

Effective teaching

Support

Additional time to implement strategies

Lack of support from Senior Leadership Team

Hinder

Lack of time

Support from Senior Leadership Team

Existing strategies

Modelling strategies

Ineffective teaching
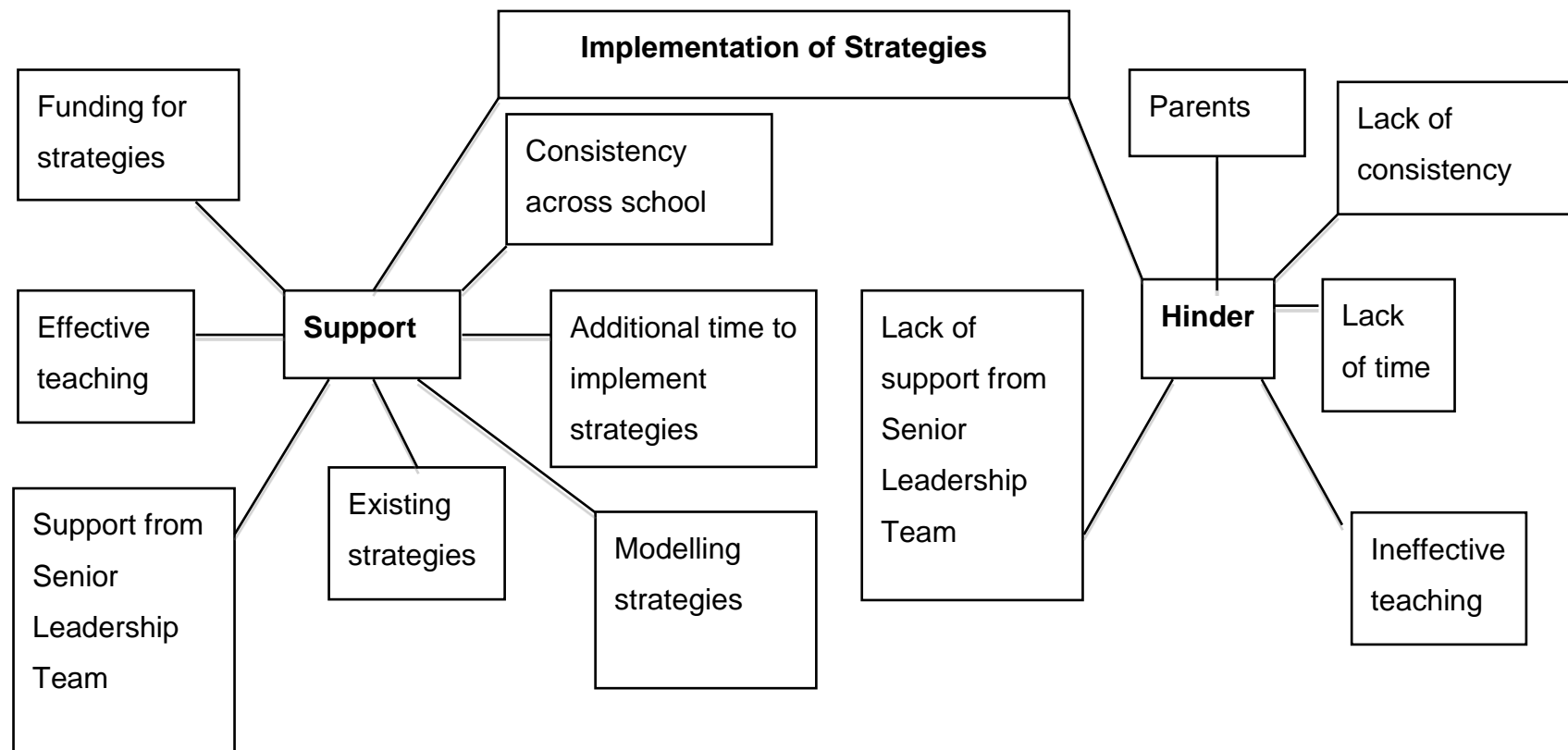
Figure 4.2: A figure to show the code map of themes identified in interview responses.

It is evident from Figure 4.2 that some of the themes that were identified in the data regarding the support of implementation of strategies were parallel to the themes identified that hinder the implementation of strategies. For instance, support from Senior Leadership Team (hereafter referred to as SLT) and lack of support from SLT; time and lack of time; consistency and lack of consistency by staff; and effective teaching and ineffective teaching. Therefore, these were reviewed (Stage 4) to achieve the following naming and definition of themes. The final themes are named below (Stage 5).

1. Support of SLT
2. Time
3. Existing strategies
4. Consistency
5. Teaching

These themes are reported in more detail below (Stage 6), and are related to the four viewpoints. There were also two responses, discussed below, which did not fit the codes identified. These are to be discussed under *other aspects*.

4.9.1 Support of SLT

This theme was identified amongst the participants interviewed, who loaded highly on Viewpoint 1 and 2,

'It would need to be…enforced by senior leadership team.'

(Participant 41, Viewpoint 1)

'Poor ethos and vision from the top. Senior management need to have strategy and vision.'

(Participant 12, Viewpoint 2)

These viewpoints were not highly correlated and Viewpoint 1 agreed most with in school support and Viewpoint 2 agreed more with out of school support. This could imply that this is an important aspect for all teachers to implement strategies and should be considered when promoting strategies to prevent school exclusion.

4.9.2 Time

This was a theme that was identified in the responses by the participants interviewed from all Viewpoints 1 and 3.

'Time to squeeze in, teachers have 100 things to implement.'

(Participant 17, Viewpoint 1)

'Time is a big reason for all teachers. We are given six weeks to teach something and don't have time to engrain other things.'

(Participant 41, Viewpoint 1)

'This could be unrealistic with time because teachers get caught up with everything else they have to do. This can make it difficult to do things like always give rewards.'

(Participant 26, Viewpoint 3)

This could suggest that when teachers agree that strategies involving themselves help prevent school exclusion, they also feel that they need more time to provide this support. This could suggest that time should be considered when promoting strategies that involve the role of the teacher.

4.9.3 Existing strategies

Three participants felt that the strategies in the sample strategy were the same as what was already in place in schools standard procedure:

'Nothing new, things that should be happening already.'

'Nothing – strategies to prevent school exclusion are already happening on a day to day basis.'

(Participant 8, Viewpoint 2)

'Strategies like this should already be in place.'

(Participant 31, Viewpoint 3)

These participants were from Viewpoints 1, 2 and 3. Similar to the theme about Support of SLT, the low correlation between these viewpoints could suggest that all teachers might have the view that strategies are already in place. Therefore, this could suggest that it is not necessary for new strategies to be developed, but for existing ones to be consistently implemented, which leads to the next theme.

4.9.4 Consistency

This theme was identified in the responses from participants who completed Q sorts that loaded on all four viewpoints.

'…transparent to all staff.'

(Participant 41, Viewpoint 1)

'Schools have to be on board and everyone needs to buy into it.'

(Participant 8, Viewpoint 2)

'Consistency is big issue because people teach differently.'

(Participant 26, Viewpoint 3)

'There needs to be consistency across the whole school with a plan for kids who are at risk of exclusion.'

(Participant 29, Viewpoint 4)

This could infer that a lot of teachers have the view that not all strategies are consistently implemented, so the need for consistent implementation should be promoted, in addition to the strategy itself.

4.9.5 Teaching

Aspects of teaching was identified as a theme in interviews with both participants who completed Q sorts that loaded significantly on Viewpoint 3,

'Good teaching would promote a better environment for strategies to be implemented.'

(Participant 26, Viewpoint 3)

'It is reliant on the experience of the teacher so this might not be possible for a new teacher.'

(Participant 31, Viewpoint 3)

This viewpoint placed an emphasis on the importance of early intervention and did not rate strategies involving the teacher as high as other factors. This theme of teaching could suggest that there is a group of teachers who have this viewpoint that more needs to be done to promote effective teaching.

4.9.6 Other aspects

In addition to the themes identified above, two isolated points were also made. This includes a participant who loaded onto Viewpoint 3, who highlighted the role of parents as potentially hindering the successful implementation of strategies to prevent school exclusion:

'Parents are a massive barrier, there is not much we can do if parents aren't on board.'

(Participant 26, Viewpoint 3)

Modelling was also identified as an isolated theme from one participant interviewed who loaded on Viewpoint 4,

> 'Modelling good behaviour. Show students a video of what good behaviour is so that they know what it looks like.'
>
> (Participants 1, Viewpoint 4)

This again fits the interpretation of Viewpoint 4 that promotes whole school support.

One participant saw funding as something that could support or hinder the implementation of strategies to prevent permanent exclusion.

> 'Money, funding and resources for things like meaningful rewards.'
>
> (Participant 12, Viewpoint 2)

These points do not provide additional information for the themes, but do further support the interpretation of the individual viewpoints.

4.10   Summary of the Results

The data analysis of the 47 completed Q sorts yielded a four factor solution that was based on a number of defensible criteria. These four factors were then interpreted to form four distinct viewpoints:

1. Ability of school
2. Individual support
3. Early intervention
4. Effective communication

There were some consensus statements amongst the four viewpoints, which were expected due to the moderate correlation between the four factors. The two confounding Q sorts and six non-significant Q sorts that were not part of

the factor interpretations were also analysed to ascertain whether any viewpoints had been neglected in the four summary viewpoints. This suggested that the Q sort completed by participant 7 was different to the final four viewpoints.

During the follow up interviews, conducted with the participants who completed the highest loading Q sorts for each factor, there was discussion about what might support and hinder an example initiative to prevent permanent school exclusion. Key themes that were identified by participants within these interviews were support from senior leadership, time, existing strategies, consistency and teaching.

Chapter 5: Discussion, will examine the results from this chapter in relation to the literature review in Chapter 2, evaluate the strengths and limitations of the research methodology outlined in Chapter 3, and consider the implications of the results set out in Chapter 4 for professional practice and future research. Overall conclusions will then be drawn.

5. <u>Discussion</u>

5.1 <u>Introduction to the Discussion</u>

The aim of this research was to explore the viewpoints of secondary school teachers about strategies to prevent permanent school exclusion. Chapter 4 outlined the analysis and interpretation of the data collected. This chapter will discuss the findings in relation to the key areas outlined below:

- Summary of the Research Findings
- The Findings in Relation to Existing Literature
- Strengths and Limitations of the Research
- Implications for Professional Practice
- Implications for Future Research
- Conclusions

5.2 <u>Summary of the Research Findings</u>

In this section, the findings of this research will be summarised in relation to each of the research questions set out in Section 2.7.

5.2.1 Research Question 1

The first research question for this study was:

1. *What are the viewpoints of secondary school teachers regarding strategies to prevent permanent school exclusion?*

A Q methodological approach was used to answer this question. This involved 47 participants who completed a 60-item Q sort of strategies that had been suggested to prevent permanent school exclusion.

This led to the identification of the following four viewpoints, held by the teachers who participated, about strategies to prevent permanent school exclusion:

- Viewpoint 1: Ability of School

- Viewpoint 2: Individual Support

- Viewpoint 3: Early Intervention

- Viewpoint 4: Effective Communication

These four distinct viewpoints indicate that there are different viewpoints held amongst the teachers who participated, about strategies to prevent school exclusion. This suggests that not all strategies to prevent school exclusion will be viewed the same, or possibly be *valued equally* by all teachers.

Four viewpoints that were simple, clear, distinct and stable (Webler et al, 2009) were chosen for the factor solution in this research. The four factor solution allowed for meaningful areas of convergence and divergence to be detected. The use of Q methodology has provided greater differentiation between viewpoints identified than would have been possible if the data collection had solely relied on focus group or interview techniques. The divergence of the viewpoints in this study was heightened by the decision of the Researcher to increase the significance level, for individual Q sorts to load onto each of the four factors, from ±0.33 to ±0.43. This provided greater divergence between each viewpoint. This also ensured the maximum number of Q sorts loaded onto a factor and that the most views were represented.

More than four viewpoints could have been statistically viable based on the Kaiser-Guttman Criterion and that two or more Q sorts loaded significantly on six factors, however, the Scree Test in Section 4.2.3 illustrated that more than four factors should not be interpreted (Cattell, 1966). Less than three

factors would not have represented the qualitative differences that were found between the four identified viewpoints.

Viewpoint 1 and Viewpoint 4 were more highly correlated than the other viewpoints, which could suggest that these are similar. However, the correlation level was still within the moderate range, which is regarded as acceptable (Dancey & Reidy, 1999) and qualitative interpretation showed important subtle differences between the two social viewpoints. Specifically, the value teachers, whose Q sorts formed Viewpoint 4, placed on the teaching and whole school strategies that promoted the social wellbeing of staff and students. This is in contrast to the teaching and whole school strategies that focused on learning in the classroom, which were valued by teachers whose Q sorts formed Viewpoint 1.

There was some consensus amongst the participants about strategies that prevent school exclusion, despite the four distinct viewpoints that were identified. Six statements that did not distinguish between the four viewpoints evidenced this and suggest that there was some agreement amongst the teachers about strategies to prevent school exclusion. Specifically, strategies were seen as positive that involved:

- the 'giving of feedback' and 'communication' with parents;
- the use of an electronic system to track behaviour;
- a whole school reward system; and
- staff in school building positive relationships with students.

In addition, the teachers that participated in the research tended to agree that moving students at risk to a new class would not prevent school exclusion.

5.2.2 Research Question 2

The second research question in this study was:

2. *How do teachers holding these various viewpoints respond to recent government strategies to prevent school exclusion and what can be done to support their implementation?*

To answer this, follow up interviews were conducted with a sample of participants who had completed Q sorts that loaded significantly on each viewpoint. In these interviews a recent government strategy to address a cause of permanent school exclusion was presented to participants. The participants were then asked what might support and what might hinder the implementation of such strategies.

Thematic analysis of the responses in these interviews found a number of overall themes that the teachers felt supported and hindered the effective implementation of strategies to prevent students being permanently excluded from school (Braun and Clarke, 2006). These themes were:

1. Support of SLT
2. Time
3. Existing strategies
4. Consistency
5. Teaching

The first four themes emerged from the responses of teachers holding various combinations of the four different viewpoints. This suggests that these themes could be broadly relevant to all teachers and should therefore be considered carefully by those promoting or implementing strategies to prevent school exclusion. The fifth theme, *Teaching,* was identified by participants who loaded on Viewpoint 3.

These results will now be considered in relation to the literature reviewed in Chapter 2.

5.3   The Findings in Relation to Existing Literature

The four different social viewpoints identified in this research further demonstrate the complexity of preventing school exclusion, since these viewpoints suggest that teachers may hold quite different views about the various strategies that might be employed to prevent school exclusion.

The Literature Review in Chapter 2 outlined the complexity of preventing school exclusion. The discussion of literature around school exclusion in relation to inclusion; the changes in national and local school exclusion statistics in the focus LA (Children's Commissioner, 2012; 2013; Parsons, 1996) the policies introduced on a National Level to prevent school exclusion and contradictions within these (Arnold et al, 2009; Carlile, 2011; Parsons, 2005) and the negative consequences for those who are subject to permanent exclusion (Daniels et al, 2003; Pritchard & Cox, 1998), all demonstrate the complexity of this issue. The findings of this research - that the teachers hold notably different viewpoints about strategies to prevent school exclusion – add to the complexity, but further our understanding of this complicated topic.

The four viewpoints identified in the findings of this research can be related to the general approaches to addressing school exclusion that Parsons (2005) identified about school exclusion. Parsons suggested that approaches can take three forms: *conservative* - focus on punitive approaches; *socialist* - focus on inclusive nurturing approaches; or a *Third way* – a middle ground between conservative and socialist approaches. Parsons (2005) discussed the three approaches in relation to wider National Policy but they can also relate to policies at a school level. With this in mind, the following comparisons could be made between Parsons' (2005) conclusions and the findings of this research:

- *Viewpoint 1: Ability of School* could be seen as having the most in common with the *Third Way* approach, in that those holding this viewpoint appear to value strategies that aim to provide middle ground

between individual and structural solutions, for example, through teaching strategies and whole school approaches.

- *Viewpoint 2: Individual Support* could be seen as having most in common with the *conservative* approach, in that those holding this viewpoint appear to value punitive strategies, for example, removing the student at risk of permanent exclusion from the mainstream classroom.

- *Viewpoint 3: Early Intervention* could be seen as representing a mixture of *socialist* approaches, in that those holding this viewpoint appear to value strategies that aims to nurture the student early on, but also representing *conservative* approaches, in that those holding this viewpoint appear to value strategies that remove the student from the classroom in some situations. This might then, alternatively, be interpreted as the *Third Way,* as it has a mixture of both.

- *Viewpoint 4: Effective Communication* could be seen as representing a *socialist* approach, in that those holding this viewpoint appear to value strategies that aim to nurture the well being and social inclusion of students at risk of permanent exclusion.

Miller and Leyden (1999) used a systems approach to propose a psychosocial framework of 'the school' and this framework can also be helpful in considering the focus of strategies to prevent school exclusion. As such, the four viewpoints that were identified in this research can be usefully considered in relation to this system.

Viewpoint 1: Ability of School placed an emphasis on the role of the teacher. There was agreement with the strategies to prevent school exclusion that draw on the capacity of the teacher and address the whole school. These strategies appear to target the Teacher and Leadership aspect of Miller and Leyden's Psychosocial Framework. To illustrate this, these areas are highlighted in grey in Figure 5.1
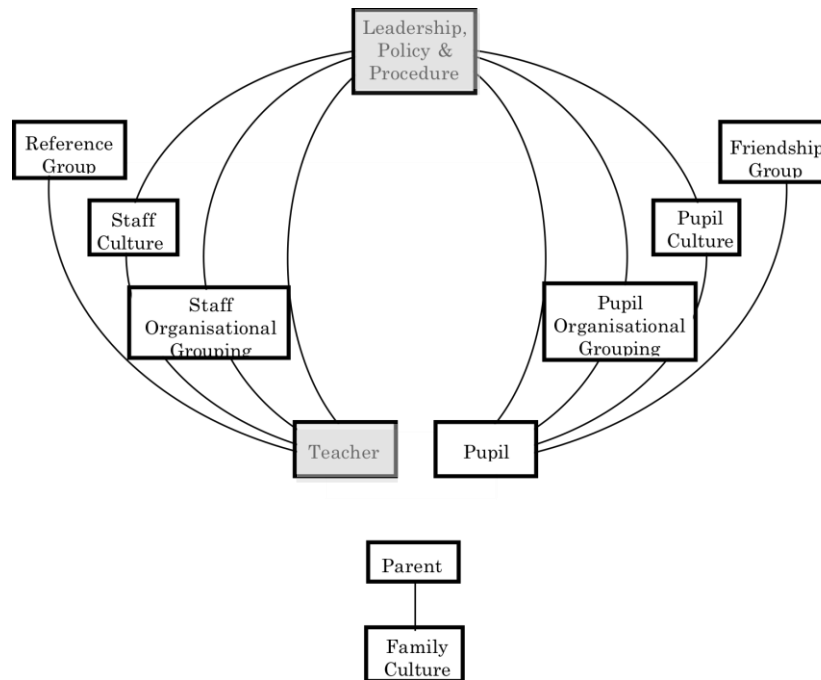
Figure 5.1: A figure to show Viewpoint 1 in relation to Miller and Leyden's (1999) Psychosocial Framework.

Viewpoint 2: Individual Support agreed most with strategies that provided targeted individual support for students who are at risk of permanent school exclusion, so directly focusing on the Pupil. In addition, those holding this viewpoint also demonstrated more agreement with the strategies that referred to the assessment of the needs of the student at risk of school exclusion. These strategies require the involvement of external professionals, which could be seen as emphasising strategies that address the Reference Group in the Framework. This viewpoint also showed more agreement, than other viewpoints, with strategies that promote the student not being in mainstream school. This viewpoint, therefore, appears to target the Pupil Organisational Grouping aspect of the Framework. To summarise, this viewpoint highlights strategies that target the Pupil, Reference Group and Pupil Organisational Grouping aspects in the Framework. This is illustrated in the area highlighted in grey on Figure 5.2.
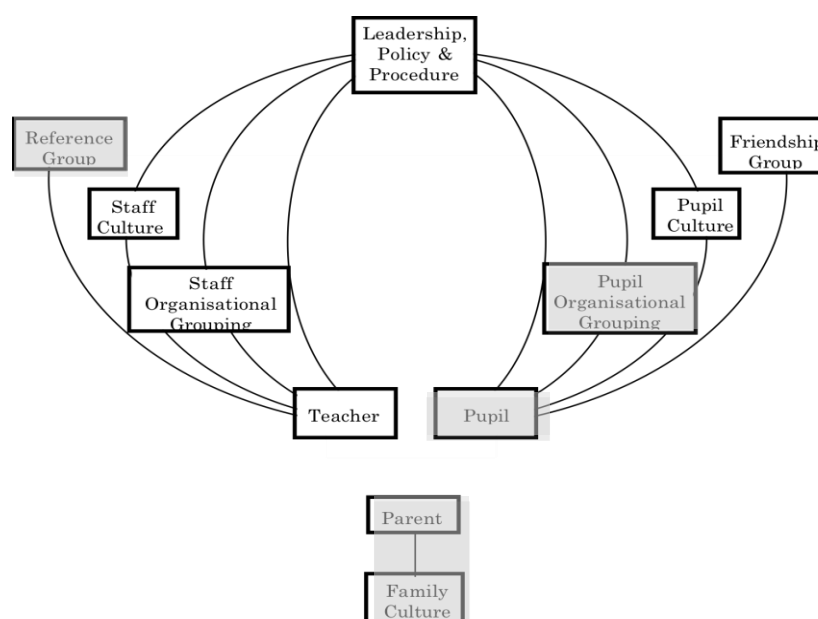
Figure 5.2: A figure to show Viewpoint 2 in relation to Miller and Leyden's (1999) Psychosocial Framework.

Viewpoint 3: Early Intervention appeared to agree most with strategies that promote early intervention. This includes strategies that involve secondary schools liaising with primary schools to identify those at risk and the use of external agencies to raise students' awareness of the negative consequences of permanent exclusion. These strategies could be seen as targeting the Reference Group aspect of the Framework due to the contact with primary school and external agencies. This viewpoint also indicated more agreement with strategies that involved parents and removed the student from the classroom. This could be seen as agreeing with strategies that target the: Parent and Family Culture; Pupil Organisational Grouping; and The Reference Group (external professionals), aspects of the Framework. These areas are shaded grey in Figure 5.3.
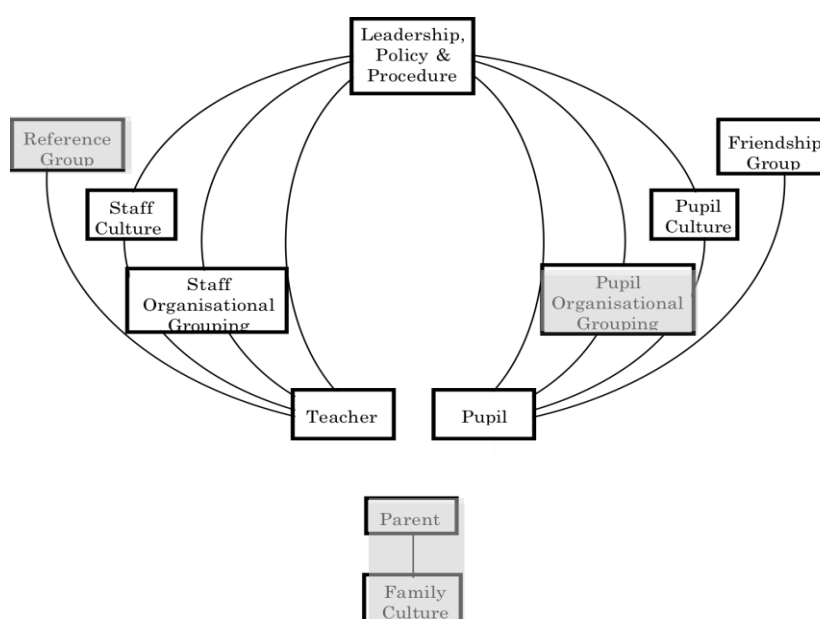
Figure 5.3: A figure to show Viewpoint 3 in relation to Miller and Leyden's (1999) Psychosocial Framework.

Viewpoint *4: Effective Communication* indicated more agreement with strategies that targeted the social wellbeing of students and staff in school and promoted communication within and outside the school. These strategies would appear to target the Staff and Pupil culture, as well as the Friendship Groups of the pupil and Parent and Family Culture, aspects of the Framework. These areas are highlighted in Figure 5.4
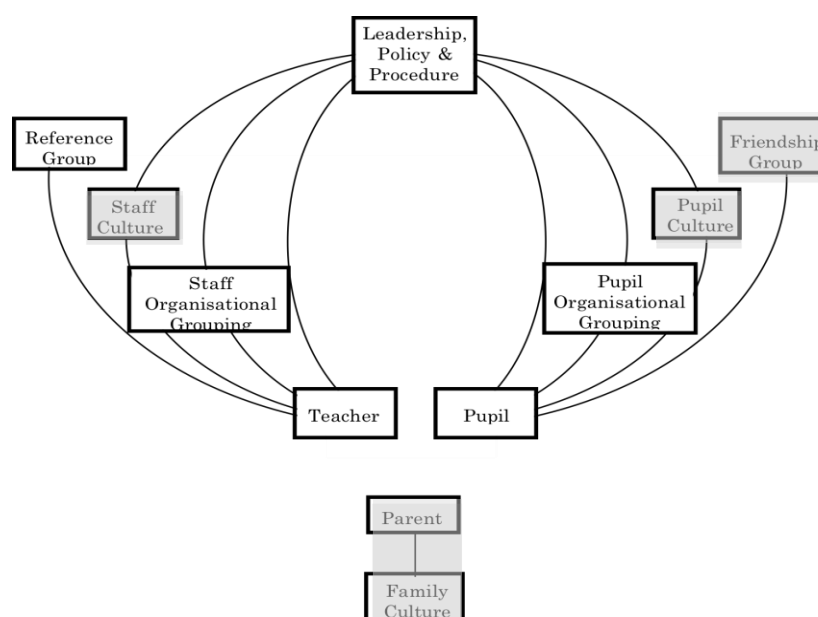
Figure 5.4: A figure to show Viewpoint 4 in relation to Miller and Leyden's (1999) Psychosocial Framework

This use of a systems approach to consider these findings is consistent with research by Rustique-Forrester (2001) who explored the broader concept of school exclusion from the perspective of the teachers and identified: pupil-based factors; school-based factors; and policy-based factors. The consideration of the four viewpoints in relation to Miller and Leyden's Psychosocial Framework (1999) suggests that groups of teachers value strategies that target different areas to prevent permanent school exclusion, and further demonstrates the divergence in the viewpoints held by teachers about this complex topic.

In relation to other literature, there was consensus amongst the participants regarding the effectiveness of the item:

16. Staff in school building positive relationships with students

This would provide further support for the literature previously reviewed in Section 2.4.1 that highlighted the importance of positive relationships between teachers and students (Cooper & McIntyre, 1996; Johnson, 2008) and the negative effects when this is not fostered in schools (Pomeroy, 1999).

The centrality of the teacher to the school system (Miller & Todd, 2002) and the influence of their beliefs on their behaviour (Porter, 2007) led to the conclusion that exploring and acknowledging their viewpoints should be an important part of any attempt to address the use of the school exclusion – indeed, this notion underpinned this research undertaking. This research has subsequently demonstrated how Q methodology *can* be effectively used to explore complex topics from the teachers' perspective. This adds to the existing Q methodological literature that has explored teachers' viewpoints on other complex topics (Collins & Liang, 2013; Grover, 2013; La Paro et al, 2009; Levitt & Red Owl, 2013; Lim, 2010; Overland et al, 2012; Ramlo, 2012; Reid, 1999; Son et al, 2010; Spendlove et al, 2012; Storch Bracken & Fischel, 2006; Yang & Montgomery, 2013).

With regards to the follow up interviews, two of the themes identified could be seen as consistent with the existing literature. Research that has previously explored the perspective of teachers on school exclusion similarly identified the broader systemic factors of *training* and *time* as being of importance to address school exclusion (White et al, 2012).

The systematic literature reviews completed in Chapter 2 suggested that teachers' views on preventing school exclusion have not been investigated in this way in the past. The distinct viewpoints identified in the findings of this research, which show that there are different views amongst *teachers,*

therefore represent a significant unique contribution to the research literature in this area.

5.4   Strengths and Limitations of the Research

Q methodology was employed in this research due to its usefulness in exploring viewpoints in relation to one another. By doing this, it provides a detailed interpretation of the different 'groups of views' on a macroscopic level. This approach is known as qualiquantological and has proved advantageous in a number of ways. However, in keeping with the reflexive approach of this study the limitations of the research design should also be considered alongside the strengths. To achieve this, the strengths and limitations of this research will now be discussed in relation to the quality indicators for qualitative and quantitative research. As discussed in Section 3.5, it is helpful to consider quality indicators for both qualitative and quantitative research due to the qualiquantological nature of Q methodology.

5.4.1   Qualitative Quality Indicators

The eight guidelines for quality qualitative research, identified by Tracy (2010), are summarised in relation to this research in Table 5.1 and discussed in detail following this.

Quality Indicator	Description of Quality Indicator	Quality Indicator in Relation to Current Research
Worthy topic	Justification of the research area is relevant, timely, significant, and of interest.	- Increase in permanent exclusion in focus LA - Teacher central to school system (Miller & Todd, 2002)
Rich rigour	Research process collects sufficient data in an appropriate context, with a suitable sample and clear procedures.	- 60 item Q set from range of sources - 47 participants - Suitable time for teachers
Sincerity	Research demonstrates self-reflexivity and transparency.	- Reflexivity of researcher (Appendix 2) - Transparent reporting of Q methodology procedure and thematic analysis
Credibility	Substantial description, triangulation and participant reflections.	- Thorough description of four individual viewpoints - Reporting of post-Q questionnaire feedback
Resonance	Meaningfully affects an audience.	- Teachers, - Focus LA - EPs

Significant contribution	Theoretically, practically, morally, methodologically.	- Develop research on prevention of school exclusion - Insight for focus LA - Prevent negative consequences for students excluded - Innovative approach to explore teachers' views
Ethics	Adherence to this throughout the research.	- BPS guidelines (2010a; 2010b) - HCPC guidelines (2008) - University of Nottingham guidelines (2013)
Meaningful coherence	Research achieves its aims with the correct method, and the literature, research questions, and results are suitably interconnected.	- Q methodology provided four distinct viewpoints. - The Researcher has endeavoured to provide a written account that achieves these aims in this thesis.

Table 5.1: A table to summarise the quality indicators for qualitative research (Tracy, 2010) in relation to this research.

5.4.1.a Worthy Topic

Chapter 2 outlined the rationale for this research through a review of relevant literature. School exclusion has received ongoing attention – in terms of governmental policy and research - over the past 20 years. More recently, there have been changes to the rates of permanent exclusion nationally, and in the focus LA. An abundance of strategies have been put forward to prevent students being permanently excluded from school. Teachers are regarded as a key party in the school system (Miller & Leyden, 1999), and it has been suggested that their beliefs can impact upon their practice (Porter, 2007). This suggests that it would be useful to explore their viewpoints in relation to strategies to prevent school exclusion, at a time where the rates of permanent exclusion are increasing locally. This justified the exploration of teachers' viewpoints about strategies to prevent school exclusion as a worthy topic.

5.4.1.b Rich Rigour

The process followed for this Q methodological study adhered to the literature relating to this approach – so as to collect sufficient data in an appropriate context. This research used a Q set of 60 items (Brown, 1993) that contained statements of strategies to prevent school exclusion that were refined from a wider concourse taken from a range of sources (Watts & Stenner, 2005). 47 participants completed the Q sort, which is in line with the recommendation to have fewer participants than items in the Q set (Van Exel & de Graaf, 2005).

It is acknowledged that there are a number of issues about how the teachers may have viewed the research activities at the time of data collection. Specifically, the Q sort procedure did not attempt to gain any information about the teachers' familiarity with each strategy. This could have affected how they rated individual strategies they were unfamiliar with. For instance,

one participant explained the low ranking of the statement related to multi-agency assessment of a student at risk of permanent exclusion as,

'Probably because I have little understanding of how they do assess joined up.'

(Participant 20)

The concourse was drawn from strategies raised through focus groups *with* teachers in School A and B. Seven of these teachers then took part in the Q sort and none of these raised any concerns about statements that were not included. This suggests a representative Q set of strategies with which the participants were familiar. The Q methodological approach makes no claims to be exhaustive, as previously explained, the Q set should be *broadly representative* (Watts & Stenner, 2005).

Furthermore, the participants could have felt constrained by the strategies available in the Q set and the forced normal distribution shape of the grid. In this research, no participants did report any such concerns and a number actually described the activity positively,

'An interesting activity that was reflective and thought provoking!'

(Participant 19)

This is consistent with previous descriptions for the Q methodological procedures (Sexton et al, 1998). The use of thematic analysis for the follow up interview data provides a clear, systematic approach that was accessible for the Researcher. The transcription process occurred at the time of the interview using an adapted form of Nominal Group Technique in which the participants' answers were written down straight away and checked by the participants to obtain an accurate record of their response. These written transcriptions were then thematically analysed using the procedure recommended by Braun and Clarke (2006). This meant that the Researcher further familiarised herself with the data, generated initial codes, searched for

themes, reviewed themes, defined and named the themes and produced the report of these, which can be found in section 4.8. The themes identified further highlighted similarities and differences between the viewpoints and could help to inform policy development.

The sample used in this research was opportunistic. A potential limitation might therefore be participants who volunteered to take part in the research could have volunteered due to a personal interest in the topic, resulting in participants with interesting views not taking part and additional viewpoints not being represented in this research. Steps were taken to overcome this through ensuring that the Q sort data collection stage took place in the summer term and at a time when teachers would normally have to attend training in school.

5.4.1.c Sincerity

A reflexive approach was employed throughout this research in line with the social constructionist standpoint that was adopted. To achieve this, the Researcher's own perspective on the permanent exclusion of students and strategies to prevent this was recorded. This included the completion of the Q sort procedure (Appendix 2). This prompted the Researcher to reflect on these views and be mindful of them throughout her interaction with the research process.

Procedures for each stage of the research have been reported in a transparent manner. This included a thorough account of the methodological procedure for the five-stage Q methodological process followed in the research and the approach used in the follow up interviews in Chapter 3. Further to this, the analysis and interpretation stages of the thematic analysis of interview responses are transparently outlined in Chapter 4.

5.4.1.d Credibility

The four viewpoints that were identified in the analysis and interpretation were incorporated with substantial description and participant reflection. The post-Q sort questionnaires and data from the follow up interviews supplemented the viewpoints and provided triangulation for the Researcher's interpretation of the viewpoints.

5.4.1.e Resonance

The identified 'teacher viewpoints' on the complex topic of school exclusion should have the ability to meaningfully affect an audience, particularly, an audience of teachers. It should also have the capacity to affect the professionals working to prevent permanent school exclusions in the focus LA. This will be discussed further in section 5.4.

5.4.1.f Significant Contribution

The findings of this research provide a significant contribution to the professional literature by addressing an area that, to the Researcher's knowledge, has not previously been researched in this way. The significant contribution of this research will be discussed in detail in Section 5.6 at the end of this chapter.

5.4.1.g Ethics

Ethical considerations were integral to this research, specifically to ensure that participants gave informed consent, that results were reported in a confidential manner, and that participants were appropriately debriefed following the research. The Researcher adhered at all times to guidance set out by: the British Psychological Society in their Code of Ethics and Conduct (BPS, 2010a: BPS, 2010b); the Health and Care Professional Council's

Performance, Conduct and Ethics (2008) guidance; and the University of Nottingham's Code of Research Conduct and Research Ethics (University of Nottingham, 2013).

In addition, care has been taken in the reporting of the results of this research to ensure that high ethical standards were continually adhered to throughout. This includes careful reflection on the reporting of particular results to protect the confidentiality of each participant's data.

5.4.1.h Meaningful coherence

Section 5.1 provides a summary of how this research achieved its principal research objectives, and argues that the correct method was employed to answer the research questions. Care was taken in the writing of this thesis to provide interconnections between the literature, research questions, findings and interpretations.

5.4.2 Quantitative Quality Indicators

5.4.2.a Validity

This research sought to achieve a high degree of 'validity' throughout the research in a number of ways:

- Improve the content validity of the Q set
- Reduce researcher bias
- Reduce social responding of P set

5.4.2.a.i Content Validity

To improve the content validity of the Q set, a team of experts were consulted when refining the concourse to a Q set, so as to check that it was *broadly representative* (Watts & Stenner, 2005) of strategies to prevent permanent school exclusion. These experts included two TEPs also undertaking doctoral research, two EPs in the focus LA and researchers

familiar with Q methodology in Education. Furthermore, as part of this refinement and piloting process the wording of statements were only edited for grammar and reliability. This was in line with recommendations to increase validity by Webler et al (2009). The final Q set achieved its aim because it did lead to the identification of distinct viewpoints (Webler et al, 2009), which suggests that the Q set had content validity.

The minimal suggestions for alterations by the participants also suggest that the Q set had good content validity. In this research the instructions and post Q questionnaire encouraged participants to review their Q sort and consider the reasons for their arrangement of the Q set. One participant felt that the strategies implied that students at risk of permanent exclusion had difficulties with their learning and stressed the importance of safety in school. This participant did not load significantly onto any viewpoint, which suggests a distinct individual opinion, which was not sought in this research. No other participants in the data collection or in the piloting phase reported these concerns.

5.4.2.a.ii Researcher Bias in Q Methodology

Q methodology overcomes researcher control and power influence limitations of direct data collection such as interviews and focus groups because of the indirect and independent manner in which the participant completes the Q sort. It is acknowledged that researcher bias may still have influenced this Q methodological study in the following ways, these being potential limitations of the research:

Researcher bias can influence the interpretation of the factors. In keeping with the central role of the Researcher in the Q methodological procedures, points are unavoidably selected based the Researcher's perception of importance. The Researcher strived to overcome this through the use of a transparent methodical process to complete the interpretation process (Watt & Stenner, 2012). This provided a procedure that was accountable, recorded

and open to inspection. The coding of the data was also checked by four TEPs, which suggested a high agreement of 91%.

Similarly with thematic analysis, the Researcher makes a subjective review of the data. Henwood and Pidgeon (1992) recommend that such bias can be overcome through methodical and transparent presentation of the analysis procedure. The procedure of Braun and Clarke (2006) was carefully adhered to and the analysis was reported in a transparent manner (Chapter 4), leaving it open to scrutiny.

5.4.2.a.iii Social Responding

The participants who took part in both stages of the research could have been open to social responding for a number of reasons:

- The Researcher was a TEP in the Educational Psychology Service for the LA where the schools were based. There could be an awareness that the educational psychology profession in the LA aims to promote the inclusion of students in schools. It could then be presumed by the participants that the Researcher is likely to be against the permanent exclusion of students, which could have influenced the way they sorted the Q set or the answers they gave in interview.

- The senior leadership of School A and B were approached in the first instance about participating in the research. A member of the senior leadership team in each school was then responsible for asking teachers to participate in the research. During the initial discussions it was emphasised that it was not necessary to use criteria to select staff and any qualified teacher could participate, but it was not possible to add further controls to this sampling process due to the opportunistic nature adopted to avoid building prior assumptions (Watts & Stenner, 2005). To reduce social responding further, it was explicitly stated in all verbal and written communication to the participants that the Q sort should best represent their individual views, the participants should be

faithful to their own feelings and views, and that all data was confidential throughout the formal data collection procedures.

- The Q sort was carried out in groups in each school. Twenty completed the Q sort activity in one room in School A and twenty-seven completed the Q sort activity in two rooms in School B. Careful consideration was given to the room layout so that each participant had their own desk, and so that participants could not easily view the sorts of those around them. Despite this, the fact that participants were in the same vicinity as fellow teachers could have affected the way in which they sorted their Q set.

5.4.2.b Generalisation

Q methodology is not an approach whereby the viewpoints identified can be easily generalised beyond the participants who took part in the research. The viewpoints capture a snapshot of the participants' subjectivity at that moment in time (Watts & Stenner, 2012). In this research, the participants were teachers from two schools in the focus LA. Therefore, the findings could be helpful for these schools to consider how strategies to prevent school exclusion could be successfully implemented in the future. It is still important, though, that consideration be given to the, albeit limited, external validity of these results.

In terms of demographics, of the teachers who participated in this study, the P set was very female dominant, with female teachers making up 70% of the participants. This is thought to be reflective of the demographics of the secondary school teaching population, where the most recent workforce census found that female teachers made up 72% of secondary school teachers (Department for Education, 2011b).

Q methodology does not claim to be able to produce generalisable findings in the traditional sense, but results can help illuminate an issue and certainly

inform future research that might be more generalisable. This will be discussed further in section 5.6.

5.4.2.c Reliability

The social constructionist approach adopted in the research promotes a purely exploratory approach. Therefore, the completed Q sort should be viewed as a snapshot of the participants' point of view at that moment in time. Some studies have completed research where Q sorts are completed at different times by the same participants and found a high correlation coefficient, suggesting some reliability (Akhater-Danesh et al, 2008). This could suggest that the teachers who formed the P set in this research might well sort the Q set in similar arrangements in the future, however, such reliability cannot be assumed. The reliability of the research is improved by the procedure encouraging participants to review their Q sort after they have completed it to give them a sense of control.

5.5 Implications for Professional Practice

The results of this research have important implications for professionals working in education. In particular, all professionals in the focus LA who work to reduce or prevent school exclusion, and those who are involved in addressing the behaviours and the underlying needs that put students at risk of permanent exclusion.

Overall the findings of this research show that teachers do not always perceive the various strategies to prevent exclusion in the same way. Significantly, the beliefs that teachers hold could affect their practice (Porter, 2007). That is, these findings might have important implications in terms of furthering our appreciation of how variously held viewpoints might influence teaching practice. Perhaps even more significantly, is that teachers view strategies to prevent school exclusion differently, which could affect strategies to prevent school exclusion being implemented in different ways.

To produce effective and sustainable strategies that successfully prevent students being permanently excluded from school, it appears important that all potential 'viewpoints' are taken into account. This can only be achieved with an understanding of the different viewpoints that might exist.

For example, considering Viewpoint 1 (Ability of School), the teachers whose Q sorts formed this viewpoint might willingly employ strategies for teachers' direct use of techniques to interact with students at risk of exclusion (Department for Education, 2011) and whole school strategies (Jones & Smith, 2004), because these are the strategies that they indicated more agreement towards. In contrast, the teachers who formed this viewpoint might be less willing, and possibly less likely to employ strategies that draw on the support of external professionals (Hallam & Castle, 2001; Lloyd et al, 2004: Panayiotopoulous & Kerfoot, 2004). This could suggest that a worthwhile implication, for professionals in the focus LA, would be to raise awareness of their role and the ways in which they can support students at risk of exclusion.

The teachers who completed the Q sorts that loaded on to Viewpoint 2 (Individual Support) might respond positively to strategies that encourage students at risk of permanent exclusion to access individual intervention targeted at specific needs (Burton, 2006; Hardman, 2001; Jull, 2009) and attend centres outside of the classroom for their education (Barker, 2010), due to the agreement they expressed towards such strategies. These teachers might be less likely to use strategies in their practice that involve techniques for teachers to use, or value, in their interaction with students at risk of exclusion (Department for Education, 2011; Fields, 2004). This viewpoint could be seen as an indication that professionals in the focus LA might increase the effectiveness of strategies to prevent school exclusion through further teacher training, through which they could promote the possible benefits of these strategies, and increase teachers' confidence in the applying them. This is of particular importance due to the impact that teachers' beliefs can have on student outcomes (Levitt & Red Owl, 2013) and is consistent with the implications of research by Gibbs and Powell (2012).

Viewpoint 3 (Early Intervention) was formed from the Q sorts of teachers that demonstrated agreement with strategies that sought to promote early intervention, for example, strategies that concerned liaising with primary schools to identify students at risk of exclusion. Teachers holding Viewpoint 3 might willingly support these in their practice but might be considered less likely to support strategies that target individual intervention for the specific needs of students (Burton, 2006; Harman, 2001; Jull, 2004). Professionals in the focus LA could seek to address this finding by highlighting the evidence base of specific targeted interventions to teachers, and providing them with examples of when these have been effective to meet the needs of students at risk of permanent exclusion.

The teachers who completed Q sorts that loaded on to Viewpoint 4 (Effective Communication) indicated agreement with strategies that nurtured and socially empowered staff and students in the school (Lucas, 1999; NICE, 2009; Ofsted, 2007). It could be that these teachers would readily adopt such strategies but be less likely to value strategies that removed the student from the classroom (Barker et al, 2010). This might have implications for SLTs who make such decisions and who might usefully address any conflict amongst staff in the school that arises as a result of such strategies being employed.

The findings of this study demonstrate the complexity that emerges in educational contexts when teachers hold views that are not entirely in line with, and sometimes run contrary to, existing research on strategies and to policy. The understanding provided by this research, that there are different viewpoints on the same complex topic, might form a foundation to build effective strategies (ten Klooster et al, 2008). The Researcher argues that it will therefore always prove helpful to *consult* with teachers when introducing new strategies.

Themes of particular importance that were identified in the follow up interviews with participants included *Support of SLT, Time, Existing*

Strategies, Consistency, and *Teaching,* and these themes could prove significant to professional practice in the following ways:

- The SLTs of schools could openly endorse and model strategies, to prevent permanent school exclusion, to staff.

- Opportunities could be provided for volunteer members of staff to have capacity in their timetable to pilot strategies, review their success and, if found to be helpful, support other staff in their implementation.

- Examples of when existing strategies have been successful could be advertised to staff in school to encourage their implementation. For example, if a challenging situation with a student at risk of school exclusion is deescalated through a teacher understanding their SEN.

- The use of these different ways to implement strategies to prevent school exclusion could, in turn, help the consistent use of strategies in schools.

The theme *teaching* was only identified by participants who had been discovered to hold Viewpoint 3. All the teachers who made up this viewpoint taught in School B. This suggests that there may be a group of teachers who hold the viewpoint that support for effective teaching is of particular importance for, possibly crucial to, intervention to prevent school exclusion. The implications for this school could be that targeted teaching support might be helpful for some teachers.

The findings of this research also have significant implications for the work of EPs. It is considered that the majority of the educational psychology profession aims to promote the inclusion of students in their practice in a variety of different ways (Hardman & Worthington, 2010). For example, literature indicates that EPs often engage in direct work with students, consultation and problem solving with staff, whole school training, strategic support with senior leadership teams, or promoting communication and

facilitating information sharing between the school, the home of the student and external professionals – with the express purpose of increasing inclusion and/or decreasing exclusion (British Psychological Society, 2002).

The results of this research are certainly informative for EPs in the focus LA; offering findings that will help further understanding of how they can support schools to reduce the rate of students being permanently excluded from schools. The implications for EPs could include the following roles:

- raising awareness of different strategies and ensuring that schools know about, and are intending to implement policy and strategies that are launched on a national level. For instance, sharing copies of documents, like Charlie Taylor's checklist, when they are introduced;
- offering training on how to implement strategies whilst minimising additional work and time;
- providing schools, and teachers, with evidence of when strategies have been effective to encourage teachers to place value in them;
- conducting research to evaluate new strategies to prevent permanent exclusion or address the causes of school exclusion, to inform this evidence base for teachers to consult.

Ultimately, the findings of this research – that teachers hold different viewpoints about strategies to prevent permanent school exclusion – suggests that schools should always consult with staff prior to, and during, the implementation of a new strategy. The purpose of this would be to assess its perceived effectiveness and the teachers' perceived efficacy of the strategy. It might be that EPs are well placed to support schools with this. The skills that EPs use in their practice - such as consultation, problem solving and the use of qualitative and quantitative research methods - could be applicable to this process, to gather and analyse data and, if necessary, problem solve to find a more effective way forward.

5.6   Implications for Future Research

The Q methodological approach that was employed in this research was effective at isolating the divergent viewpoints that teachers in School A and B hold about what strategies would prevent school exclusion. The follow up interviews identified themes that could support the effective implementation of future strategies.

This research focused on the viewpoints of secondary school teachers regarding strategies to prevent students being permanently excluded from school. The most recent national statistics on school exclusion (Department for Education, 2013) showed an increase in children being permanently excluded from primary schools. There is therefore a need for future research into the viewpoints of primary school teachers regarding strategies to prevent permanent school exclusion. This research could be conducted using the same Q sort materials developed for this research.

It may be helpful to explore this area in more detail, perhaps using use the same Q set again with teachers but with slightly altered conditions of instruction, focusing participants more specifically on the different reasons for permanent exclusion. For example, the condition of instruction could be altered to 'This strategy would prevent persistent disruptive behaviour'. This is the most common reason for students being permanently excluded from school in the focus LA. It would be interesting to see how results from such a study differed with the findings of the present study, and such an undertaking could help identify strategies that teachers place value in to address this specific behaviour.

This study further demonstrated the complexity of preventing school exclusion and provided some clarity on the ways strategies are viewed differently by groups of teachers. It may be helpful to use the Q set and procedure followed in this research to explore how strategies to prevent school exclusion are viewed by other key parties involved with students at risk of permanent exclusion. For example, the P set could solely draw on

members of the senior leadership team in school. This could be particularly interesting because of the theme identified in the follow up interviews that suggested senior leadership teams should enforce and support strategies to ensure their successful implementation. It may be helpful to ask students, who were identified as at risk of permanent exclusion in the past, what strategies they found were helpful and see if this leads to different viewpoints. This could provide insight from the perspective of the student and give a voice to the individuals who the strategies aim to support.

In order to ascertain whether the results of this study could be generalised to a wider population of teachers, the viewpoints could be used to inform a quantitative questionnaire. This could be used with a representative sample of the population to ask to what degree they agree or disagree with each viewpoint. The results of this could inform wider considerations about ways to ensure strategies to prevent school exclusion are consistently implemented nationwide.

The follow up interviews used in this research were employed to help further understanding of the ways in which the identified viewpoints could be useful in practice. The results of these interviews provided some interesting results but the small-scale nature of this part of the research limits the external validity. Interesting future research might beneficially carry out more detailed interviews with a larger group of teachers. This could provide further detail regarding considerations that should be taken into account by the relevant stakeholders when assessing how strategies might be implemented in schools so as to prevent students being permanently excluded.

This study looked at the viewpoints of teachers on a macroscopic level. In contrast to this, it could also be valuable to look at teachers' views of this complex subject on a microscopic level. To do this it could be helpful to explore the language of individual teachers about strategies to prevent school exclusion through interviews. The transcripts of these interviews could be analysed using discourse analysis to look at the power relations between how the teacher views themselves and students at risk of exclusion, or using

interpretative phenomenological analysis to challenge the assumptions held about teachers views.

This study has focused on the complex topic of school exclusion and strategies for preventing exclusion. The undertaking has provided some interesting results and could have further implications for research on other complex topics in education. For instance, examining teachers' viewpoints on inclusion with Q methodology.

5.7   Conclusions

The present research has attempted to explore and identify viewpoints of teachers regarding strategies to prevent permanent school exclusion. Four distinct viewpoints were identified from 47 teachers who completed a 60-item Q set. The findings of this research indicate that teachers do not all agree about strategies introduced into schools to prevent students being permanently excluded from school.

This research provides a significant contribution to the existing literature on school exclusion. The use of Q methodology has provided a systematic investigation of teachers' viewpoints on the complex topic of preventing school exclusion and provided some implications for ensuring future strategies are consistently and effectively implemented. These findings offer a realistic and pragmatic basis for the further development of strategies to prevent school exclusion, - in the focus LA where permanent school exclusions have increased over recent years – and more widely.

The use of Q methodology has provided a richer, and more detailed understanding of teachers' viewpoints than would have been achieved by purely quantitative approaches. Furthermore, its principle advantage over purely qualitative methods is that a larger number of participants' views have been represented than would have been accommodated in approaches such as grounded theory, discourse analysis or interpretative phenomenological

analysis. The detailed accounts of the teachers' viewpoints about strategies to prevent school exclusion offered here should support the implementation of strategies, and could hence reduce the permanent exclusion of students in the future.

Q methodology was considered to be an effective approach to achieve the aims of this research, although a number of limitations to the methodology have been acknowledged. The methodological procedures and data analysis were conducted and reported in a rigorous and transparent manner. Ultimately, this has led to the research questions being answered with some interesting and potentially important findings.

The implications for professionals in education who support students at risk of permanent exclusion are significant, not least, for the focus LA where the permanent exclusion of students from school continues to rise. A number of important implications of these results were identified, not only through discussion of the Q method results, but through follow up interviews with a small sample of teachers who had participated in the Q sort activity. Implications raised directly in the interviews included the need, when introducing new strategies, to consider: support from senior leadership; time; that strategies are already in place; consistency; and teaching. However, the findings also have further implications for professionals involved in addressing the issue of school exclusion – and those attempting to reduce school exclusions. These appear to be the need to develop strategies with teacher input and to avoid assumptions about how teachers might view strategies. This includes the need to consult with staff before and during interventions so as to assess how the teachers are receiving them, and evaluate how they are being delivered. Not only do the findings of the present study offer support for the idea that greater care needs to be taken in the development and delivery of such strategies – but that they also offer specific details regarding the *kind* of viewpoints that might be held amongst the teaching profession that should prove useful in undertaking such suggestions as outlined above.

Further potentially beneficial research has also been considered. Possible future undertakings include: to determine the external validity of these results; to explore the same topic using Q methodology with different stakeholders in the system; and to look at how intervention strategies are viewed in relation to the various 'specific' reasons for permanent exclusion. The potential benefits of more detailed qualitative approaches to explore the perspective of teachers were also set out.

This research offers an interesting insight into the different ways that teachers view strategies to prevent permanent school exclusion, and brings to the fore the notion that teachers do not place the same value in the various strategies put forward to address this complex topic. It is hoped that this research might offer a way forward in ensuring future initiatives are developed and delivered in a way that is likely to be fully supported by teachers.

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7. <u>Appendices</u>

1: List of references amalgamated in Systematic Literature Review (C)

2: Researcher's Reflections

3: Concourse and origins of statements

4: Final Q set

5: Participant Information Sheet

6: General Instruction Sheet

7: Consent Form

8: Activity Instruction Sheet

9: A blank fixed normal distribution grid

10: Post Q sort Questionnaire

11: Ethical Approval

12: Stakeholder Information Sheet

13: Stakeholder Consent Form

14: Debrief Sheet

15: Summary Report for Stakeholders and Participants

16: Crib Sheets

17: Factors Arrays

18: Distinguishing statements

19: Follow Up Interview Summaries

Appendix 1: List of references amalgamated in Systematic Literature Review C

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Appendix 2: Researcher's Reflections

The researcher's views on school exclusion and strategies to prevent school exclusion:

- All students should have access to full-time mainstream education and this can be accomplished with a variety of support.
- The teachers role should encompass pastoral as well as curriculum led duties.
- A role as a TEP has a professional obligation to promote inclusion in schools.
- Professional experiences of working with people who have experienced school exclusion fuels my beliefs that students should receive pastoral support from staff in school to meet their social and emotional needs.
- Awareness of the impact of high workloads and attainment demands on teachers, which can impact on their own capacities to provide pastoral support for students.

In addition, the researcher's Q sort shown below demonstrated a preference towards strategies to developed the social wellbeing of students at risk of exclusion (16, 19, 48, 35, 1 and 11), valued the role of the teacher and their interactions with students at risk of exclusion, and placed the zero point of interest between -4 and -3. The strategies below the zero point of interest were related to strategies that removed the student from the mainstream school environment, for short or long periods (26, 10, 45, 52, 17, 25, 19, 18).

MOST DISAGREE										MOST AGREE
-5	-4	-3	-2	-1	0	1	2	3	4	5
26	52	19	29	2	23	42	49	34	48	16
10	45	8	24	33	31	36	51	55	35	59
(2)	17	53	15	32	46	38	13	4	1	(2)
	25	28	14	30	47	43	60	20	11	
	(4)	55	22	8	27	50	21	12	(4)	
		9	3	39	7	57	6	5		
		(6)	59	56	44	40	37	(6)		
			(7)	(7)	41	(7)	(7)			

Appendix 3: Concourse and origins of statements

NB. If the statement is taken form the literature the reference is listed as the source. If the reference has not been cited in the main thesis, the full reference is given.

	Statement	Source
1	One to one support the student's organisation	School Exclusion Team Manager
2	One to one support to increase the student's self esteem	School Exclusion Team Manager
3	Teachers knowing the roles of any adults in class	Charlie Taylor Checklist (Department for Education, 2011)
4	Teachers meeting and greeting student as they come into the classroom	Charlie Taylor Checklist (Department for Education, 2011)
5	Displaying the rules and consequences in the classroom	Charlie Taylor Checklist (Department for Education, 2011)
6	Displaying the tariff of sanctions in the classroom	Charlie Taylor Checklist (Department for Education, 2011)

7	Having a system in place to follow through with all sanctions	Charlie Taylor Checklist (Department for Education, 2011)
8	Displaying the tariff of rewards in class	Charlie Taylor Checklist (Department for Education, 2011)
9	Having a system in place to follow through with all rewards	Charlie Taylor Checklist (Department for Education, 2011)
10	Having a visual timetable on the wall	Charlie Taylor Checklist (Department for Education, 2011)
11	Teachers following the school behaviour policy	Charlie Taylor Checklist (Department for Education, 2011)
12	Teachers knowing the names of the students	Charlie Taylor Checklist (Department for Education, 2011)
13	Having a plan for all students who are	Charlie Taylor

	likely to misbehave	Checklist (Department for Education, 2011)
14	Teachers ensuring other adults in the classroom know the plan for students likely to misbehave.	Charlie Taylor Checklist (Department for Education, 2011)
15	All teachers understanding students' special needs	Charlie Taylor Checklist (Department for Education, 2011)
16	Teachers ensuring that all resources are prepared in advance	Charlie Taylor Checklist (Department for Education, 2011)
17	Teachers praising the behaviour they want to see more of	Charlie Taylor Checklist (Department for Education, 2011)
18	Teachers praising children doing the right thing more than criticising those who are doing the wrong thing	Charlie Taylor Checklist (Department for Education, 2011)
19	Teachers using differentiation in lessons	Charlie Taylor Checklist

		(Department for Education, 2011)
20	Teachers staying calm	Charlie Taylor Checklist (Department for Education, 2011)
21	Clear routines in school for transition	Charlie Taylor Checklist (Department for Education, 2011)
22	Teaching students the class routines	Charlie Taylor Checklist (Department for Education, 2011)
23	Giving feedback to parents/carers about the student's good and bad behaviour	Charlie Taylor Checklist (Department for Education, 2011)
24	Talking to parents/carers about students at risk of exclusion	School A Focus Group
25	Having a clear school discipline system	School A Focus Group
26	Liaising with primary schools for transition to identify potential students at risk of exclusion for early intervention	School A Focus Group

27	One to one learning intervention with teacher	School A Focus Group
28	One to one mentoring with a member of staff	School A Focus Group
29	One to one mentoring with a peer	School A Focus Group
30	Contact with an external agency to show consequences of negative behaviour e.g. Police	School A Focus Group
31	Contact with an external agency to show consequences of behaviour. e.g. Prison	School A Focus Group
32	Contact with an external agency to show consequences of behaviour. e.g. Student referral unit	School A Focus Group
33	Contact with professional external to the school for specific support with specific problems that a student may have	School A Focus Group
34	Behaviour support work in separate educational setting	School A Focus Group
35	Small group work for behaviour support	School A Focus Group
36	Small group work for learning	School A Focus Group
37	Establishing positive behaviour patterns	School A Focus

		Group
38	Building a positive, trusting relationship with a member of staff	School A Focus Group
39	Staff modelling positive, respectful behaviour	School A Focus Group
40	One to one anger management sessions	School A Focus Group
41	Reducing timetables for students at risk of school exclusion	School A Focus Group
42	Changing the group in class for students at risk of school exclusion	School A Focus Group
43	Changing the class for students at risk of school exclusion	School A Focus Group
44	Changing the year half for students at risk of school exclusion	School A Focus Group
45	Restorative one to one work after an incident	School A Focus Group
46	Permanent change of school for students at risk of exclusion	School A Focus Group
47	Short term move to another school for student at risk of exclusion	School A Focus Group
48	Teachers praising positive behaviours	School A Focus Group
49	Putting plans in place to aid communication, clarify roles and	School A Focus Group

	objectives between agencies	
50	School building links with extracurricular clubs for students	School A Focus Group
51	Schools raising aspirations of students	School A Focus Group
52	Students at risk of exclusion reporting to Senior member of staff every day	School A Focus Group
53	Ensuring students are aware of what exclusion means	School A Focus Group
54	Key member of staff to monitor behaviour of students at risk of exclusion by dropping into random lessons	School A Focus Group
55	Ensuring a secure nurturing base in school to meet to basic needs of students	School A Focus Group
56	Putting an electronic events tracking system in place that can be accessed from school staff and parents/carers	School A Focus Group
57	Assessing the learning needs of students at risk of exclusion	School A Focus Group
58	Giving time out cards for students at risk of exclusion to use in lessons	School B Focus Group
59	All staff in school building positive relationships with students	School B Focus Group

60	All adults in school ensuring they have conversations about things of interest with students	School B Focus Group
61	One to one mentoring with a teacher	School B Focus Group
62	One to one mentoring with a member of non teaching staff in school	School B Focus Group
63	One to one mentoring with someone from an outside agency	School B Focus Group
64	Providing an area in school for intensive support with students at risk of exclusion to support transition back in mainstream lessons	School B Focus Group
65	Providing a separate place for short term learning in school for students at risk of exclusion	School B Focus Group
66	Providing a focused intervention for specific needs of students at risk of exclusion	School B Focus Group
67	Providing a period of internal isolation for students at risk of exclusion following an incident	School B Focus Group
68	Giving a student at risk of exclusion an internal exclusion following an incident	School B Focus Group
69	Providing a cool down area in school for	School B Focus

	students	Group
70	Providing cool down spots in each department for students at risk of exclusion	School B Focus Group
71	Providing time for reflection outside the classroom when a situation is escalating for a student at risk of exclusion	School B Focus Group
72	All staff in school having a clear use of school discipline policy	School B Focus Group
73	Giving a student at risk of exclusion responsibility	School B Focus Group
74	Providing opportunities for student at risk of exclusion to succeed	School B Focus Group
75	Ignoring low level negative behaviour displayed by students at risk of exclusion	School B Focus Group
76	The teacher tailoring their language to enhance the understanding of students at risk of exclusion	School B Focus Group
77	Staff in schools developing relationship with parents/carers	School B Focus Group
78	School and parents/carers coordinating approaches to manage students at risk of exclusion	School B Focus Group

79	Changing the group in class of students at risk of exclusion	School B Focus Group
80	Changing seating of students at risk of exclusion	School B Focus Group
81	Changing class of students at risk of exclusion	School B Focus Group
82	Changing course of students at risk of exclusion	School B Focus Group
83	Giving opportunities for off-site learning for students at risk of exclusion	School B Focus Group
84	Communicating with parents/carers of students at risk of permanent exclusion	School B Focus Group
85	Parents/carers shadowing student at risk of exclusion to understand behaviour shown in school	School B Focus Group
86	Schools providing subject support sessions for parents/carers	School B Focus Group
87	Meetings where staff in school who teach student at risk of permanent exclusion share good practice and what works	School B Focus Group
88	Giving students at risk of exclusion flexible curriculums	School B Focus Group
89	Giving opportunities for school counselling for students at risk of	Bagley & Pritchard (1998)

	exclusion	
90	Extending social work to parents/carers of students at risk of exclusion	Bagley & Pritchard (1998)
91	Having a social worker based in school	Bagley & Pritchard (1998)
92	Intervention to for students at risk of exclusion to relearn and reframe negative socialisation experiences	Bagley & Pritchard (1998)
93	Counselling to parents/carers of students at risk of exclusion to support transition to secondary school	Bagley & Pritchard (1998)
94	Social workers involved with parents/carers of students at risk of school exclusion cooperating with teachers in school	Bagley & Pritchard (1998)
95	Working with student's parents/carers to diminish pressure causing maladaptive behaviours	Bagley & Pritchard (1998)
96	Putting a behaviour modification programme in classrooms to minimise disruptive effects of behaviour	Bagley & Pritchard (1998)
97	Giving a school-based fixed term exclusion in a separate area in school to student at risk of exclusion	Barker et al (2010)
98	An intervention to improve the	Barker et al (2010)

	academic skills of students at risk of exclusion	
99	An intervention to improve the social skills of students at risk of exclusion	Brown & Beckett (2007) Parent Involvement in an Alternative School for Students At Risk of Educational Failure, *Education and Urban Society, 39, 498-523.*
100	Putting a district code of student behaviour in place	Brown & Beckett (2007)
101	Schools and parents/carers of students at risk of exclusion working together	Brown & Beckett (2007)
102	Providing structured bonding activity for parents/carers, school staff and students	Brown & Beckett (2007)
103	Putting a student, parent/carer and school contract in place for student at risk of exclusion	Brown & Beckett (2007)
104	Having a daily report for student at risk of exclusion to keep parents/carers up to date on the progress of the student which parents/carers read, sign and return next day	Brown & Beckett (2007)
105	Teachers providing a conference for parents/carers of students on how parents/carers can help children at	Brown & Beckett (2007)

	home, where techniques are modelled	
106	Schools referring parents/carers of students at risk of school permanent exclusion to counselling	Brown & Beckett (2007)
107	Practical support for parents/carers with any problem at home	Brown & Beckett (2007)
108	Pre-transition counselling for students at risk of permanent exclusion	Bagley & Pritchard (1998)
109	A member of staff in school helping parents/carers with their immediate needs	Brown & Beckett (2007)
110	Small class sizes for students at risk of permanent exclusion	Brown & Beckett (2007)
111	Daily individual support for students at risk of permanent exclusion	Brown & Beckett (2007)
112	After school tutoring programs staffed by teachers	Brown & Beckett (2007)
113	Rewards for positive behaviour presented to students at risk of school permanent exclusion in front of peers	Brown & Beckett (2007)
114	Peer intervention group for students at risk of permanent exclusion	Brown & Beckett (2007)
115	Regular opportunities for students at risk of permanent exclusion to talk with identified member of staff in school	Brown & Beckett (2007)

116	Opportunities for students at risk of permanent exclusion to reflect on personal strengths and difficulties	Burton (2006)
117	Students at risk of permanent exclusion setting and working towards their own personal targets	Burton (2006)
118	Work for students at risk of permanent exclusion to increase their awareness of how their thinking may affect their feelings and behaviours	Burton (2006)
119	Work for students at risk of permanent exclusion to recognise the impact of their communication style on others	Burton (2006)
120	Opportunities for students at risk of permanent exclusion to practise using assertive strategies to resolve conflict	Burton (2006)
121	Shifting staff perspectives on working with students at risk of permanent exclusion	Burton (2006)
122	A consistent approach to managing behaviour across the whole school	Charlie Taylor (Department for Education, 2011)
123	Teachers modelling behaviour they expect to see from students	Charlie Taylor (Department for Education, 2011)

124	Staff running through checklist of key principles to improve behaviour of students twice a day	Charlie Taylor (Department for Education, 2011)
125	Teaching students the important relationship between personal development and community involvement	Cooper, P. (2008). Nurturing attachment to school: contemporary perspectives on social, emotional and behavioural difficulties, *Pastoral Care in Education, 26,* 1, 13-22
126	Problem solving sessions for students at risk of permanent exclusion with peers on how to handle challenging situations	Cooper (2008)
127	Teacher talking to student at risk of permanent exclusion about incidents of negative behaviour in a calm and sympathetic way	Cooper (2008)
128	Encouraging student at risk of permanent exclusion to recognise the range of behavioural choices available in a given situation before choosing the appropriate one	Cooper (2008)
129	Provision of a reward system for positive behaviour in school	Cooper (2008)
130	An intervention where a therapeutic	Cooper (2012a) Teacher strategies for effective

		relationship is established which enable students at risk of permanent exclusion to reveal and explore analytically the life experiences which have influenced the development of dysfunctional ways of thinking and behaving (psychodynamic approach)	intervention with students presenting social, emotional and behavioural difficulties: an international review, *European Journal of Special Educational Needs,* 26, 1, 71-86.
131	An intervention where positive behaviours are encouraged and negative behaviours are extinguished through the manipulation of what precedes and follows all behaviour (behaviourist approach)	Cooper (2012a)	
132	Promoting the value of therapeutic values such as unconditional positive regard, empathy and honesty in all relationships in school (humanistic)	Cooper (2012a)	
133	An intervention to encourage the development of functional ways of thinking (CBT)	Cooper (2012a)	
134	Enable students at risk of permanent exclusion to continue to participate in key social systems in ways which are functional in relationship to their mental	Cooper (2012a)	

	health (systemic)	
135	Teacher utilising student peer influence in the classroom	Cooper (2012a)
136	Staff giving and receiving emotional and practical support	Cooper (2012b) Teacher strategies for effective intervention with students presenting social, emotional and behavioural difficulties: implications for policy and practice, *European Journal of Special Needs Education,* 26, 1, 87-92
137	Staff training to support understanding of relationships between emotion communication and behaviour	Cooper (2012b)
138	Problem solving sessions with external professionals for teachers working with students at risk of permanent exclusion	Cooper (2012b)
139	Staff training in factors associated with students at risk of permanent exclusion in school	Cooper (2012b)
140	Work to gain an understanding of how a student at risk of permanent exclusion construes their behaviour then to	Hardman (2001)

	increase their insight into how they might change it	
141	Comprehensive policy on behaviour in school to promote pastoral care and develop an inclusive curriculum	Jones & Smith (2004)
142	Using assertive discipline with students at risk of permanent exclusion in schools	Jones & Smith (2004)
143	Structured approach towards the sanctions applied as a consequence of negative behaviour	Jones & Smith (2004)
144	Reward achievements of students at risk of behaviour	Jones & Smith (2004)
145	Time out from lessons for students at risk of permanent exclusion	Jones & Smith (2004)
146	Ensure work to promote social, emotional and behavioural development in integrated into the teaching of all subjects	Ofsted (2009)
147	Intervention for students at risk of permanent exclusion with self awareness work including knowing and valuing oneself and understanding feelings	Ofsted (2009)
148	Intervention to improve management	Ofsted (2009)

	and expression of emotions	
149	Intervention to improve motivation through developing strategies to reach goals	Ofsted (2009)
150	Intervention to promote understanding thoughts and feeling of others (empathy)	Ofsted (2009)
151	Intervention to form positive relationships	Ofsted (2009)
152	Circle time for targeted groups of students at risk of permanent exclusion	Ofsted (2009)
153	Outdoor activity trips to support students at risk of permanent exclusion in interacting positively with each other	Ofsted (2009)
154	Explicit teaching of skills that students would need to develop social skills in all subjects	Ofsted (2009)
155	Staff in school developing positive relationships with students	Ofsted (2009)
156	Staff modelling good social, emotional and behavioural skills	Ofsted (2009)
157	Staff sharing good practice with each other	Ofsted (2009)
158	Objective in place for social, emotional	Ofsted (2009)

	and behavioural skills alongside learning objective for the lesson	
159	Support students at risk of permanent exclusion when they say something which is responded to negatively by peers to remove students fear of failing	Ofsted (2009)
160	Agreed common approaches for all staff working with students at risk of permanent exclusion	Ofsted (2009)
161	Groups of staff forming working groups for students at risk of permanent exclusion to develop common understanding and recommendations	Ofsted (2009)
162	Teachers integrating social and emotional skills development within all areas of curriculum	NICE (2009)
163	Schools developing social skills, motivation, self awareness, problem-solving, conflict managements and resolution, collaborative working, how to understand and manage feelings, how to manage relationships with parents/carers and peers	NICE (2009)
164	Staff in school tailoring social, emotional and behavioural skills education to the	NICE (2009)

	developmental needs of students at risk of permanent exclusion	
165	Schools forming working partnership with parents/ carers and other family members	NICE (2009)
166	Schools helping parents/carers to develop their parenting skills	NICE (2009)
167	Schools ensuring parents/carers living in disadvantaged circumstances are given support they need to participate fully in activities to promote social and emotional well being of students at risk of permanent exclusion	NICE (2009)
168	Schools ensuring all students have opportunity to contribute to decisions that may impact on their social and emotional wellbeing	NICE (2009)
169	Schools providing students with opportunities to build relationships	NICE (2009)
170	Schools providing students with clear information about opportunities available for them to discuss personal issues	NICE (2009)
171	Schools involving students in staff training activities for social and	NICE (2009)

		emotional wellbeing	
172	Schools integrating social and emotional wellbeing within training of all staff in secondary schools	NICE (2009)
173	Schools providing staff training in listening and facilitation skills	NICE (2009)
174	Schools providing staff training in how to manage negative behaviours effectively based on understanding underlying issues	NICE (2009)
175	Schools identifying and responding to needs of students who may be experiencing difficulties	NICE (2009)
176	Schools providing staff training on how to access pastoral support with specialists	NICE (2009)
177	Schools meeting with parents/carers and students at risk of permanent exclusion	Panayiotopaulos & Kerfoot (2004) A Home and School Support Project for Children Excluded from Primary and First Year Secondary School, Child and Adolescent Mental Health Volume 9, 3,109–114
178	Schools coordinating with external agencies	Panayiotopoulos & Kerfoot (2004)

179	A comprehensive assessment of the difficulties of students at risk of permanent exclusion	Panayiotopoulos & Kerfoot (2004)
180	Different agencies working together to support the needs of students at risk of permanent exclusion	Panayiotopoulos & Kerfoot (2004)
181	Schools helping parents/carers access appropriate provision to support their needs	Panayiotopoulos & Kerfoot (2004)
182	School and professionals constructing activity schedules to structure child's daily life	Panayiotopoulos & Kerfoot (2004)
183	Student at risk of permanent exclusion self monitoring their own behaviour	Jull (2009)
184	Teachers promoting positive behaviours	Jull (2009)
185	A consistent approach to behaviour management across school	Department for Education (2011)
186	Systems in place to support students at risk of permanent exclusion	Department for Education (2011)
187	Schools managing the transitions of students at risk of permanent exclusion	Department for Education (2011)
188	A multi-agency assessment of students at risk of permanent exclusion	Department for Education (2011)
189	One to one counselling for students at risk of permanent exclusion	Department for Education (2011)

190	Mediation between student at risk of permanent exclusion and any victim of negative behaviour	Department for Education (2011)
191	Individual work with students at risk of permanent exclusion to address specific issues	Department for Education (2011)
192	Group work with students at risk of permanent exclusion to address specific issues	Department for Education (2011)
193	Schools keeping contact with parents/carers of students at risk of permanent exclusion	Department for Education (2011)
194	Schools providing assistance for parents/carers of students at risk of permanent exclusion to obtain agency support for own needs	Department for Education (2011)
195	Specialist support for teachers to manage students at risk of permanent exclusion	Department for Education (2011)
196	Moving the group of students at risk of permanent exclusion	Interview with assistant head at School B
197	Students at risk of permanent exclusion	Interview with

	to have different start and finish times	assistant head at School B
198	Step –up monitoring	Interview with assistant head at School B
199	Referring the student at risk of permanent exclusion to the external agency which specialises in supporting behaviour in schools	Interview with assistant head at School B
200	Partial timetables for students at risk of permanent exclusion	Interview with assistant head at School B
201	Alternative provision for fixed time for students at risk of permanent exclusion	Interview with assistant head at School B
202	Referring student at risk of permanent exclusion to other specialist agencies	Interview with assistant head at School B
203	Multi-agency support plan in place for students at risk of permanent exclusion	Interview with assistant head at School B
204	Schools fostering an ethos that promotes social wellbeing for all students and staff	NICE (2009)
205	Teachers sharing advice about working	NICE (2009)

	with students at risk of permanent exclusion	
206	Teachers accessing specialist skills and support to work with students at risk of permanent exclusion	NICE (2009)
207	Schools working in partnership with all students	NICE (2009)
208	Schools planning and evaluating assessment activities with all students	NICE (2009)
209	Schools working with the parent/carers of all students	NICE (2009)
210	Teachers integrating social and emotional skills into all aspects of secondary education	NICE (2009)
211	Training on social and wellbeing for those working in secondary education	NICE (2009)
212	Teachers avoiding conditions that may trigger student negative behaviour	Fields (2004)
213	Schools ensuring students have an opportunity to explain their views	Fields (2004)
214	Building positive and respectful student-teacher relationships	Fields (2004)
215	On-site centres in schools where students at risk of permanent exclusion	Hallam & Castle (2001)

	are withdrawn for support.	
216	Schools accessing teams made up professionals employed by the LA to offer advice to schools in relation to students at risk of permanent exclusion	Hallam & Castle (2001)
217	Outdoor education for students at risk of permanent exclusion to develop self reliance	Hallam & Castle (2001)
218	Positive report books for students at risk of permanent exclusion to go between school and parents/carers	Hallam & Castle (2001)
219	In-class individual support for students at risk of permanent exclusion	Hallam & Castle (2001)
220	Staff in schools setting specific behaviour targets for students at risk of permanent exclusion	Hallam & Castle (2001)
221	Individual assessments of the behaviour of students at risk of permanent exclusion	Hallam & Castle (2001)
222	Staff in schools challenging negative behaviour in group settings	Hallam & Castle (2001)
223	Staff in schools encouraging students to develop reflective thinking	Hallam & Castle (2001)
224	Time out for students at risk of	Hallam & Castle

	permanent exclusion	(2001)
225	Staff in schools teaching relaxation exercises for students at risk of permanent exclusion	Hallam & Castle (2001)
226	Rewards for positive behaviour of students at risk of permanent exclusion	Hallam & Castle (2001)
227	Individual counselling for students at risk of permanent exclusion	Hallam & Castle (2001)
228	Individualised target setting for students at risk of permanent exclusion that is shared between parents/carers and school	Hallam & Castle (2001)
229	All teachers are circulated with information to make them aware of the students at risk of permanent exclusion responses' throughout the whole curriculum	Hallam & Castle (2001)
230	Regular contact between teachers, senior management in school, parents/carers and students at risk of permanent exclusion to monitor the progress of the student.	Hallam & Castle (2001)
231	Staff in schools consulting students at risk of permanent exclusion with what	Hallam & Castle (2001)

	targets are set for them	
232	Schools ensuring the students know what the rules in school are	Charlie Taylor Checklist (Department for Education, 2011)
233	Schools ensuring that all staff know the behaviour policy	Charlie Taylor Checklist (Department for Education, 2011)
234	Teachers making the school curriculum relevant to students' lives	Cooper & Jacobs (2010)
235	Teachers treating all students equally	Cooper & Jacobs (2010)
236	Schools taking a proactive approach to addressing bullying	Interview with Behaviour Support Service Manager
237	Schools promoting positive friendships in school	Interview with Behaviour Support Service Manager
238	A whole school anti-bullying policy	Interview with Behaviour Support Service Manager
239	Schools trying to include socially isolated students	Interview with Behaviour Support Service Manager

240	Peer mentoring	Interview with Behaviour Support Service Manager
241	Encouraging students to sort out their own friendship problems	Interview with Behaviour Support Service Manager
242	A clear whole school policy for rewards	Interview with Behaviour Support Service Manager
243	A clear whole school policy for sanctions	Interview with Behaviour Support Service Manager
244	Targeted groups for pupils that are struggling socially	Interview with Behaviour Support Service Manager
245	Motivating children to engage in school	Interview with Behaviour Support Service Manager
246	A consistent approach to behaviour across school	Interview with Behaviour Support Service Manager
247	A system in place to monitor students' incidents of negative behaviour	Interview with Behaviour Support Service Manager
248	A structured curriculum	Interview with

		Behaviour Support
		Service Manager
249	Differentiation	Interview with
		Behaviour Support
		Service Manager
250	A Common Assessment Framework	Interview with
	with an action plan	Behaviour Support
		Service Manager
251	Quality first teaching for everyone	Interview with
		Behaviour Support
		Service Manager
252	Learning mentors supporting students	Interview with
	at risk of exclusion	Behaviour Support
		Service Manager
253	Teachers explaining clear expectations	Interview with
	of what behaviour should be in their	Behaviour Support
	lessons	Service Manager
254	Teachers building empathic, nurturing	Interview with
	relationships with students	Behaviour Support
		Service Manager
255	Teachers smiling at students when	Interview with
	appropriate	Behaviour Support
		Service Manager
256	Teachers meeting and greeting	Interview with
	students as they come into their lessons	Behaviour Support

		Service Manager
257	Teachers consistently implementing school policies	Interview with Behaviour Support Service Manager

Appendix 4: Final Q set

1. Teachers meeting and greeting students as they come into the classroom.

2. The school behaviour rules displayed in the classroom.

3. A school system in place to follow through with all sanctions.

4. Teachers understanding students' special educational needs.

5. Teachers using differentiation in lessons.

6. Teachers staying calm.

7. Schools giving feedback to parents/carers about the students' good and bad behaviour.

8. Secondary schools liaising with primary schools to identify potential students at risk of permanent exclusion for early intervention.

9. Students at risk of permanent exclusion having contact with external agencies to show the potential consequences of negative behaviour.

10. Permanent change of school for students at risk of permanent exclusion.

11. Teachers praising positive behaviours.

12. Staff in school signposting students at risk of permanent exclusion to extracurricular clubs.
13. A nurturing base in school to meet to the basic needs of students at risk of permanent exclusion.
14. An electronic system to track incidents of negative behaviour that can be accessed by school staff and parents/carers.
15. Individual assessment of the learning needs of students at risk of permanent exclusion.
16. Staff in school building positive relationships with students.
17. Giving time out cards for students at risk of permanent exclusion to use in lessons.
18. 'Cool down' areas in school for students to use when they feel their negative behaviour is escalating.
19. Teachers providing students at risk of permanent exclusion time for reflection outside the classroom when a situation is escalating.
20. Teachers giving a student at risk of permanent exclusion responsibility for a positive role in school.
21. Teachers providing opportunities for student at risk of permanent exclusion to succeed.
22. Teachers ignoring low level negative behaviour displayed by students at risk of permanent exclusion.

23. School coordinating approaches with parents/carers to manage the behaviour of students at risk of permanent exclusion.
24. Careful management of seating arrangements in the classroom.
25. Changing the class of students at risk of permanent exclusion.
26. Off-site learning for students at risk of permanent exclusion.
27. Schools communicating with parents/carers of students at risk of permanent exclusion.
28. Parents/carers shadowing the student at risk of permanent exclusion to understand behaviour shown in school.
29. Schools providing subject support sessions for parents/carers so they can support students with their learning at home.
30. Intervention to improve the academic skills of students at risk of permanent exclusion.
31. Intervention to improve the social skills of students at risk of permanent exclusion.
32. Daily individual support for students at risk of permanent exclusion with an identified member of staff in school.
33. Intervention for students at risk of permanent exclusion to increase their awareness of how their thinking may affect their feelings and behaviours.

34. A consistent approach to managing behaviour across the whole school.
35. Teachers modelling behaviour they expect to see from students.
36. A reward system for positive behaviour in school.
37. Teachers utilising student peer influence in the classroom.
38. Problem solving sessions with external professionals for teachers working with students at risk of permanent exclusion.
39. Intervention for students at risk of permanent exclusion to improve their management and expression of emotions.
40. Agreed common approaches for all staff working with students at risk of permanent exclusion.
41. Schools helping parents/carers to develop their parenting skills.
42. A multi-agency assessment of students at risk of permanent exclusion.
43. Mediation between student at risk of permanent exclusion and any victim of negative behaviour.
44. Schools assisting parents/carers to obtain support for their own needs from an external agency.
45. Partial timetables for students at risk of permanent exclusion.

46. Schools referring students at risk of permanent exclusion for support from external agencies.

47. A multi-agency support plan for students at risk of permanent exclusion.

48. Schools fostering an ethos that promotes social wellbeing for all students and staff.

49. Teachers sharing advice with each other about working with students at risk of permanent exclusion.

50. Teachers avoiding conditions that may trigger students' negative behaviour.

51. Staff in school ensuring students have an opportunity to explain their views.

52. On-site centres in schools where students at risk of permanent exclusion are withdrawn for support.

53. Individual in-class support for students at risk of permanent exclusion.

54. Staff in schools setting specific behaviour targets for students at risk of permanent exclusion.

55. Individual assessments of the behaviour of students at risk of permanent exclusion.

56. Individual counselling for students at risk of permanent exclusion.

57. Teachers making the school curriculum relevant to students' lives.
58. Schools taking a proactive approach to addressing bullying.
59. Schools trying to include socially isolated students.
60. One to one mentoring with a peer who is viewed as a positive role model in school.

INFORMATION SHEET

The viewpoints of secondary school teachers on strategies to prevent permanent school exclusion: a Q methodological study

School of Psychology, University of Nottingham
Researcher:
Cathy Hallam,
Trainee Educational Psychologist
*******CONTACT DETAIL IN FOCUS LA******

This is an invitation to take part in a research study, which aims to explore the viewpoints of teachers about strategies to prevent students being permanently excluded from school. The implications of this might offer a way forward in ensuring future initiatives are developed and delivered in a way that is likely to be fully supported by teachers.

The reason you have been approached to take part in this research is because ******** Local Authority has seen an increase in secondary school permanent exclusions over the past 3 years, rising from 38 to 49 last year.

Before you decide if you wish to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

If you participate, the procedure and time lengths are detailed below, depending on whether you participate at stage 1, 2 or 3.

Stage	Dates	Involvement	Time	Location
1	March 2013	Focus group with teachers to identify what strategies can be used to prevent school exclusion.	45 - 60 minutes	A room free from distraction on the school grounds.
2	June/July	A systematic card	30 – 60	A room free

	2013	sort (Q sort) of approximately 60 statements about strategies to prevent permanent school exclusion.	minutes	from distraction on the school grounds.
3	September /October 2013	Interviews with teachers to explore what the implications are of the findings at stage 2 for future strategies.	30 minutes	A room free from distraction on the school grounds.

Participation in this study is totally voluntary and you are under no obligation to take part. You are free to withdraw at any point before or during the study. All data collected will be confidential and used for research purposes only. If you have any questions or concerns, please don't hesitate to ask now. I can also be contacted after your participation at the above address.

Research Supervisor: **Local Authority Supervisor:**

Nathan Lambert   Rachel

Academic and Professional Tutor Educational Psychologist

School of Psychology

University of Nottingham

East Drive

University Park Campus

Nottingham

NG7 2RD

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GENERAL INSTRUCTIONS

The viewpoints of secondary school teachers on strategies to prevent permanent school exclusion: a Q methodological study

School of Psychology, University of Nottingham
Researcher: Cathy Hallam
Research Supervisor: Nathan Lambert
Local Authority Supervisor: Rachel

Thank you for agreeing to take part in this study. This pack should include:

1. This general instruction sheet
2. An information sheet
3. A consent form
4. An activity instruction sheet
5. 60 small cards with statements on
6. A long strip displaying the activity statement, '*This strategy would contribute to the prevention of students being permanently excluded from school',* and 11 columns underneath with numbers on.
7. A blank grid
8. A post activity questionnaire

Firstly, please read sheet 2, the Information Sheet. If you are still happy to participate please **sign sheet 3, the Participant Consent Form.** Please ensure this is returned in the pack to be left with Cathy.

Then complete the activity, which should take no more than 45 minutes. Clear instructions how to do this are on sheet 4, Activity Instruction Sheet. The process should be relatively straightforward. If you have any problems or questions, please speak to Rachel or Cathy.

Appendix 7: Consent Form

PARTICIPANT CONSENT FORM

The viewpoints of secondary school teachers on strategies to prevent permanent school exclusion: a Q methodological study

School of Psychology, University of Nottingham

Researcher: Cathy Hallam

Research Supervisor: Nathan Lambert

Local Authority Supervisor: Rachel

The participant should complete the whole of this sheet himself/herself.

Please cross out as necessary:

Have you read and understood the participant information sheet

YES/NO

Have you had the opportunity to ask questions and discuss the study

YES/NO

Have any questions been answered satisfactorily   YES/NO

Have you received enough information about the study   YES/NO

Do you understand that you are free to withdraw from the study:

- at any time   YES/NO
- without having to give a reason   YES/NO

Do you agree to take part in the study   YES/NO

"This study has been explained to me to my satisfaction, and I agree to take part. I understand that I am free to withdraw at any time."

Signature of the Participant: Date:

Name (in block capitals)

I have explained the study to the above participant and he/she has agreed to take part.

Signature of researcher: Date:

ACTIVITY INSTRUCTION SHEET

The viewpoints of secondary school teachers on strategies to prevent permanent school exclusion: a Q methodological study

School of Psychology, University of Nottingham
Researcher: Cathy Hallam
Research Supervisor: Nathan Lambert
Local Authority Supervisor: Rachel

1. The aim of this task is to individually rank the statements on the 60 small cards under the headings on item 6, the long strip, until they best represent your individual views in relation to the activity statement on the long strip, '*This strategy would contribute to the prevention of students being permanently excluded from school'* and form the structure on sheet 7, the blank grid. This must be done individually and the following steps should help you do this.

2. Lay out the long strip, which displays the activity statement, '*This strategy would contribute to the prevention of students being permanently excluded from school'* and has 11 columns underneath with numbers on. This will help you to remember how many statements should go in each column and which way to place the statements ('*Most Disagree'* on the far left – '*Most Agree'* on the far right). You will return to this at step 5.

3. The 60 small cards have statements printed on them. These are strategies that some people have said might contribute to the prevention of students being permanently excluded from school. (The numbers on the card do not mean anything; they are just there to help record which statement is placed where).

4. Read through each of the 60 statements in turn and consider them in relation to the activity statement, '*This strategy would contribute to the prevention of students being permanently excluded from school'*. As you read the statements, sort them into 3 provisional ranking piles:

    - On the right – those that you agree might contribute to the prevention of students being permanently excluded from school.

    - One the left – those that you disagree, or agree with much less, might contribute to the prevention of students being permanently excluded from school.

    - In the middle – those that you feel indifferent, unsure, or otherwise leave you with mixed feelings.

    It doesn't matter how many are in each pile, just be faithful to your own feelings and views.

5. Return to the long strip. From the pile on the right, choose 2 statements, which are most like your view and physically put them under the far right column. It doesn't matter which is on the top and which is on the bottom.

6. From the pile on the left, choose 2 statements, which are least like your view and physically put them in the far left column.

7. Back to the pile on the right: choose 4 statements, which are more like your view than the others in the pile, but not as much your view as the ones you have already chosen. Put them in the second column from the right. Move statements around if you change your mind.

8. From the pile on the left, choose 4 statements to place in the second column from the left.

9. Keep doing this, working your way towards the middle with the statements you have left over. The sorted statements should take the format of the blank grid on sheet 7. Do not worry if your 'agree statements' cross over into the negative rankings, or if your 'disagree statements' cross over into the positive rankings. The ranking system is relative, so the idea is that you rank the statements in relation to each other.

10. Check that you are happy with your arrangement and make any changes needed so that the final card sort represents your view.

11. Please transfer your sorted statements onto the blank A4 grid on sheet 7 by writing the number of each statement into the matching boxes. Please take care to make sure that sheet 7 is the same as your sorted card statements and that there is a number in each box.

12. On sheet 7, draw a line where the statements that you disagree with ends and the statements that you agree with starts. An example is shown below.

Most disagree   Most agree

-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5
22	1	32	47	51	12	21	40	13	15	14
27	23	24	2	53	19	20	41	43	37	38
(2)	28	33	3	4	18	5	17	42	16	(2)
	31	29	48	30	35	6	57	44	39	
	(4)	25	26	52	36	56	59	45	(4)	
		34	49	8	54	7	60	46		
		(6)	50	9	10	55	58	(6)		
			(7)	(7)	11	(7)	(7)			
					(8)					

13. Please complete sheet 8, the Post Activity Questionnaire, as honestly as possible.

14. Please collect a debrief sheet from the researcher before you leave.

Appendix 9: A blank fixed normal distribution grid

MOST
DISAGREE

MOST
AGREE

| -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 |

(The grid is a blank fixed normal distribution pyramid with columns labelled -5 to 5. Row counts are indicated as: (2), (4), (6), (7), (8).)

(2)   (2)

(4)   (4)

(6)   (6)

(7)   (7)   (7)   (7)

(8)
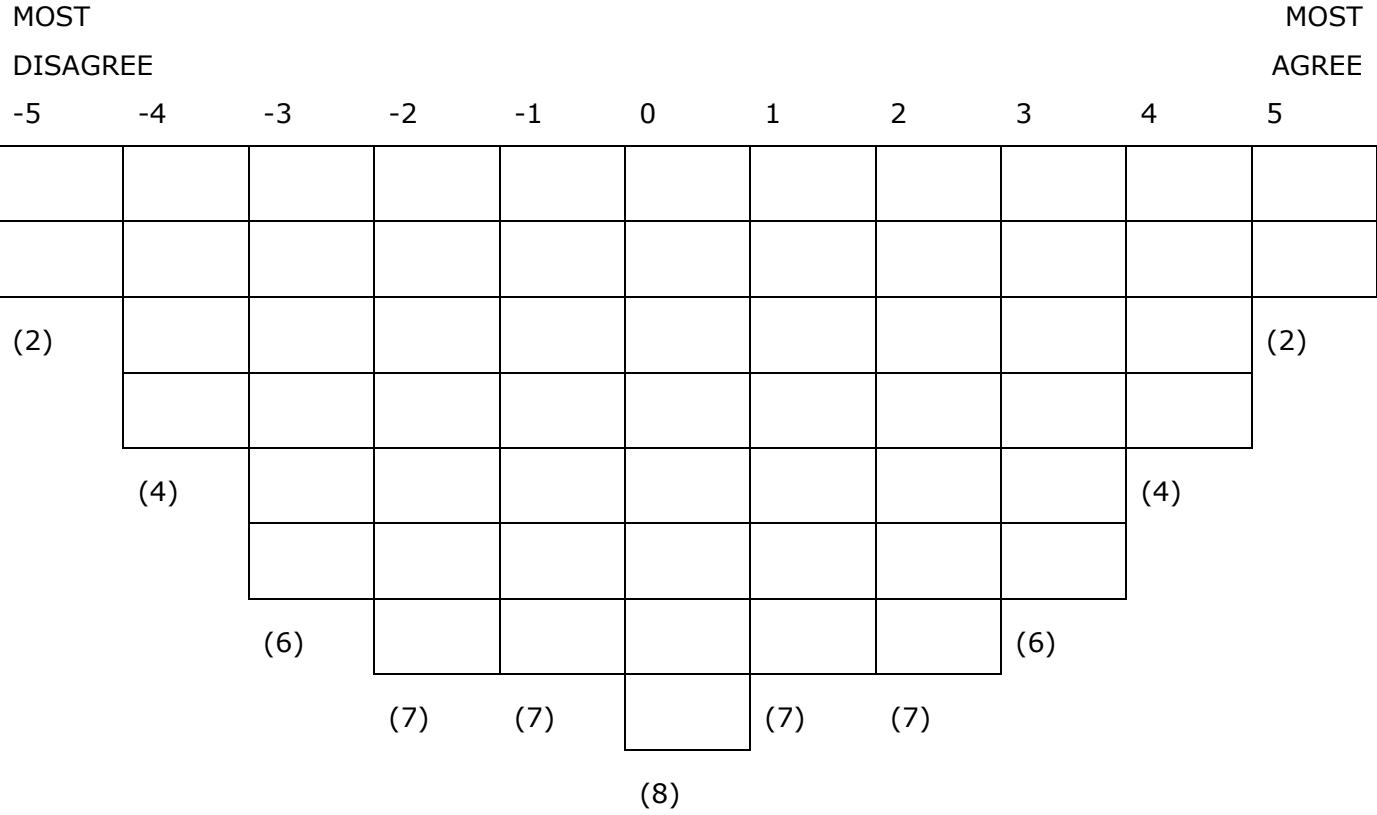
POST ACTIVITY QUESTIONNAIRE
The viewpoints of secondary school teachers on strategies to prevent permanent school exclusion: a Q methodological study

School of Psychology, University of Nottingham
Researcher: Cathy Hallam
Research Supervisor: Nathan Lambert
Local Authority Supervisor: Rachel

Gender   [   ]   Age: [   ]

Years as a qualified teacher: [   ]   Subject(s) taught: [   ]

Which statement did you agree with most and why?

Which statement did you disagree with most and why?

Are there any comments that you would like to see added to the activity?

Are there any comments that you did not understand or did not make sense to you?

Any other comments?

THANK YOU FOR YOUR PARTICIPATION

Please collect a debrief sheet from Cathy or Rachel before you leave.

Appendix 11: Ethical Approval

School of Psychology
The University of Nottingham
University Park
Nottingham
NG7 2RD
tell: +44 (0)115 846 7403 or (0)115 951 4344

AS/hcf

Ref. 275

Dear Catherine Hallam,

Ethics Committee Review

Thank you for submitting an account of your proposed research 'The viewpoints of secondary school teachers on support and intervention for children and young people who display challenging behaviour: A Q methodology study'.

That research has now been reviewed, to the extent that it is described in your submission, we are pleased to tell you it has met with the Committee's approval.

However:

Please note the following comments from our reviewers;

1. It is unclear if the Stakeholder Information Sheet is the only form of information that the schools will be receiving before agreeing to take part.

2. If so, then this is not appropriate – there should be a polite and informative letter to accompany the Information Sheet.

Final responsibility for ethical conduct of your research rests with you or your supervisor. The Codes of Practice setting out these responsibilities have been published by the British Psychological Society and the University Research Ethics Committee. If you have any concerns whatever during the conduct of your research then you should consult those Codes of Practice.

Independently of the Ethics Committee procedures, supervisors also have responsibilities for the risk assessment of projects as detailed in the safety pages of the University web site. Ethics Committee approval does not alter, replace, or remove those responsibilities, nor does it certify that they have been met.

Yours sincerely

Dr Alan Sunderland
Chair, Ethics Committee

Appendix 12: Stakeholder Information Sheet

INFORMATION SHEET FOR STAKEHOLDERS

Research Project on: The viewpoints of secondary school teachers on strategies to prevent school exclusion: a Q methodological study

Researcher:

Cathy Hallam,

Trainee Educational Psychologist

*****CONTACT DETAILS IN FOCUS LA********

Email: lpxch2@nottingham.ac.uk

This is an invitation to take part in a research study on the viewpoints of teachers about strategies to prevent school exclusion. The implications of this might offer a way forward in ensuring future initiatives are developed and delivered in a way that is likely to be fully supported by teachers.

The reason you have been approached is because ******* Local Authority has seen an increase in secondary school permanent exclusions over the past 3 years, rising from 38 per year to 49. The current government has placed an emphasis on exclusion by highlighting it in recent policies (Education White Paper, 2010). Maggie Atkinson, Children's Commissioner has highlighted the ethical risks of the exclusion of young people from schools (Atkinson, 2012). It has been suggested that teacher-student interface is at the heart of formal educational process and therefore this social interaction in the learning process is key to supporting and intervening with social, emotional and behavioural difficulties which can result in school exclusion (Cooper & McIntyre, 1996). Before you decide if you wish to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

If you participate, Q methodology will be used to allow the subjective and diverse viewpoints that teachers may hold to be explored. Q methodology

requires participants to rank a group of statements according to the value they assign to each statement. This process is known as completing a Q sort. Completed Q sorts will be analysed collectively to identify various viewpoints within the sample population. These viewpoints will then be explored through small focus groups to consider the implications for future strategies to prevent school exclusion. Q methodology allows structure to be applied to viewpoints within a population. This brings together the advantages of qualitative and quantitative research methods and can also promote more open communication around potentially complex topics. It should also produce a tool (the Q set) that will be useful for future research. The overall findings can be anonymously fed back to the Senior Leadership Team to help support the implementation of strategies to hopefully prevent permanent exclusions. The approximate time lengths of the procedure are detailed below:

Dates	Involvement	Number of Participants	Time Length	Location
March 2013	A focus group with approximately 6 teachers to identify strategies to prevent school exclusion.	6 teachers	45 -60 minutes	A room free from distraction on the school grounds.
June/ July 2013	A systematic card sort (Q sort) of approximately 60 statements about strategies to prevent school exclusion.	30 teachers (more than one teacher can complete the Q sort at one time)	30 – 60 Minutes	A room free from distraction on the school grounds.
Sept/ Oct 2013	Interviews with approximately 6 teachers to explore what the implications are of the findings at the Q sort stage for future strategies to prevent school exclusion.	6 teachers who completed the Q sort.	30 minutes	A room free from distraction on the school grounds.

Participation in this study is totally voluntary and you are under no obligation to take part. You are free to withdraw at any point before or during the study. All data collected will be kept confidential and used for research purposes only.

If you have any questions or concerns please don't hesitate to ask now. We can also

be contacted after your participation at the above address.

References

Atkinson, M. (2012). *Office of the Children's Commissioner School Exclusion Inquiry: "They never give up on you".* London: Children's Commissioner.

Cooper, P. & McIntyre. C. (1996). *Effective teaching and learning: Teachers' and students' perspectives.* Milton Keynes, UK: Open University Press.

Department for Education (2010). *Education White Paper.* London: Stationary Office.

Research Supervisor:	**Local Authority Supervisor:**
Nathan Lambert	Rachel,
Academic and Professional Tutor	Educational Psychologist
School of Psychology	
University of Nottingham	
East Drive	
University Park Campus	
Nottingham	
NG7 2RD	
Telephone: 0115 846 7238	
Email: lpanl@exmail.nottingham.ac.uk	

Appendix 13: Stakeholder Consent Form

STAKEHOLDER CONSENT FORM
The viewpoints of secondary school teachers on strategies to prevent school exclusion: a Q methodological study

Investigators: Cathy Hallam

Research Supervisor: Nathan Lambert

Local Authority Supervisor: Rachel

School of Psychology, University of Nottingham

The stakeholder should complete the whole of this sheet himself/herself.

Please cross out as necessary:
Have you read and understood the stakeholder information sheet   YES/NO
Have you had the opportunity to ask questions and discuss the study
                                                                                                          YES/NO
Have all the questions been answered satisfactorily   YES/NO
Have you received enough information about the study   YES/NO
Do you understand that the school are free to withdraw from the study:
- at any time   YES/NO
- without having to give a reason   YES/NO
Do you agree to take part in the study   YES/NO

"This study has been explained to me to my satisfaction, and I agree for agree for teachers in this school to volunteer to participate in this research. I understand that the school is free to withdraw at any time."

Signature of the Stakeholder Representative:

Date:

Name (in block capitals)

I have explained the study to the above stakeholder and he/she has agreed for teacher in the school to volunteer to take part.

Signature of researcher:

Appendix 14: Debrief Sheet

DEBRIEF SHEET FOR PARTICIPANTS
The viewpoints of secondary school teachers on strategies to prevent permanent school exclusion: a Q methodological study
School of Psychology, University of Nottingham

Information about the Research Rationale

- ****** Local Authority has seen an increase in secondary school permanent exclusions over the past 3 years, rising from 38 per year to 49.
- The current government has placed an emphasis on exclusion by highlighting it in recent policies (Education White Paper, 2010).
- Maggie Atkinson, Children's Commissioner has highlighted the ethical risks of the exclusion of young people from schools (Atkinson, 2012).
- It has been suggested that teacher-student interface is at the heart of the formal educational process and therefore this social interaction in the learning process is key to supporting and intervening with students with social, emotional and behavioural difficulties, who may be at risk of exclusion (Cooper & McIntyre, 1996).
- It seems that policies and research suggest all teachers will place value in and implement various initiatives, yet exclusions are continuing to increase.
- This study will explore the viewpoints of teachers about strategies to prevent school exclusion and how teachers value them.
- The implications of this might offer a way forward in ensuring future initiatives are developed and delivered in a way that is likely to be supported by teachers.
  .

Information about the Research Method

Q methodology will be the method used in this research using the following procedure:

 (1)   A review of relevant literature and focus groups with teachers to identify strategies to prevent school exclusion.

(2)   Thematic analysis will be carried out on the data generated in (1) to develop a concourse that will then be refined to around 60 statements (the Q set).

(3)   Approximately 60 participants will be asked to systematically rank the Q set according to the value they assign to each statement.

(4)   The Q sort data will be analysed using a statistical by-person analysis with a computer package, PQ method. This is used to identify groups of participants who ranked the statements in a similar way.

(5)   Further interviews will be carried out with a sample of teachers who completed the Q sort to explore the implications of the findings for the implementation of future strategies to prevent school exclusion.

References

Atkinson, M. (2012). *Office of the Children's Commissioner School Exclusion Inquiry: "They never give up on you".* London: Children's Commissioner.

Cooper, P. & McIntyre. C. (1996). *Effective teaching and learning: Teachers' and students' perspectives.* Milton Keynes, UK: Open University Press.

Department for Education (2010). *Education White Paper.* London: Stationary Office.

Contact details

Researcher:

Cathy Hallam, Trainee Educational Psychologist

****

Email: lpxch2@nottingham.ac.uk

LA Educational Psychology Service Supervisor:

Rachel,

Educational Psychologist

****

Lead Member of Staff in School:

****

Research Supervisor:

Nathan Lambert

Academic and Professional Tutor

School of Psychology

University of Nottingham

East Drive

University Park Campus

Nottingham

NG7 2RD

Telephone: 0115 846 7238

Email:

lpanl@exmail.nottingham.ac.uk

Appendix 15: Stakeholder Research Report

The viewpoints of secondary school teachers on strategies to prevent permanent school exclusion: a Q methodological study.

Research Background

School exclusion is a topic that has received ongoing attention from the government, the press and society in general over the past 20 years (Children's Commissioner, 2012). Numerous strategies have been developed, which have aimed to reduce permanent school exclusions, however, permanent exclusion remains a concern. It has been suggested that the teacher is at the centre of the school system and research would be helpful to explore their viewpoints (Miller and Todd, 2002). It might be that the viewpoints of the teachers are potentially important in preventing school exclusion. This research will explore the viewpoints of teachers and consider how teachers view the different strategies that have been put forward to prevent school exclusion.

Research Method

47 teachers from ****** Academy and **** Academy took part in this research in 2013.

The research approach adopted is known as Q methodology. This allows structure to be applied to participants' subjective and diverse viewpoints. It brings together the advantages of qualitative and quantitative research methods and promotes more open communication around potentially complex topics.

In this research method participants are asked to rank a group of statements according to the value they assign to each. The results of the Q sorts are analysed to identify groups of participants who rank the statements in a similar way. These 'viewpoints' can then be explored through follow up interviews, to consider the implications of the findings for future intervention

for children and young people who are at risk of permanent exclusion from school.

<u>Research Results</u>

The data from the present study were analysed using a by-person factor analysis. This identified four distinct viewpoints. There was some agreement amongst the viewpoints that the following strategies would be helpful to prevent permanent school exclusion:

- Staff in school should build positive relationships with students
- Schools should give feedback to parents and carers about the students' good and bad behaviour
- Schools should communicate with parents and carers of students at risk of permanent exclusion
- An electronic system can be helpful to track incidents of negative behaviour that can be accessed by school staff and parents and carers
- A reward system should be in school for positive behaviour

And that changing the class of students at risk of exclusion is not helpful

The descriptions of the four viewpoints are outlined below.

Viewpoint 1: Ability of School

14 of the teachers loaded onto this factor. They held the view that:

It is the responsibility of staff in schools to draw on their own skills and knowledge to work together to prevent students being permanently excluded from schools.

This viewpoint included the following key points:

- Teachers play an important role in supporting students at risk of permanent exclusion and should ensure they understand students' special educational needs and employ differentiation. It is important for them to stay calm when interacting with students at risk of

permanent exclusion. Teachers should model positive behaviour, work together to support students with agreed approaches and avoid conditions that may trigger negative behaviours.

- School policies for behaviour, rewards and sanctions should be consistently used across the school,
- Students at risk of exclusion should be in the mainstream classroom whenever possible and strategies that involve removing the student from the class and school should be avoided
- The role of those outside the school is not as important as the role of those inside the school. Furthermore, it is not the responsibility of the school to meet the needs of the parents of students at risk of permanent exclusion.

Viewpoint 2: Individual Support

9 teachers loaded onto this factor. They held the view that:

Students at risk of exclusion should receive targeted support outside of the mainstream classroom that addresses their underlying needs.

This viewpoint included the following key points:

- Individual support is most likely to help prevent students being permanently excluded from school
- It may be helpful for a student at risk of exclusion to undergo assessment to establish the reasons behind their risk of permanent exclusion and whether this is related to their learning.
- Students at risk of exclusion are difficult to integrate into the mainstream classroom and consideration should be given to whether it is better for them to learn away from the classroom, in or out of school
- When a student it is at risk of permanent exclusion support from external agencies is important.

- Parents and carers of students at risk of permanent exclusion should work with school to provide clear communication and coordinate approaches.
- Students at risk of exclusion do not respond to teaching strategies that can be used to support the majority of students and are beyond being socially included in school so peer support strategies are unlikely to be helpful.

Viewpoint 3: Early Intervention

Five teachers loaded onto this viewpoint. This viewpoint can be summarised as:

It is important for those at risk of permanent exclusion to receive preventative, holistic early interventions and that their parents are properly supported to address wider issues.

Further key points are:
- Strategies that promote early intervention are vital to prevent students being permanently excluded from school. This should include secondary schools liaising with primary school to identify potential students at risk of permanent exclusion for early intervention and students at risk of permanent exclusion having contact with external agencies to show the potential consequences of negative behaviour.
- The parents and carers of students at risk of permanent exclusion should be directed to appropriate support so they can support their children, as well as the school, and so that they realise the effects of their child's behaviour.
- There are times when students at risk of permanent exclusion should not be in the classroom but should be given time to calm down outside of the classroom or be given opportunities to learn in other educational settings, in some cases being transferred to a different school. It can often be outside the teacher's control to support a student at risk of permanent exclusion.

Viewpoint 4: Effective Communication

11 teachers loaded onto this viewpoint. This viewpoint can be summarised as:

School should be places that promote the social wellbeing of all students and adults need to work together to provide consistent support to include students at risk of permanent exclusion in mainstream lessons.

This includes the following key points:

- Consistent, whole school approaches are important to prevent the permanent exclusion of students from school. These approaches should foster an ethos that promotes social wellbeing for all students and staff and include clear guidelines of sanctions. Students should feel included socially with support in place to support those socially excluded.

- Teachers should work together to share advice, use common approaches. They should also employ strategies including providing opportunities for students to succeed. In the classroom teachers should make the curriculum relevant to students lives, carefully consider seating arrangements and use praise.

- All behaviour should be addressed to demonstrate clear boundaries to students. Students at risk of exclusion should not be treated differently to other students and should be in mainstream class and on the school site as much as possible.

Follow Up Interviews

Follow up interviews were conducted with two teachers holding each of the viewpoints above, to explore how teachers holding these various viewpoints respond to recent government strategies to prevent school exclusion and to consider what might be done to support their implementation.

The themes identified from these interview are listed below:

- Support of Senior Leadership Team
- Time

- Strategies already in place

- Consistency

- Teaching

Conclusion

This research offers an interesting insight into the different ways that teachers view strategies to prevent permanent school exclusion, and that all teachers do not place the same value in all strategies put forward to address this complex topic. It is hoped that this research might offer a way forward in ensuring future initiatives are developed and delivered in a way that is likely to be fully supported by teachers. Professionals in the local authority could use these results to support the effective implementation of strategies to prevent the permanent exclusion of students from school.

If you would like the opportunity to discuss this research and the implications further, please contact Cathy Hallam. Contact details are provided on the next page.

Contact details

Researcher:
Cathy Hallam, Trainee Educational Psychologist
**** LA CONTACT DETAILS*****

Educational Psychology Service Supervisor:
Rachel,
Educational Psychologist
*****CONTACT DETAILS*****

Academic Supervisor:
Nathan Lambert
Academic and Professional Tutor
School of Psychology
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East Drive
University Park Campus
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NG7 2RD
Telephone: 0115 846 7238
Email: lpanl@exmail.nottingham.ac.uk

Appendix 16: Crib Sheets

Factor 1 Crib Sheet

Items Ranked at +5

4. Teachers understanding of students' SEN.

34. A consistent approach to managing behaviour across the whole school.

Items Ranked Higher in Factor 1 Array than in Other Factor Arrays

5. Teachers using differentiation in lessons (+4).

6. Teachers staying calm (+3).

30. Intervention to improve the academic skills of students at risk of permanent exclusion (+2).

31. Intervention to improve the social skills of students at risk of permanent exclusion (+4).

39. Intervention for students at risk of permanent exclusion to improve their management and expression of emotions (+2).

43. Mediation between a student at risk of permanent exclusions and any victim of negative behaviour (-2).

50. Teachers avoiding conditions that may trigger students' negative behaviour (0).

51. Staff in school ensuring students have an opportunity to explain their views (0).

14. Electronic system in school to track incident of negative behaviour that can be accessed by school staff and parents/carers (+2).

15. Individual assessment of the learning needs of students at risk of exclusion (+3).

16. Staff in school building positive relationships with students (+4).

19. Teachers providing students at risk of exclusion time for reflection outside the classroom when a situation is escalating (0).

35. Teachers modelling behaviour they expect to see from students (+3).

36. Reward system for positive behaviour in school (+2).

46. Schools referring students at risk of permanent exclusion for support form external agencies (-4).

Items Ranked Lower in Factor 1 Array than in Other Factor Arrays

9. Students having contact with external agencies to show the potential consequences of negative behaviour (-1).

38. Problems solving sessions with external professionals for teachers working with students at risk of permanent exclusion (-4).

41. Schools helping parents/carers to develop their parenting skills (-2).

44. Schools assisting parents/carers to obtain support for their own needs from an external agency (-3).

46. Schools referring students at risk of permanent exclusion for support from external agencies (-4).

54. Staff in schools setting specific behaviour targets for students at risk of permanent exclusion (-1).

60. One to one mentoring with a peer who is viewed as a positive role model in school (-2).

2. The school behaviour rules displayed in the classroom (-2).

28. Parents/carers shadowing the students at risk of permanent exclusion to understand behaviour shown in school (-3).

32. Daily individual support for students at risk of permanent exclusion with an identified member of staff in school (+1).

45. Partial timetables for students at risk of permanent exclusion (-4).

47. A multi-agency support plan for students at risk of permanent exclusion (-3).

53. Individual in-class support for students at risk of permanent exclusion (-2).

Items Ranked at -5

10. Permanent change of school for students at risk of exclusion.

42. A multi-agency support plan for students at risk of permanent exclusion.

Factor 2 Crib Sheet

Items Ranked at +5

52. On-site centres in schools where students at risk of permanent exclusion are withdrawn for support.

56. Individual counselling for students at risk of permanent exclusion.

Items Ranked Higher in Factor 2 Array than in Other Factor Arrays

13. A nurturing base in school to meet the basic needs of students at risk of permanent exclusion (+4).

21. Teachers providing opportunities for students at risk of permanent exclusion to succeed (+2).

22. Teachers ignoring low level negative behaviour displayed by students at risk of permanent exclusion (-4).

23. Coordinating approaches with parents and carer to manage the behaviour of students at risk of permanent exclusion (+3).

25. Changing the class of students at risk or permanent exclusion (-1).

27. Schools communicating with parents/carers of students at risk of permanent exclusion (+3).

32. Daily individual support for students at risk of permanent exclusion with an identified member of staff in school (+4).

38. Problem solving sessions with external professionals for teachers working with students at risk of permanent exclusion (-1).

42. A multi-agency assessment of students at risk of permanent exclusion (0).

45. Partial timetables for students at risk of permanent exclusion (+3).

46. Schools referring students at risk of permanent exclusion for support from external agencies (+4).

47. A multi-agency support plan for students at risk of permanent exclusion (+2).

Items Ranked Lower in Factor 2 Array than in Other Factor Arrays

1. Teachers meeting and greeting students as they come into the classroom (-3).

3. A school system in place to follow through with all sanctions (+2).

5. Teachers using differentiation in lessons (+2).

7. Schools giving feedback to parents/carers about the students' good and bad behaviour (+1).

8. Secondary schools liaising with primary schools to identify potential students at risk of permanent exclusion for early intervention (+1).

12. Staff in school to signpost students at risk of permanent exclusion to extracurricular clubs (-4).

14. An electronic system to track incidents of negative behaviour that can be accessed by school staff and parents/carers (0).

16. Staff in school building positive relationships with students (+3).

20. Teachers giving students at risk of permanent exclusion responsibility for a positive role in school (-3).

24. Careful management of seating arrangements in the classroom (-1).

28. Parents/carers shadowing the student at risk of permanent exclusion to understand behaviour shown in school (-3).

29. Schools providing subject support sessions for parents/carers so that they can supports students with their learning at home (-4).

35. Teachers modelling behaviour they expect to see from students (-1).

48. Schools fostering an ethos that promotes social wellbeing for all students and staff (-2).

50. Teachers avoiding conditions that may trigger students' negative behaviour. (-4).

58. Schools taking a proactive approach to addressing bullying (-2).

59. Schools trying to include socially isolated students (-2).

Items Ranked at -5

37. Teachers utilising student peer influence in the classroom.

43. Mediation between students at risk of permanent exclusion and any victim of negative behaviour.

Factor 3 Crib Sheet

Items Ranked at +5

8. Secondary schools liaising with primary schools to identify potential students at risk of exclusion for early intervention.

9. Students at risk of permanent exclusion having contact with external agencies to show the potential consequences of negative behaviour.

Items Ranked Higher in Factor 3 Array than in Other Factor Arrays

1. Teachers meeting and greeting students as they come into the classroom (0).

2. The school behaviour rules displayed in the classroom (+3).

10. Permanent change of school for students at risk of permanent exclusion (+3).

14. An electronic system to track incidents of negative behaviour that can be accessed by school staff and parents/carers (+2).

16. Staff in school building positive relationships with students (+4).

18. 'Cool down' areas in school for students to use when they feel their negative behaviour is escalating (+1).

19. Teachers providing students at risk of permanent exclusion time for reflection outside of the classroom when a situation is escalating (0).

24. Careful management of seating arrangements in the classroom (+1).

26. Off-site learning for students at risk of permanent exclusion (+4).

28. Parents/carers shadowing the student at risk of permanent exclusion to understand behaviour shown in school (+3).

29. Schools providing subject support sessions for parents/carers so they can support students with their learning at home (+1).

36. A reward system for positive behaviour in school (+2).

41. Schools helping parents/carers to develop their parenting skills (+2).

44. Schools assistant parents/carers to obtain support for their own needs form an external agency (0).

54. Staff in schools setting specific behaviour targets for students at risk of permanent exclusion (+3).

59. Schools trying to include socially isolated students (+1).

60. One to one mentoring with peer who is viewed as a positive role model in school (0).

Items Ranked Lower in Factor 3 Array than in Other Factor Arrays

6. Teacher staying calm (-1).

11. Teachers praising positive behaviours (+2).

12. Staff in school signposting students at risk of permanent exclusion to extracurricular clubs (-4).

20. Teachers giving students at risk of permanent exclusion responsibility for a positive role in school (-3).

21. Teachers providing opportunities for students at risk of permanent exclusion to succeed (-1).

23. School coordinating approaches with parents/carers to manage the behaviours of the students at risk of exclusion (-1).

25. Changing class of students at risk of permanent exclusion (-3).

27. School communicating with parents/carers of students at risk of permanent exclusion (+2).

30. Intervention to improve the academic skills of students at risk of permanent exclusion (-2).

31. Intervention to improve the social skills of students at risk of permanent exclusion (-1).

32. Daily individual support for students at risk of permanent exclusion with an identified member of staff in school (+1).

33. Intervention for students at risk of permanent exclusion to increase their awareness of how their thinking may affect their feelings and behaviours (-2).

34. A consistent approach to managing behaviour across the whole school (+3).

40. Agreed common approaches for all staff working with students at risk of permanent exclusion (-2).

47. A multi-agency support plan for students at risk of permanent exclusion (-3).

49. Teachers sharing advice with each other about working with students at risk of permanent exclusion (-1).

53. Individual in-class support for students at risk of permanent exclusion (-2).

55. Individual assessments of the behaviour of students at risk of permanent exclusion (-3).

57. Teachers making the school curriculum relevant to students' lives (-3).

Items Ranked at -5

22. Teachers ignoring low level negative behaviour displayed by students at risk of permanent exclusion.

51. Staff in school ensuring students have an opportunity to explain their views.

Factor 4 Crib Sheet

Items Ranked at +5

3. A school system in place to follow through with all sanction.

34. A consistent approach to managing behaviour across the whole school.

Items Ranked Higher in Factor 4 Array than in Other Factor Arrays

7. Schools giving feedback to parents/carers about the students' good and bad behaviour (+3).

11. Teachers praising positive behaviours (+4).

12. Staff in school to signpost students at risk of permanent exclusion to extracurricular clubs (-2).

16. Staff in school building positive relationships with students (+4).

20. Teachers giving a student at risk of permanent exclusion responsibility for a positive role in school (0).

21. Teachers proving opportunities for students at risk of permanent exclusion to succeed (+2).

24. Careful management for seating arrangements in classrooms (+1).

27. Schools communicating with parents/carers of students at risk of permanent exclusion (+3).

29. Schools providing subject support sessions for parent and carers so they can support students with their learning at home (-1).

35. Teachers modelling behaviour they expect to see from students (+3).

36. A reward system for positive behaviour in school (+2).

37. Teachers utilising student peer influence in the classroom (0).

40. Agreed common approaches for all staff working with students at risk of permanent exclusion (+3).

48. Schools fostering an ethos that promotes social wellbeing for all students and staff (+4).

49. Teachers sharing advice with each other about working with students at risk of permanent exclusion (+4).

54. Staff in school setting specific behaviour targets for students at risk of permanent exclusion (+3).

57. Teachers making the school curriculum relevant to students' lives (+1).

58. School taking a proactive approach to addressing bullying (+2).

59. Schools trying to include socially isolated students (+1).

60. One to one mentoring with a peer who is viewed as a positive role model in school (0).

Items Ranked Lower in Factor 4 Array than in Other Factor Arrays

4. Teachers understanding students' special educational needs (+2).

5. Teachers using differentiation in lessons (+2).

13. A nurturing bas in school to meet the basic needs of students at risk of permanent exclusion (-3).

14. An electronic system to track incidents of negative behaviour that can be access by staff in school and parents/carers (0).

15. Individual assessment of the learning needs of students at risk of permanent exclusion (-1).

18. 'Cool down' areas in school for students to use when they feel their negative behaviour is escalating (-4).

19. Teacher providing students at risk of permanent exclusion time for reflection outside the classroom when a situation is escalating (-3).

25. Changing the class of students at risk of permanent exclusion (-3).

26. Off-site learning for students at risk of permanent exclusion (-4).

28. Parents/carers shadowing the student at risk of permanent exclusion to understand behaviour shown in school (-3).

30. Intervention to improve the academic skills of students at risk of permanent exclusion (-2).

32. Daily individual support for students at risk of permanent exclusion with an identified member of staff in school (+1).

39. Intervention for students at risk of permanent exclusion to improve their management and expression of emotions (-1).

45. Partial timetables for students at risk of permanent exclusion (-4).

52. On-site centres in school where students at risk of permanent exclusion are withdrawn for support (-3).

Items Ranked at -5

17. Giving time out cards for students at risk of permanent exclusion.

22. Teachers ignoring low level negative behaviour displayed by students at risk of permanent exclusion.

Appendix 17: Factors Arrays

MOST   MOST
DISAGREE   AGREE

-5	-4	-3	-2	-1	0	1	2	3	4	5
10	22	12	2	1	18	21	7	6	3	4
42	38	28	20	9	19	23	13	8	5	34
	45	29	25	17	24	32	14	11	16	
	46	44	26	37	48	33	27	15	31	
		47	41	54	50	49	30	35		
		60	43	55	51	52	36	40		
			53	57	56	58	39			
					59					

Figure 7.1 Factor Array For Factor 1 Viewpoint

MOST   MOST
DISAGREE   AGREE

-5	-4	-3	-2	-1	0	1	2	3	4	5
37	12	1	2	10	9	6	3	4	13	52
43	22	17	18	19	14	7	5	16	32	56
	29	20	44	24	15	8	11	23	34	
	50	28	48	25	31	30	21	26	46	
		51	57	35	33	36	47	27		
		59	58	38	42	39	49	45		
			60	41	53	40	55			
					54					

Figure 7.2 Factor Array For Factor 2 Viewpoint

MOST   MOST
DISAGREE   AGREE

-5	-4	-3	-2	-1	0	1	2	3	4	5
22	12	17	30	6	1	13	7	2	3	8
51	37	20	33	21	15	18	11	5	4	9
	42	25	38	23	19	24	14	10	16	
	43	46	40	31	35	29	27	28	26	
		55	45	46	39	32	36	34		
		57	50	48	44	58	41	54		
			53	49	56	59	52			
					60					

Figure 7.3 Factor Array For Factor 3 Viewpoint

MOST   MOST
DISAGREE   AGREE

-5	-4	-3	-2	-1	0	1	2	3	4	5
17	10	13	12	1	14	6	2	7	11	3
22	18	19	30	15	20	9	4	8	16	34
	26	25	38	29	31	24	5	27	48	
	45	28	44	39	33	32	21	35	49	
		43	46	42	37	56	23	40		
		52	50	53	41	57	36	54		
			51	55	47	59	58			
					60					

Figure 7.4. Factor Array For Factor 4 Viewpoint

Appendix 18: Distinguishing Statements for Each Factor

The rank value of the statement in the factor array is shown in brackets.

Factor 1	Factor 2	Factor 3	Factor 4
31 (4)	56 (5)	8 (5)	48 (4)
6 (3)	52 (5)	9 (5)	57 (1)
15 (3)	32 (4)	28 (3)	37 (0)
49 (1)	46 (4)	10 (3)	47 (0)
50 (0)	45 (3)	21 (-1)	20 (0)
51 (0)	47 (2)	6 (-1)	52 (-3)
54 (-1)	55 (2)	49 (-1)	13 (-3)
37 (-1)	8 (1)	33 (-2)	18 (-4)
26 (-2)	40 (1)	40 (-2)	26 (-4)
60 (-3)	54 (0)	55 (-3)	17 (-5)
	53 (0)	51 (-5)	
	10 (-1)		
	24 (-1)		
	58 (-2)		
	18 (-2)		
	59 (-3)		
	1 (-3)		
	50 (-4)		

Appendix 19: Follow Up Interview Summaries

CODES:

F = Funding for strategies

ET = Effective teaching

C = Consistency across the school

S = Support from Senior Leadership Team

A = Existing Strategies

T = Additional time to implement strategies

LS = Lack of support from Senior Leadership Team

LT = Lack of time to implement strategies

LC = Lack of consistency

IT – Ineffective teaching

P = Parents

M = Modelling of strategies

Participant 17 (Viewpoint 1)

Question	Answer	Codes
What would support the successful implementation of this, and similar strategies to prevent school exclusion?	'Strategies like this are nothing new and should be happening already'	A
What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?	'Time to squeeze everything in, teachers have 100 things to implement.'	LT

Participant 41 (Viewpoint 1)

Question	Answer	Codes
What would support the successful implementation of this, and similar strategies to prevent school exclusion?	'It would need to be transparent to all staff and enforce by senior leadership team.'	C S
	'Time would need to be built in to implement it.'	T
What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?	'Time is a big reason for all teachers. We are given six weeks to teach something and don't have time to engrain other things.'	LT LC
	'It depends on the individual school and whether there is consistency in place.'	

Participant 8 (Viewpoint 2)

Question	Answer	Codes
What would support the successful implementation of this, and similar strategies to prevent school exclusion?	'Schools have to be on board and everyone needs to buy into it.'	C
What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?	'Nothing – strategies to prevent permanent school exclusion are already happening on a day to day basis.'	A

Participant 12 (Viewpoint 2)

Question	Answer	Codes
What would support the successful implementation of this, and similar strategies to prevent school exclusion?	'Money and funding for things like rewards, resources and room.'	F
	'Needs to be supported from the top line down.'	S
What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?	'Poor ethos and poor vision from the top. Senior leadership team need to have strategy and vision.'	LS

Participant 26 (Viewpoint 3)

Question	Answer	Codes
What would support the successful implementation of this, and similar strategies to prevent school exclusion?	'Good teaching would promote a better environment for strategies to be implemented.'	ET
	'Consistency is a big issue because people teach differently.'	C
What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?	'This could be unrealistic with time because teachers get caught up with everything else they have to do. This can make it difficult to do things like always give rewards.'	LT
	'Parents are a massive barrier, there is not much we can do in school if parents aren't on board. We then need outside agency support.'	P

Participant 31 (Viewpoint 3)

Question	Answer	Codes
What would support the successful implementation of this, and similar strategies to prevent school exclusion?	'Strategies like this should already be in place but it can be helpful to put down in black and white for staff that need clarification.'	A ET
What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?	'Time to implement them in every lesson, but curriculum content takes a lot of time.' 'It is reliant of the experience of the teacher so this might not be possible for new teacher.'	LT IT

Participant 1 (Viewpoint 4)

Question	Answer	Codes
What would support the successful implementation of this, and similar strategies to prevent school exclusion?	'Modelling good behaviour. Show students a video of what good behaviour is so that they know what it looks like.'	M
What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?	'Impossible to treat all students equally because of different requirements in different lessons.'	LC

Participant 29 (Viewpoint 4)

Question	Answer	Codes
What would support the successful implementation of this, and similar strategies to prevent school exclusion?	'There needs to be consistency across the whole school with a plan for kids who are at risk of exclusion.'	C
What barriers would there be to the successful implementation of this, and similar strategies to prevent school exclusion?	'If members of staff don't adhere to the strategies and back each other up.'	LC