

From Pupil Referral Units (PRUs) to Mainstream Education: A Q Methodological Study Exploring the Perceptions of PRU and Mainstream Secondary School Professionals on Reintegration

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Acronyms

The following acronyms have been used frequently throughout this thesis, and are defined as follows:

BESD	Behavioural, Emotional and Social Difficulties
DfE	Department for Education*
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EPS	Educational Psychology Service
LA	Local Authority
LSA	Learning Support Assistant
MSS	Mainstream Secondary School
OFSTED	Office for Standards in Education, Children's Services and Skills
PRU	Pupil Referral Unit
SEMH	Social, Emotional and Mental Health Needs
SEN	Special Educational Needs
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
TEP	Trainee Educational Psychologist

*Department for Education is the current name for the governmental body responsible for education within the UK. Various acronyms have been used within this thesis (e.g. DfES, DfEE) which relate to previous names for this organisation, and can be found within the reference list.

Glossary of Terms

The following terms are used throughout the research, and the definitions of these terms are clarified as follows:

- Inclusion: The researcher conceptualises the term 'inclusion' as not just the placement of young people within mainstream education, but also the willingness and ability of the setting to be flexible and to make adaptations to the curriculum, teaching, and behaviour management approaches, in order for all children to thrive academically, socially and emotionally (Gibb et al, 2007).

- Exclusion: Within this context, exclusion is framed in accordance with governmental guidance on 'permanent exclusion', in terms of the removal of students from mainstream schools into alternative provision (DfE, 2012b). The term 'segregation' is also used on occasion when considering the impact of removing a student from aspects of society, such as mainstream education or their peer group.

- Integration: In contrast to inclusion, the researcher defines integration as the assimilation of young people into mainstream classrooms in the absence of flexibility or adaptations made by the school to meet the needs of the young person (Avramidis and Norwich, 2002).

- P-set: The participant group.

- Q-set: The set of statements used within Q methodology.

- Q-sort: The process of ranking and sorting statements within Q methodology.

- Reintegration: Within this research, reintegration is defined as 'the efforts made by LEAs, schools and other partners to return pupils who are…excluded…from mainstream education provision' (DfES, 2004b, p.5).

- Student: The term 'student', or occasionally 'pupil', is generally used throughout the research to describe the young person who is reintegrating.

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Abstract

Recent figures show that the number of permanent exclusions from Mainstream Secondary Schools (MSS) has increased to its highest rate in recent years (DfE, 2016c), and research suggests that reintegration back into mainstream education for young people can be problematic (Wilkin et al, 2005). Outcomes for students excluded from school and placed in alternative provision, such as Pupil Referral Units (PRUs), include social isolation, unemployment, crime, and mental health problems (Hall-Lande et al, 2007; Ofsted, 2004). However, research has suggested that effective reintegration from PRUs back into mainstream education is able to help students to reconceptualise their behaviour and break the cycle of learned helplessness (Armstrong, 1999). As research has shown that permanent exclusions often follow numerous unsuccessful transitions throughout school (Trotman et al, 2015), the importance of ensuring an effective reintegration process back into mainstream school for these students is paramount.

This research utilises Q methodology to explore the perspectives of 47 PRU and MSS professionals on effective reintegration. The data were analysed using inverted factor analysis (Stephenson, 1936), which produced three distinct viewpoints across both PRU and MSS professionals:

1. Collaborative Working and the Role of the PRU
2. Inclusive Practice, Availability of Resources and Support
3. Individualised Approaches and the Role of the School

A thematic analysis was also undertaken on qualitative data, obtained through participants' responses to post-sorting questionnaires, to identify perceived barriers to reintegration within the focus Local Authority. These were characterised as consistency; engagement and support; availability; attitudes and expectations; understanding; and communication.

Consideration of both promotive factors and barriers to reintegration assisted with identifying implications for professional practice, relevant for both key stakeholders within the research and Educational Psychologists. This was undertaken with the view of enhancing reintegration processes within the focus Local Authority, and promoting the inclusion of students within mainstream schools.

1. Introduction

1.1 Aims of the Research

The aim of this research is to explore the perspectives of both mainstream secondary school (MSS) staff and PRU staff on the reintegration of students from Pupil Referral Units (PRUs) back into mainstream education.

Recent statistics show that the number of permanent exclusions in England has increased to its highest rate in recent years (DfE, 2016c), and research has highlighted a rise in the number of students with Social, Emotional and Mental Health needs (SEMH) attending Pupil Referral Units (Michael and Frederickson, 2013). Literature in this area also suggests that pupils tend to remain in these settings for extended periods of time, with little evidence of successful reintegration to mainstream schooling (Wilkin, Gulliver and Kinder, 2005). This therefore has implications for the existence of inclusive practice in schools, and emphasises a need to examine perceptions around the reintegration process from key stakeholders within this area.

Therefore, this research aims to provide a unique contribution to the existing literature in this area, through using Q methodology to explore the perceptions of both MSS and PRU staff around what they feel are successful contributors and barriers to the reintegration process.

1.2 Professional and Personal Motivations

The researcher's personal motivations underpinning this research arise from her experience as a Trainee Educational Psychologist (TEP) working alongside a PRU in a professional placement on the Doctorate in Applied Educational Psychology course. Discussions with staff working within this particular PRU highlighted a sense of helplessness and a lack of progression or goals for students attending the PRU, and a sense of acceptance that reintegration was not the prime focus for these young people. The researcher's prior experience working in an in-patient unit for children and young people with mental health needs also impacted on her motivation to undertake this research, as she has witnessed first-hand the impact of segregating young people from society, in terms of meeting both the short and long-term educational and emotional needs of these individuals.

In terms of the researcher's professional motivations, the research has been commissioned by two short-stay PRUs within the researcher's host Local Authority who wish to develop their understanding of strategies and approaches that can improve reintegration processes. Specifically, the desired objective for the research commissioner was the exploration of perspectives held by key stakeholders within this area around 'what works' in relation to reintegration processes within the Local Authority. Therefore, it also felt important to explore commonalities and shared perceptions between two of the key stakeholders within the reintegration process (the school and the PRU) in order to highlight the elements of reintegration which professionals working within both settings feel are priorities for successful reintegration.

Both the researcher's professional and personal motivations have led to an interest in promoting the inclusion of young people within educational settings, which aligns itself with the EP role (Farrell et al, 2006). Understanding the diverse views that are held by professionals working to facilitate reintegration is therefore likely to be of interest to EPs, in terms of working with professionals' own beliefs and constructs and finding ways to best support both the adults working with the student, and the student themselves.

Q methodology was felt to be an appropriate methodological approach to meet the aims of this research, due to its ability to explore subjectivity, highlight commonalities in perceptions and integrate both qualitative and quantitative methods.

1.3 Overview of the Thesis

The research has been structured through the following chapters:

- **Chapter 2. Literature Review:** This chapter presents and critically reviews both theoretical and empirical literature related to reintegration, and provides an historical and contextual background to the research. Two systematic literature reviews have also been included in order to identify and analyse current findings within this area, and also to shape the research question and aims.

- **Chapter 3. Methodology:** This chapter provides an overview of Q methodology, with consideration to the researcher's epistemological and ontological standpoint, ethical considerations, strengths and limitations of the approach and the rationale for using Q methodology. An account of the procedures followed for this research has also been included within this chapter.

- **Chapter 4. Results:** This chapter presents the findings of the research, along with a description of the stages involved in Q methodological analysis. Viewpoints identified within the research are interpreted and presented, in conjunction with barriers to reintegration highlighted through thematic analysis.

- **Chapter 5. Discussion:** This chapter summarises the findings from the research and considers how they fit with existing literature. Within this chapter, a quality assessment of the research is undertaken, along with consideration to implications for professional practice and directions for future research. The thesis concludes by presenting the central findings from the research, and considering the unique contribution that this research provides in relation to existing literature in this area.

2. Literature Review

2.1 Overview of Literature Review

The literature review will be structured through the following headings:

- Inclusion and Exclusion
- Reintegration
- Promotive Factors and Barriers to Reintegration
- Summary of Literature Review
- Systematic Review
- Summary of Systematic Review
- Research Questions for this Study

The literature review aims to discuss existing research and literature pertinent to reintegration, in order to provide the reader with a historical and contextual understanding, highlight current findings in this area and to justify the rationale for this research.

2.2 Inclusion and Exclusion

2.2.1 Inclusion, Integration and Exclusion

The first Education Act to introduce compulsory schooling for children was established in 1890, stating that children should remain in education until the age of eleven. However, the exclusion of students identified as having learning or behavioural needs remained a concern, as teachers' salaries were dependent on children's attainment. This suggested that there was little motivation for children with these needs to be accepted into mainstream schools, thus leading to the rise of alternative, separate provision, such as special schools (Frederickson and Cline, 2009).

Following the segregation of children to alternative settings in the 1960s and 1970s, the Warnock Report (DfES, 1978) was published, which inspired the initial move towards inclusion by informing the 1981 Education Act legislation. This stated that all children should be educated in mainstream schools, unless there was difficulty in meeting the child's needs, the education of other children was hindered, or parental wishes were not compatible. Influential aspects of the Warnock Report can still be seen in current legislation today, such as the emphasis on parental involvement in their child's education within the SEN Code of Practice (DfE, 2015). The Warnock Report also emphasised the notion of 'integration', whereby young people with SEN were 'assimilated' into classrooms, largely in the absence of accommodations to the school systems or environment (Avramidis and Norwich, 2002). In contrast, the term 'inclusion' suggests reframing of practices, values and approaches within schools, whereby the student is actively involved in lessons, including students vulnerable to exclusion (Corbett and Norwich, 1999; Pillay, Dunbar-Krige and Mostert, 2013). Research has suggested that, where integration rather than inclusion policies are followed, there is a lack of emphasis on teaching approaches and classroom practices (Vislie, 2003), highlighting the beneficial impact that inclusive ideologies can have on students' learning and development.

Yet, despite the progressive ideologies espoused within the Warnock Report, tensions arose between the need to balance integrating students with the drive to raise standards in school, leading to decreases in tolerance towards challenging behaviour in schools, and consequently increases in exclusion rates (Greenhalgh, 1999). During the New Labour movement in the late 1990s, there was evidence of a move from integration to inclusion, with the consideration of how schools could meet children's needs, rather than how to fit children into the needs of the school (Frederickson, Miller and Cline, 2008). However, opposing governmental policies, such as the inclusive 'Excellence in Schools' (DfEE, 1997) document shortly followed by punitive guidance provided within the 'Improving Behaviour and Attendance' (DfES, 2002) policy suggested disparities and uncertainty in how to include students displaying challenging behaviour within schools (Burton, Bartlett and Anderson de Cuevas, 2009). Some have also suggested that inclusive policies were built on a functionalist approach, whereby an inaccurate assumption is made that the 'norms and values being inculcated are equitable, shared and advantageous to all' (Roulstone and Prideaux, 2008, p.17).

It has been found that conflicting governmental policies are proving confusing to schools and therefore detrimental to the notion of inclusion, as school staff are required to reduce exclusion rates whilst following 'zero-tolerance' behaviour policies (Didaskalou and Millward, 2002; Burton et al, 2009). The impact of this is that such policies may be further excluding children at risk of exclusion (Rieser, 2006), although Burton et al also found that the standards agenda has been viewed positively by some schools in relation to raising achievement of the most vulnerable students. This highlights the impact of historical and political factors on the current understanding and acceptance of inclusion within schools, and the impact of this on students' learning and development.

2.2.2 Current Perspectives and National Context on Inclusion and Exclusion

There is evidence that there is some way to go in achieving inclusive practice in the UK, as research has found that there has been little fluctuation in the percentage of children in special schools between 1983 and 2008 (Norwich, 2008). Research has also identified factors previously serving as barriers to inclusion in the 19th Century as present within today's society, such as the re-introduction of performance-related pay for teachers and league tables for schools, acting as a backwards step for the existence of inclusion (Ellins and Porter, 2005). This study also found correlations between these government incentives, less favourable attitudes towards inclusion and reduced student performance within one secondary school. Whilst the study cannot directly infer causation, it is interesting to note a possible connection between government initiatives connected to teacher and school performance, and the impact this may have on inclusion.

Certain pieces of legislation in recent years, such as the Children's Act (DfES, 2004a) and Every Child Matters have also impacted on the services in place for children by promoting multi-disciplinary working, which maintains the focus of keeping the child's needs central, and therefore could be described as an inclusive practice. This collaborative working is now evident in the move towards Education, Health and Care Plans in the SEN Code of Practice and Children and Families Act (2014). Yet recent statistics show that the number of permanent exclusions in England between 2012 to 2015 have increased from 0.12 per cent to 0.15 per cent of student enrolments in secondary schools (DfE, 2016c), with the most commonly cited reason being 'persistent

disruptive behaviour'. This reinforces the notion that the inclusion of young people presenting behavioural challenges within mainstream schools remains problematic.

Current statutory guidance around school exclusions (DfE, 2012b, p.6) states that permanent exclusions may take place in response to:

- 'Serious or persistent breaches of the school's behaviour policy'
- 'Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school'

Within this guidance, school exclusion is also referred to as a 'sanction', within-child factors are emphasised, and the guidance for exclusions appears subjective, which is reinforced by research suggesting variation in schools' thresholds for exclusion (Hallam, Castle and Rogers, 2005; Burton et al, 2009). Yet, within the United Nations Convention on the Rights of the Child (UNCRC, 1989), it is emphasised that children have the right to provide their views regarding where they should be educated in the absence of discrimination. As the outcomes for excluded children and young people include social isolation, unemployment, crime, and mental health problems (Hall-Lande et al, 2007; Ofsted, 2004; Vincent et al, 2007), it is clear that exclusions have far-reaching implications for students, and that regarding this process as a 'sanction' undermines the damaging long-term effects that exclusions have been found to have on the lives of young people. Whilst it could be proposed that these outcomes may be as a result of factors leading to the student's exclusion, Tootill and Spalding (2000, p.112) argue that 'these students will have to take their place in the wider society in the future so it could be argued that by being segregated, categorised and labelled in their education, they are not acquiring the knowledge and skills to do this, instead becoming further removed and alienated'. This highlights the benefits of inclusive practice, and the detrimental impact of students being excluded and segregated from their peers.

2.3 Reintegration

Therefore, as research has highlighted the problematic long-term outcomes for students excluded from school, it is important to consider how to support these young people returning, or reintegrating, from alternative provision back into mainstream education.

Research has suggested that reintegration is able to break the cycle of 'learned helplessness' that students can find themselves in following their exclusion from mainstream education, and that the process itself is able to help students to reconceptualise their behaviour (Armstrong, 1999). This suggests that the process of reintegration is able to mediate the detrimental effects of the exclusion on the student, and highlights the importance of an effective reintegration. This section will firstly consider the type of alternative provision young people typically attend following exclusion, and then promotive factors and barriers to the reintegration process.

2.3.1 Pupil Referral Units

Pupil Referral Units (PRUs) are a type of alternative provision designed to accommodate students who can no longer attend a mainstream school, most commonly due to exclusion (DfE, 2012). Historically, the 1970s saw a rise in off-site 'units' to educate children viewed as presenting with behavioural and emotional challenges (Hill, 1997). However, the Elton Report (1989) concluded that there was little evidence that these units had any positive impact on standards of behaviour. In 1993, the term 'Pupil Referral Unit' was developed and implemented through the Education Act at that time (HMSO, 1993) in order to describe schools which are maintained by the Local Authority to provide education for students excluded from school, and which are distinct from special schools. This act also specified that the PRU, in accordance with the 1988 Education Reform Act (HMSO, 1988), should provide a 'balanced and broadly based curriculum' (HMSO, 1993, p.254) and that the student should have dual-registration at both the PRU and the mainstream school, emphasising that both settings have a duty towards providing education for the excluded student.

Within the literature, descriptions relating to the perceived purposes of PRUs vary. In an Ofsted report exploring effective practice in PRUs and LAs (Ofsted, 2007, p.7), the core purposes of PRUs were conceptualised as providing the student with an educational 'fresh start' and 'building pupils' academic, social, emotional and behavioural skills, self-belief and confidence to prepare them to return to mainstream schooling or the next stage of their life'. The report also emphasised an association between effective practice and a mutual understanding of the PRU's purpose by PRU leaders and the LA. However, a later Ofsted report (2011, p.5) raised concerns relating to way PRUs were viewed by both PRU and school staff, as less effective settings tended to the view the

PRU as ‘very separate from their own work and as a ‘last resort’ for challenging students’, which detrimentally impacted on aspects such as communication and consistency between settings. These findings were further corroborated in a report by Charlie Taylor (DfE, 2012a, p.4), the Government’s advisor on behaviour at that time, who criticised a ‘flawed system that fails to provide suitable education and proper accountability for some of the most vulnerable children in the country’. While Taylor highlighted aspects found by Ofsted (2007) to be important purposes of PRUs, such as meeting social and emotional needs and improving behaviour, he argued that this is sometimes at the expense of academic achievement. Taylor also acknowledged that it is difficult to define what constitutes a ‘good’ alternative provision, but emphasised aspects such as understanding the student’s needs, measurable outcomes and impact, multi-agency working, appropriate assessment, information sharing, differentiated literacy and numeracy and timely reintegration as consistent characteristics of effective PRUs and alternative provision.

Following Taylor’s report, a longitudinal study by Ofsted (2016) was undertaken over the course of three years, and found that PRUs and alternative provision were now inspected more thoroughly and that many PRUs had more systematic measures of tracking the impact of the PRU on students’ development and wellbeing. The majority of students were also undertaking appropriate literacy and numeracy qualifications. Conversely, the report also identified inadequacies in opportunities provided for students to receive quality literacy and numeracy teaching, a lack of clarity relating to progress for students and varying levels of understanding relating to safeguarding and child protection procedures. This highlights the need for continued investigation and reflection on both the purposes and outcomes of PRUs nationally.

Within the LA where this research is taking place, there is a mix of both short-stay and longer stay PRUs, whereby short-stay PRUs provide places for students for up to 10 weeks. While there are nuanced differences between settings in their stated purposes, generally the aims of the PRUs are stated as developing academic potential, increasing confidence and self-belief and supporting re-engagement with education, within a safe and secure setting. Approaches to support the young person, such as modelling behaviour and focusing on positive behaviour patterns, are also emphasised. However, qualitative data obtained through this research, and discussed later in the thesis, suggest that the purposes of PRUs are also viewed diversely within the LA, with participants

viewing the PRU's purpose as offering both the student and the school a break, providing an assessment place for an Educational Health and Care Plan and also offering an environment for students whose needs are perceived as not being suitable for mainstream education. This again highlights a need to further explore perceptions of the purpose and impact of PRUs, and also to consider these aspects in relation to reintegration.

2.3.1.2 *Pupil Referral Units: Student Perceptions and Outcomes*

In respect to reintegration, while PRUs are designed to provide a short-term placement for students, research has shown that this tends not to be the case, and that students can remain at a PRU for a long duration (Wilkin, Gulliver and Kinder, 2005). With the lack of emphasis on reintegration in the recent Code of Practice and exclusion legislation (DfE, 2015; DfE, 2012b), questions are raised about the underlying motivation of key parties to aid transition back into mainstream education, and what the impact of this is on students.

Concerns around young people remaining in this provision for long periods of time are related to their inclusion and also to research indicating a lack of effectiveness in some PRUs, which is also represented in the wider literature. Michael and Frederickson (2013) highlighted issues around education quality and individualised learning for students, whilst Meo and Parker (2004) proposed that PRUs employ a deficit model, and found that heightened behaviour and a lack of motivation in students may be promoted through the practices of PRU staff. Aspects of these practices included a lack of understanding around curriculum delivery, difficulties forming positive relationships and an absence of reflective work, which can hinder reintegration for these students.

In terms of the longer-term outcomes of young people in PRUs, Daniels and Cole's (2010) large-scale study identified that 27.7% of students were not in education or employment after two years, and that over half of the participants felt that their permanent exclusion and attendance at the PRU had been damaging to their prospects. This is supported by Mainwaring and Hallam's (2010) research, who employed Personal Construct Psychology to explore the 'possible selves' of children in PRUs, and found that only 67% of students were able to generate a positive self, which may have an impact on aspirations and perceived future prospects. This also highlights an issue around causality, in terms of whether these outcomes would have been the same if

students had remained in, or been reintegrated into, mainstream schools, and also raises issues around students' experiences of exclusion on their self-concept, and on their perceptions of mainstream education.

In contrast, Trotman, Tucker and Martyn (2015) found that students excluded from school had positive views of PRU settings, particularly in relation to the level of pastoral support, group size and structure of the school day. Similarly, Hart's (2013) qualitative study into protective factors in an outstanding PRU emphasised the importance students place on factors such as relationships with key adults and individualised learning, which the researchers emphasise can aid reintegration. However, as research has shown that permanent exclusions often follow a series of unsuccessful transitions throughout school (Trotman, Tucker and Martyn, 2015), the importance of ensuring an effective reintegration process back into mainstream school for these students is of paramount importance.

2.4 Promotive Factors and Barriers to Reintegration

Whilst the potentially detrimental long-term outcomes for young people excluded from mainstream schools have been highlighted within the literature, there is evidence that there is a way to go in improving reintegration practices within the UK (Thomas, 2015). It is therefore important to explore both promotive factors and barriers identified within the research as either helping or hindering reintegration, in order to understand where facilitation and support needs to take place.

Research has previously identified the impact of wider systemic influences on reintegration, as demonstrated by Ellins and Porter's (2005) findings relating to the impact of performance-related pay on teacher's attitudes towards inclusion. It is therefore important that all aspects of a young person's environment are considered when exploring promotive factors and barriers to reintegration. Bronfenbrenner (1979) proposed an ecological model of human development, sometimes referred to as 'Ecological Systems Theory'. Bronfenbrenner likened an individual's ecological environment to a set of Russian dolls, whereby the individual sits at the centre interacting directly and indirectly with each part of their wider environment (Figure

2.1). Bronfenbrenner encapsulated this to include aspects of a young person's environment such as the home, the classroom and wider cultures.

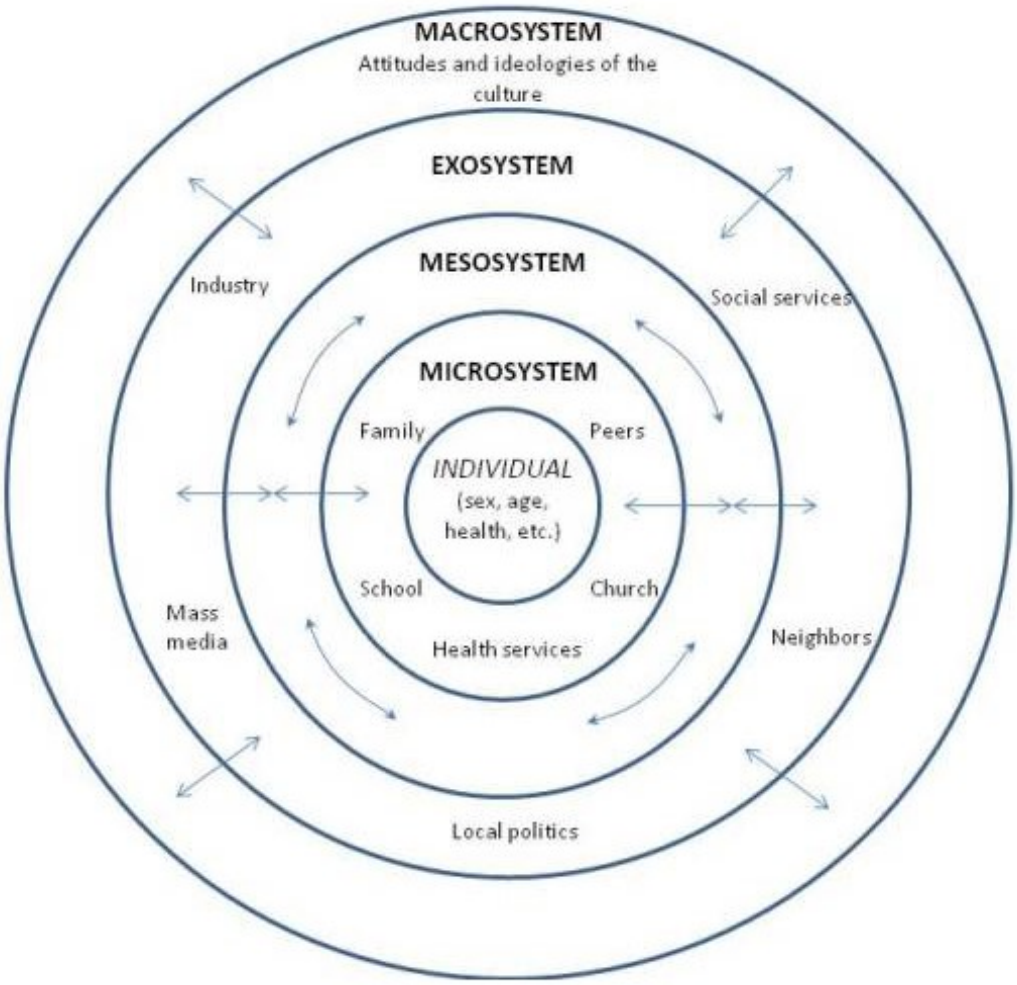


Figure 2.1: A figure to demonstrate Bronfenbrenner's (1979) Ecological Systems Theory

Therefore, the promotive factors and barriers to reintegration identified within the literature will be structured through the subheadings as represented in the Ecological Systems Theory (Figure 2.1). This is in order to ensure that all aspects of the young person's system are considered when reflecting on and analysing existing research pertinent to reintegration.

2.4.1 Individual

The individual level of a young person's system, or the 'Biosystem' (Frederickson, Miller and Cline, 2008) refers to the particular characteristics of the individual. This section will therefore explore the individual characteristics that have been found in the literature to impact on the success of reintegration.

2.4.1.1 Resilience

In terms of supporting a successful reintegration process, work promoting resilience has been highlighted as influential. Resilience refers to adaptive behaviours in response to difficult circumstances, and is considered to be a developmental process rather than a fixed trait (Slater and Bremner, 2011), indicating that resilience can be nurtured. Empirical evidence has found that secondary school-age students are at greater risk of developing maladaptive and dysfunctional coping strategies (Frydenberg and Lewis, 2000; Frydenberg et al, 2004), suggesting the potential benefits of resilience-based approaches for this age group. Research also highlights that exploring risk and protective factors for the student and consideration towards strategies or 'protective possibilities' by the setting the student is accessing may help to prevent school exclusion (Morrison et al, 2006, p.26). Of particular importance within this study was the impact of school, peer and family contexts.

Pillay et al (2013) found that, while students perceive the reintegration process as a risk factor due to their previous experiences of mainstream education, this is an opportune time to promote resilience. Indeed, Solomon and Rogers (2001) conducted a small-scale study to assess the levels of motivation and coping strategies of students in PRUs, and found that these young people lacked motivation and employed maladaptive coping strategies. Boon (2008) concluded that these findings suggest that the wider contexts these young people are operating in can either foster resilience, or set them on an 'at-risk' trajectory. Similar to the findings of Morrison et al (2006), Pillay et al (2013)

proposed that exosystemic resilience (the impact of influences in the student's wider system), chronosystemic resilience (through exposure to protective factors over time) and bioecological resilience (through the interaction between the student and their environment) were the most important aspects in the reintegration process. Specific factors within these, such as gradual reintegration, positive communication and home-school contact were highlighted. Hart (2013) also emphasises self-esteem, self-efficacy and a secure base as essential elements of resilience, and argues these should be accounted for in reintegration processes.

2.4.1.2 *Self-Determination*

In addition to resilience, the student's motivation to make a success of their reintegration has been identified as a factor to support effective reintegration within governmental research (Wilkin et al, 2005). Research has also identified the importance of the student wanting the reintegration to be a success, and them having a desire to return to mainstream schooling (Daniels et al, 2003; Lawrence, 2011). In considering motivation as a central concept in reintegration, it is important to look more broadly at psychological theories of motivation.

Self-determination theory, associated with human motivation, holds the view that individuals have an intrinsic tendency to strive towards goals and growth, and to resolve internal inconsistency (Ryan and Deci, 2000). The theory also postulates that individuals are motivated to attain 'autonomy, competence and relatedness' (Markland et al, 2005) whereby they are able to master their environment, connect with others, and to act with a sense of free will. Research pertinent to reintegration suggests that the student being actively involved in their reintegration at all stages (Lawrence, 2011; DfES, 2004b), including written plans, target setting and decision-making (Mahoney, 2013; Jelly, Fuller and Byers, 2013; Pomerantz, Hughes and Thompson, 2007) is an important contributor to the success of the reintegration. In accordance with self-determination theory, it appears that the student's motivation and active involvement within their reintegration may therefore be associated.

The theory also proposes that there are two types of human motivation which exist; autonomous and controlled motivation. Autonomous motivation is associated largely with intrinsic motivation, relating to the 'inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn' (Ryan and

Deci, 2000, p.70). In contrast, controlled motivation is generated through extrinsic stimuli, commonly through the role of rewards and 'punishment'. This has been found to undermine intrinsic motivation, and also to foster an external Locus of Control (Deci, 1975; Rotter, 1954), whereby individuals detrimentally attribute both positive and negative events externally (Slater and Bremner, 2011). While the focus on the student's active involvement is emphasised within the research, so too is the advocated use of reward systems (DfES, 2004b; Wilkin et al, 2005) and the need for the student to be willing to adhere to school behaviour policies (MacLeod, 2001). This suggests that self-determination, and both autonomous and controlled motivation, may be central components in the success of the student's reintegration.

2.4.1.3 *Attainment and SEN*

Finally, in considering the individual characteristics which have been found to have an impact on the success of reintegration, the student's attainment and Special Educational Needs (SEN) have both been highlighted within the literature. Historically, the Elton Report (DfES, 1989) suggested that students tended to display behaviours perceived as disruptive due to 'learning difficulties', rather than the context in which the student is operating. Whilst this offers a limited view of Social, Emotional and Mental Health (SEMH) needs, more recent research has suggested that there may be a correlation between academic attainment and successful reintegration. MacLeod (2001) investigated reintegration in a Year 6 population with both a pilot and a reintegration group, and concluded that students who are able to access the curriculum and achieve in line with their peers may stand a better chance of reintegrating successfully. Fletcher-Campbell and Wilkin (2003) also found that delayed literacy skills could have a detrimental impact on the success of reintegration due to the challenge of mainstream school work for the student. However, in order to mediate the impact of this, research suggests that teachers having an understanding of the association between learning difficulties and behaviour can promote a better chance of successful reintegration for the student (Thomas, 2015).

In relation to SEN, MacLeod (2001) argued that schools are more willing to accept students with SEN which evoke more 'sympathetic' emotional responses, such as those with physical needs, rather than students with SEMH needs. Broomhead (2013) also found that students who displayed challenging behaviour faced 'organisational

exclusion'. This is in line with other research related to the inclusion of students with SEMH needs, which is discussed later in the review. However, Thomas' (2015) research into the perspectives of Welsh educational practitioners found that participants ranked the student's SEN as having little impact on the success or failure of reintegration. This suggests either that the research in this area is mixed, or that there is a disparity between school practices and the espoused perspectives of staff, possibly due to aspects such as the influence of social desirability bias.

Whilst the literature relating to the impact of attainment and SEN has offered some disparate findings, the ability of the student to use reflective skills has been emphasised within the literature. Armstrong (1999) proposed that a promotive factor in successful reintegration is the student's ability to reflect on, and reconceptualise, their behaviour, whilst Lawrence (2011) argues that it is important for students to be able to understand the reintegration process and adopt a reflective approach throughout. This suggests that some metacognitive abilities may positively contribute to the success of reintegration.

2.4.2 Microsystem

Within Bronfenbrenner's model, the microsystem refers to the environments that the individual directly interacts with (Bronfenbrenner, 1979). In the case of reintegration, the key interactions the student has appear to be with the school, the PRU, the family and their peers.

2.4.2.1 *The School*

Within the literature, the attitudes and expectations of school staff towards the reintegrating student have been found to be influential in either the success or failure of reintegration (Swinson, Woof and Melling, 2003; Hart, 2013). Of central importance is the concept of school staff allowing the student a 'fresh start' (Lawrence, 2011; Vincent et al, 2007) and showing the student empathy (Tootill and Spalding, 2000). Lawrence argued that this attitude aligned itself with a 'child-centred' approach, whereby the school should also communicate clear expectations for the student and provide an individualised package of support, ideally incorporating a key worker, curriculum flexibility, gradual reintegration and access to extra-curricular activities and off-site work. A child-centred approach is also advocated within the DfES (2004b) guidance, whereby the student should be placed at the centre of the reintegration. The importance

of the student having a key worker during and following the reintegration has frequently been raised within the literature as important (Wilken et al, 2005; DfES, 2004b, Reid, 2004) as has the student receiving appropriate emotional, pastoral and academic support within school (Pillay et al, 2013; Reid, 2004; Pomerantz et al, 2007).

In addition to staff attitudes, the relationship between the student and school staff is also influential in contributing to the success or failure of reintegration (Swinson, Woof and Melling, 2003). Qualities that should be present in staff-student relationships include mutual respect and the student being treated with 'fairness' (Pillay et al, 2013), as well as an element of trust (O'Riordan, 2011). At a wider systemic level, an inclusive ethos should be present both across school staff (Thomas, 2015; DfES, 2004b; Daniels et al, 2003, Croll and Moses, 2000) and incorporated within school policy, which should be flexible and tailored to meet individual needs (McSherry, 2012; Cole, Daniels and Visser, 2003). Research suggests that the student should also feel a sense of belonging within the school community (Bristow, 2013; Visser, 2005), and the importance of school staff maintaining contact with the student while they are attending the PRU has been found to be important in supporting reintegration (Burton et al, 2009). Research has also found that the student should feel safe and secure within the school setting (Pillay et al, 2013; Tootill and Spalding, 2000), which could be achieved through the provision of a 'safe space' for the student within school (Wilkin et al, 2005).

In terms of the school environment, some research suggests that it may be beneficial for students to reintegrate into a completely new school in order to have a 'fresh start' (Tootill and Spalding, 2000). However, this is at odds with the previous research findings, which promote strengthening existing school relationships and emphasise continuity and contact. Other contradictions in the literature relating to the school environment include school and class sizes. While Wallace (2010) proposed that lower class sizes decreased school exclusion due to increased opportunities for developing positive relationships between students and staff, Day et al (2008) proposed that larger schools are stronger in aspects such as leadership and can provide a diverse curriculum. However, Thomas (2015) found that both class and school sizes were not considered central factors in supporting or hindering reintegration, although Michael and Frederickson (2013) proposed that lower class sizes may have some beneficial impact.

2.4.2.2 *The PRU*

In addition to considering the setting students are reintegrating into, it is also important to consider the role of the setting they are reintegrating from. Research has highlighted the valuable role the PRU has to play in terms of taking a central role in the reintegration process (Meo and Parker, 2004). Tootill and Spalding (2000) examined the position of PRUs within reintegration and concluded that PRUs could offer support in developing the student's organisation and independence, providing support to schools and delivering INSET training. Research has also suggested that PRUs are well-placed to support the student's family during the reintegration process (Thomas, 2015), in terms of helping families to access external agencies (Lawrence, 2011) and facilitating parent groups to support families with reintegration (Malberg, 2008).

In terms of the support PRUs are able to offer to students, research has shown that the PRU should aim to maintain and develop the student's basic academic skills (Pomerantz, Hughes and Thompson, 2007), identify student needs through effective assessment processes and provide therapeutic input (DfESb, 2004). Research has also emphasised the value of PRU staff continuing to work closely with students following the reintegration (Tootill and Spalding, 2000; Pillay et al, 2013), particularly in relation to developing the student's resilience (Daniels et al, 2003).

In relation to the physical PRU environment, there have been a number of research findings which suggest that the PRU should provide a similar environment to the student's school. This includes the PRU looking like a school (Hart, 2013) and also providing a comparable experience (Hill, 1997) including similarities in curriculum (Cooper, Smith and Upton, 1990) and replication of the rules and routines of school settings (Burton et al, 2009). This fits with the promotion of consistency by previous research findings.

As the PRU has such a central role to play in reintegration, it has been proposed that reintegration should be a focus from the outset of the student's time at the PRU (Tootill and Spalding, 2000), and also that the PRU should viewed as having a similar status to schools by external parties (Briggs, 2010).

2.4.2.3 *Family*

Literature has highlighted the support that both school and PRU settings are able to offer to students throughout the reintegration process. It is therefore important to discuss the impact of the home and family on the student's reintegration.

Lawrence (2011) highlighted several qualities of the student's family which could either have a beneficial or detrimental effect on the student's reintegration. In order for reintegration to be successful, Lawrence argued that the family should be positive, have realistic expectations and hopes for the future of the student, and also to be able to take responsibility and ownership for the student's actions. Lawrence also highlighted the value in including the family within the reintegration process, and ensuring that they are well-informed throughout. In examining the validity of Lawrence's findings, the beneficial impact of the student having positive and supportive relationships with their family has been well-supported in reintegration research (Pillay et al, 2013; DfES, 2004b; Daniels et al, 2003), as has the family having realistically high expectations for the student and the reintegration process (Thomas, 2015; Tootill and Spalding, 2000). However, research has suggested that family members may not generally hold positive views around their child reintegrating into mainstream schools (Leyser and Kirk, 2004). This indicates that fostering positive relationships between families and schools are likely to be important, which is explored later in the review.

The value of the student's parents or carers supporting the student has also been emphasised, including the parents being supportive and cooperative (Pomerantz et al, 2007; MacLeod, 2001), developing the student's coping skills and self-esteem (Thomas, 2015) and parental involvement in behaviour management (Wilkin et al, 2005). This highlights the value in including the family within all stages of the reintegration process.

2.4.2.4 *Peers*

As Bronfenbrenner (1979) included the role of peers within the individual's microsystem, it is important to explore the extent to which the student's peers can either promote or hinder the success of reintegration.

Within the literature, the importance of the student having positive peer relationships within school has been highlighted (Pillay et al, 2013; Pomerantz et al, 2007; Daniels et

al, 2003), and it has been suggested that a lack of friendships or positive relationships can detrimentally impact the success of reintegration (Lawrence, 2011). If the student is to reintegrate into their previous school, it is also important to consider the reputation they may have amongst their peers and the impact this could have on reintegration. Thomas (2015) found that 'experts' within their sample indicated that the student's reputation may have some bearing on the reintegration, although this was not supported by SENCos, who viewed reputation as having the least importance on the success of reintegration. Wilkin et al (2005) also proposed that the student's reputation could either benefit or hinder the reintegration, depending on the nature of their reputation. Interestingly, it has also been proposed that the success of reintegration can be affected by the attitudes of other pupils' parents towards accepting the reintegrating student (Thomas, 2015). This suggests that careful consideration should be given to enabling the student to have a 'fresh start' in a setting where their reputation may precede them.

In terms of the benefits of the peer group on reintegration, research has found that peers can play a number of roles in supporting the reintegrating student. These include acting as a positive role model (Wilkin et al, 2005), providing academic support (Pillay et al, 2013) and mentoring the student (Tootill and Spalding, 2000). Wilkin et al (2005) further proposed that a 'buddy system' could help the reintegrating student to settle into their school and lessons. This suggests that the student's peers may have the potential to influence the student's reintegration in either a positive or detrimental way, depending on both the nature of their relationships with the student, and the student's reputation.

2.4.3 Mesosystem

While the microsystem relates to the environments that the young person directly accesses, the mesosystem refers to the interactions between these environments (Bronfenbrenner, 1979). Therefore, this section will discuss relationships between different elements of the young person's system, and also interactions within settings that may impact on the young person's reintegration.

2.4.3.1 Relationships between the School and PRU

Research has already highlighted the importance of maintaining consistency between the school and the PRU, and therefore it follows that a positive relationship and regular contact must be in place for consistency to be achieved. Reintegration literature

highlights the importance of all parties involved in the reintegration process having shared goals, and promotes the sharing of information within and between settings (Carlile, 2011; DfES, 2004b). Regular contact between the elements of the young person's system, particularly the PRU and the school, has been emphasised (Rees, Davies and Roberts, 2015; DfES, 2004b) and elements that have been highlighted as particularly important in this contact include good communication (Briggs, 2010) and a positive working relationship (Lawrence, 2011). Some of the literature suggests that the contact that between the PRU and the school should go above and beyond that of merely a positive working relationship, and could include developing practices such as fostering outdoor education initiatives (Fox and Avramidis, 2003) and collaboratively producing student profiles which are completed by both the school and the PRU (Lawrence, 2011). Furthermore, in line with research which promotes consistency and similarities between the school and the PRU, literature not only suggests that mainstream staff should visit the student in the PRU (Tootill and Spalding, 2000) but also that PRU staff may have a role to play in continuing to support the student in-school for a period of time after the reintegration (Pillay et al 2013; Lawrence, 2011; Tootill and Spalding, 2000). This highlights aspects such as positive relationships and continuity as elements which can positively contribute to the success of reintegration.

2.4.3.2 *Relationships between the Family and Educational Settings*

While research has highlighted the importance of positive relationships between the educational settings the young person is accessing, literature also emphasises the value of positive relationships and partnerships between the family and the educational settings (Pomerantz, Hughes and Thompson, 2007; MacLeod, 2001; Lloyd and Padfield, 1996). Aspects which have been highlighted as particularly important include a 'joined up' approach between the PRU and the parents (Parsons et al, 2001), again emphasising the importance of consistency, and also good cooperation and close communication (Pillay et al, 2013; Panayiotopoulos and Kerfoot, 2007). In their study of the perceptions of PRU staff, teachers and behaviour support workers, Lawrence (2011) also identified the perceived importance of regular contact between the PRU and the family; common goals and honest communication between the family, the PRU and the school; and early reintegration meetings which include the student's family.

While reintegration literature has emphasised the importance of positive relationships and interactions between different elements of the young person's system, research also promotes clarification and a shared understanding of the roles and responsibilities of those involved within the reintegration process (Pomerantz, Hughes and Thompson, 2007; DfES, 2004b; Lloyd and Padfield, 1996). Therefore, when considering the foundations of positive relationships within the reintegration process, aspects such as consistency, sharing of information and goals, positive communication, understanding and involvement within reintegration processes have all been highlighted as important contributors to the success of reintegration.

2.4.3.3 *Causal Attributions*

When considering the beneficial impact that positive relationships and interactions between aspects of the young person's system can have on the success of reintegration, it is also important to consider how the perceptions and attitudes of elements within the student's system can potentially serve as a barrier to reintegration. In addressing the perspectives of those involved within reintegration processes, Attribution Theory is an important theoretical area to consider, which proposes that individuals generate causal explanations for events, and these explanations are attributed internally or externally to other elements (Fiske and Taylor, 1991).

In terms of the causal attributions of teachers in relation to SEMH, research has found that school staff are more likely to attribute the cause of the behaviour to parental and within-child factors (Croll and Moses, 1985; Mavropoulou and Padeliadu, 2002), whereas students tended to attribute the cause to teachers (Miller, 2003). This in turn can affect the attitudes both teachers and students adopt towards one another, which consequently can have an impact on professionals' motivation to implement, and the resulting success of, strategies to support these students (Poulou and Norwich, 2000).

However, within their study, Poulou and Norwich (2000) produced contradictory findings to those commonly established within the literature, as they found that teachers were more likely to attribute the causes of challenging behaviour to the school environment and teaching approaches over family and within-child factors. The researchers explained this through 'counterdefensive attribution bias' and 'self-serving attribution' (Bradley, 1978) frameworks, in relation to teachers taking responsibility for positive outcomes and rejecting responsibility for negative outcomes whilst being

concerned with social acceptance. This could also be explained through Espoused Theory (Argyris and Schon, 1978), which relates to the values that individuals believe their behaviour is based on, which are presented publicly. This is in direct contrast to Theory-in-Action, relating to the actual world view and values which guide behaviour. In order to bridge the gap between these constructs, double-loop learning (Argyris, 1992; Figure 2.2) has been proposed as effective, which requires re-evaluating and reframing the governing values, such as the goals, values, and beliefs an individual holds, prior to implementing an action strategy. This is relevant to reintegration, in terms of considering the desired outcomes, and also the attitudes held by the adults supporting the young person, prior to implementing strategies to support their reintegration back into mainstream schooling. This is also consistent with literature promoting the importance of developing shared goals and school staff adopting an inclusive ethos.

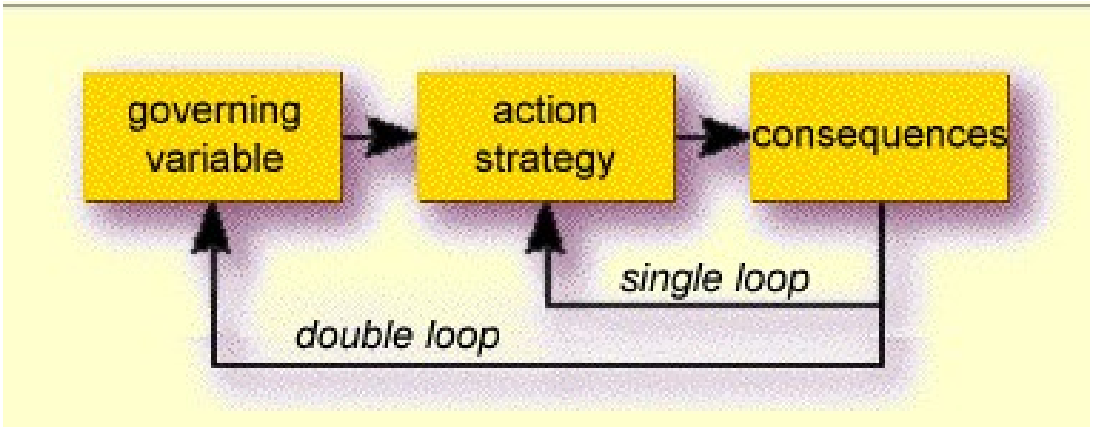


Figure 2.2: A figure demonstrating the representation of single and double-loop learning (Argyris, 1992)

In considering directly teachers' views on reintegration, Thomas (2015) conducted a mixed methods study involving postal questionnaires and student tracking data to explore barriers in relation to the reintegration of children from PRUs to mainstream education. Factors identified as most important to classroom practitioners and secondary school staff were variables not under the direct control of the school, such as the actions of the PRU, students and parents, which is consistent with the literature around teacher attributions. Further qualitative research around PRU and mainstream teacher perceptions have produced similar findings, particularly in relation to within-child

factors (Hart, 2013) and the perceived importance of the student having needs which can be met within a mainstream school (Lloyd and Padfield, 1996).

However, research has also found that, while teachers generally tend to attribute externally for the cause of the problem, they are more likely to take responsibility for solutions (Miller, 2003), largely supporting the findings of Poulou and Norwich (2000). This indicates that there may be differences between teachers' attributions of responsibility in relation to the exclusion process and the reintegration process, as reintegration tends to be more 'solution-focused'.

This highlights how attributions held by different elements of the student's system could act as a barrier to collaborative working and consistency, and also the resulting impact on the willingness of individuals to take responsibility for solutions to promote the success of the young person's reintegration.

2.4.3.4 *Support for School Staff*

When considering the value of positive working relationships and also the possible barriers arising from the attributions held by different parties, it is important to reflect on the demands faced by school staff who are taking responsibility for the reintegrating student, and how supporting this aspect of the student's system may promote a successful reintegration.

A key area within reintegration research is the importance of developing the skills and capacity of school staff (Cole, Daniels, and Visser, 2003), particularly in helping staff to feel empowered to manage challenging behaviour (Swinson, Woof, and Melling, 2003; Tootill and Spalding, 2000) and also in promoting the understanding of school staff around the underlying reasons behind different behaviours (Thomas, 2015; DfES, 2004b; Fletcher-Campbell, 2001). Research also promotes helping school staff to view students' needs as 'emotional' rather than 'behavioural' (Parsons et al, 2001), which has also been reflected at a wider level in the recent shift from the term BESD to SEMH (DfE, 2015). As these aspects have been highlighted as beneficial to the success of reintegration, it follows that staff training has regularly been argued to also be conducive to reintegration (Thomas, 2015; DfES, 2004b; Tootill and Spalding, 2000, Garner, 2000). The DfES (2004b) report further proposed that having specialist staff in

school with an understanding of behavioural needs and who are able to support reintegrating students would be beneficial.

In order to also promote the knowledge and understanding of school staff, value has been placed within the literature on information sharing between school staff, both within the same school and across settings, relating to general sharing of good practice (Visser, 2005; DfES, 2004b) and also approaches which work well for the particular student (Fletcher-Campbell, 2001).

Finally, it has also been proposed within the literature that steps should be taken to support the emotional wellbeing of school staff working directly with the reintegrating student. This has included aspects such as staff receiving greater levels of in-school support (Tootill and Spalding, 2000), group supervision (Malberg, 2008) and a reduction in the workload of school staff so that they are able to focus on the reintegration (Lloyd and Padfield, 1996).

Therefore, in supporting school staff working with the reintegrating student, aspects such as supervision, training, a reduction in workload, building capacity and promoting understanding have been highlighted within the literature. It is possible that supporting school staff in these ways may help to provide a foundation for collaborative working and positive interactions with other aspects of the student's system, and also to help staff to feel confident in taking responsibility to support the reintegrating student.

2.4.4 Exosystem

Bronfenbrenner (1994) conceptualises the exosystem as the processes occurring between two or more systems, one of which the student is not directly involved with, but which impacts, or is impacted by, a setting within the young person's microsystem. Therefore, this section will consider the impact of the Local Authority, social policy, external agencies and the impact on resources and funding within schools.

2.4.4.1 *External Agencies*

While it could be argued that the student may directly interact with external agencies, the researcher is viewing this from the perspective that the involvement of external agencies is likely to have arisen following contact with an element of the student's microsystem, such as the school, PRU or family. Within governmental guidance, the

involvement of different agencies within the reintegration process is viewed as a precursor for success (DfES, 2004b). Research highlights the numerous roles which external agencies can play in supporting the reintegration process, including supporting schools (Soloman, 2011; Daniels et al, 2003), professionals such as Education Welfare Officers helping to support the family (Reid, 2004) and external agencies, such as EPs, supporting the young person directly in school (Solomon, 2011; Burton, Bartlett and Cuevas, 2009).

Within existing research, external agencies have also been placed in mediational, advisory and collaborative roles, through addressing negative parental attitudes (DfES, 2004b), devising strategies to support the student (Fletcher-Campbell, 2001) and contributing at multi-agency meetings (Panayiotopoulos and Kerfoot, 2007; Pomerantz, Hughes and Thompson, 2007; DfES, 2004b). In line with research relating to supporting school staff, the DFES (2004b) also proposed that schools have a 'safety net' of external support during the reintegration process. This highlights the myriad of roles that external agencies have within reintegration, and suggests that the involvement of different agencies can help to support reintegration.

2.4.4.2 *The Local Authority and Social Policy*

Associated with external agencies is the role of the Local Authority (LA), and the impact this may have on policies, reintegration structures and frameworks, resources and funding. Farrell and Tsakalidou (1999) highlighted the importance of the LA's commitment to reintegration, and support from the LA is still considered central within current research (Thomas, 2015). As with the role of external agencies, the DfES (2004b) set out a number of recommendations for LA's in supporting reintegration, including the LA being able to secure both school placements and the commitment of schools to reintegration, forging positive relationships with schools and having an LA professional to take a lead role within the reintegration. The issue of inclusion is also raised with respect to the LA, as the DfES highlights that the LA, in addition to the school, should have an inclusive culture, and even that it is the role of the LA to develop a shared definition of 'inclusion'. This could be achieved through the LA setting out policies and clear, consistent guidance relating to reintegration, which has been promoted both by the DfES and reintegration research (Reid, 2004; Sherbourne, 1998). As the DfES also recommends including reintegration within school inclusion policies,

and for schools to have specific reintegration policies relating to issues that certain students may encounter, such as racism or bullying, this highlights the impact that governmental guidance can have on shaping aspects of the student's microsystem. In addition, on a wider scale relating to social policy, the DfES further suggested that legislation should be produced in order to establish the rights of the student during reintegration.

Whilst this aspect of the DfES guidance appears to promote an inclusive, child-centred approach, there appears to be disparities within the literature regarding behaviour policies, and the conflict between more fixed behaviourist approaches and flexible, humanistic approaches. Although the DfES advocates individual school cultures in order to promote positive behaviour, flexibility in current practices and students being placed at the centre of their reintegration, they offer a specific suggestion relating to students receiving rewards for improved behaviour. Whilst this suggests that humanistic and behaviourist approaches can be used alongside one another, other research advocates consistent approaches to behaviour management across settings (Rees, Davies and Roberts, 2015), criteria for behavioural expectations within schools (Fletcher-Campbell, 2001) and the expectation that students should adhere to school behaviour policies (MacLeod, 2001). However, Cole, Visser and Daniels (2003) propose that school policies should be underpinned by approaches to meeting the student's individual needs. Therefore, within the literature there appears to be a lack of clarification relating to school behaviour policies, and the degree to which consistency or flexibility should be applied.

2.4.4.3 *Reintegration Planning and Processes*

When considering the student's exosystem, it is likely that the processes and structure of the reintegration is likely to be influenced by settings that the student does not have direct contact with, such as external agencies or the LA. Yet literature in this area suggests that the structure and planning of reintegration can have an impact on the reintegration's success.

Research advocates the early planning of reintegration and the promotion of the process as a positive experience (Wilkin et al, 2005; Tootill and Spalding, 2000), although Fletcher-Campbell (2001) suggested that it is still important to review the reasons as to why the student's exclusion originally occurred. Lawrence (2011) further suggests that

formal reintegration meetings can run the risk of intimidating students and families, leading them to disengage from education and the reintegration process further. However, research does promote the development of a reintegration plan, preferably which includes the student, the family and the school (Mahoney, 2013; Soloman, 2011). The DfES (2004b) and Mahoney (2013) argue that this plan should be monitored, either by a key person in school or by involving families and the student in the monitoring process. Wilkin (2005) also proposes that there should be a clear program for the student's re-entry, support and monitoring.

In terms of reintegration plans, Lawrence (2011, p.233) suggests the development of a 're-integration package to be tailored to the child and include strategies to encourage the development of peer relationships, access to a mentor and incorporation of the child's strengths and interests into the curriculum', whilst Pillay et al (2013) argues that the reintegration plan should be resilience-based. This suggests that careful consideration is needed at the outset of the student's reintegration in ensuring that the process is positive, successfully engages the student and family, and produces a reintegration package that is relevant and appropriate for that student.

2.4.4.4 *Resources and Funding*

Finally in reflecting on the reintegrating student's exosystem, it is important to consider the impact of the LA and wider government influences on resources and funding, and how this relates to the literature, particularly in the current economic climate. While the DfES (2004b) guidance is referred to frequently within the literature review, it is important to note that this was produced prior to the recession and governmental cuts made to LAs across the country. However, as the DfES found these aspects of funding and resources to be contributors to the success of reintegration, they have been included within the review, although they may be elements that are no longer feasible or able to be influenced within today's society.

In 2004, the DfES proposed that funding should be available in order to allow for staffing increases within the LA and in schools, and that schools should directly receive funding for accepting reintegrating students. Indeed, the DfES even proposed that funding initiatives could be used in order to increase schools' willingness to accept reintegrating students, although this appears somewhat at odds with research promoting inclusive practice.

Similarly, within Thomas' (2015) research, he found that the availability of resources was ranked of highest importance by SENCos. Lawrence's (2011) research also identified perceived lack of resources as a school-based barrier to reintegration. Historically, the school having the resources to support the student's reintegration has been promoted as a factor contributing to the success of reintegration (Thomas, 1997), both in terms of physical and human resources (Burton et al, 2009).

It is also interesting that Lauchlan and Boyle (2007) suggested that a 'label' given to a student may be useful in terms of the additional funding that this may procure. While the impact of labelling will be discussed later in the review, it is interesting to consider the notion of 'diagnosis' and Education, Health and Care Plans in relation to their role within reintegration and funding. This highlights the impact of wider economic influences on elements of the student's microsystem, and therefore the resulting impact on the student's reintegration.

2.4.5. Macrosystem

At the outer layer of Bronfenbrenner's (1979) model is the macrosystem, relating to the cultural belief systems, values and ideology, which impacts on the micro-, meso- and exo-systems, and therefore on the individual student. Bronfenbrenner postulates that life course options are also embedded within the macrosystem, along with societal attitudes and media representation (Woolfson and Boyle, 2008). This section will therefore explore the conceptualisations of SEMH and 'challenging behaviour' within current society and the impact of this on the student, and also the terminology used during reintegration.

2.4.5.1 *Conceptualisation of Social, Emotional and Mental Health Needs*

Within the most recent Code of Practice (DfES, 2014) there has been a change from the term 'Behavioural, Emotional and Social Difficulties' (BESD) to 'Social, Emotional and Mental Health Needs' (SEMH), suggesting a move away from the notion of behaviour as a stand-alone concept and the implied within-child nature of 'difficulties'. However, regardless of the precise nature of the terminology, it has been found that children attributed with this type of label achieve poorer academic outcomes, are more difficult to include within the classroom (Croll and Moses, 2000; Cole, Daniels and Visser, 2003; Pillay et al, 2013) and are more

likely to experience exclusion (DfES, 2005). Reasons for this have been attributed to school staff perceiving barriers in adapting the classroom environment due to governmental pressures and performance targets (Burton et al, 2009), despite research suggesting that factors such as adaptation of teaching approaches, staff training and understanding the function of behaviour are important for the inclusion of these students (Cole, Daniels and Visser, 2003; Thomas, 2015). Literature also suggests that governmental policies advocating 'quick-fix' behaviourist approaches to manage behaviour have led schools to neglect the emotional needs of students (Didaskalou and Millward, 2002, p.113) along with the view that some children may have needs that cannot be met within a mainstream school (Lawrence, 2011). Jones (2003) drew upon social psychology, specifically Moscovici's (1973) Social Representation Theory, to illustrate the impact the term BESD has on teacher's responses to students with this label. Moscovici (1973, p.9) defined Social Representation Theory as:

> "systems of values, ideas and practices with a two-fold function; first, to establish an order which will enable individuals to orientate themselves in their material and social world and to master it; secondly, to enable communication to take place amongst members of a community by providing them with a code for social exchange and a code for naming and classifying unambiguously the various aspects of their world and their individual and group history"

Within this depiction, the notion of 'naming and classifying' is emphasised, and Jones (2003, p.151) proposed that the way in which teachers respond to behavioural challenges within the classroom are influenced by social representations of 'difficult behaviour', which is in turn informed through 'educational goals'. Indeed, Jenkins and Miller (1995) proposed that a reduced focus on school examination results and 'public image' can help to support reintegration, which appears at odds with current educational goals set by government agenda, such as 'educational excellence' with a focus on performance tables, exams and the introduction of 'tough new standards' (DfE, 2016b). This highlights the influence of governmental agenda on school professionals' conceptualisation and management of behaviour within the classroom, and therefore the impact this may have on the student's reintegration.

However, this theory has been criticised on the basis that there is a lack of consideration towards agency, in terms of the ability of an individual to devise strategies to protect their self-concept (Howarth, 2006). This is relevant within this case in relation to teachers' ability to reinterpret the meaning of 'challenging behaviour' and also students' ability to minimise the impact of the label of SEMH on their projected outcomes.

2.4.5.2 *The Conceptualisation of Behaviour within Schools*

A commonly held view throughout history is that behaviour in schools is worsening, which may be due to factors such as media influences (Gulliford and Miller, 2015) and political changes. The Hadow Report (OFE, 1926) was produced following concerns at that time around the perception of declining behaviour in schools. However, over sixty years later, the Elton Report (DfES, 1989) was generated following similar concerns to those influencing the Hadow report, specifically in terms of persistent, low-level behaviour in schools. The report also highlighted strategies that had already been specified in previous legislative documents, but that were not being implemented in schools.

Current research has supported the notion that behaviour in schools has not been continually declining, with Apter et al (2010) even suggesting that classroom behaviour is improving. This view was also reinforced by the Steer Report (2005), which proposes that behaviour has improved in recent years, and gives consideration to the contexts in which behaviour occurs and to relationships between children and teachers, highlighting a move away from within-child perspectives. This is supported by the use of the term 'challenging behaviour', which indicates that the behaviour is challenging to the system and is socially determined, rather than a maladaptive trait of the individual (Lyons and O'Connor, 2006).

However, despite this historical change in attitude, the reactive role of 'punishment' continues to be emphasised, with the Steer Report praising the use of fixed-term or permanent exclusions by head teachers. The most recent legislative document around 'behaviour' (DfE, 2016a, p.6) continues to emphasise the role of "discipline", "punishing", "sanctions", "detention" and "isolation" in developing a whole-school behaviour policy. The outcome of punishing the child therefore appears to be in contrast

with a systemic view of behaviour, and emphasises the role of within-child causes for behaviour (Beaver, 2011).

2.4.5.3 *Impact of Labelling*

Within the literature, there is disparity in perceptions around the impact that the labels of BESD or SEMH can have on both a student's inclusion and wellbeing within school. Research suggests that having a label or 'diagnosis' can be detrimental to a young person as this can lead to negative preconceptions and stigmatisation (Norwich, 1999; Phelan, 2002; Lawrence, 2011), hostility (Farrell and Tsakalidou, 1999) and a reluctance to include students with this label within the classroom (McSherry, 2012). Indeed, Thomas (2015) concluded that students with a label of BESD had not been included as easily as children with other types of SEN. In contrast, Visser (2005) proposed that school staff having a clear definition of the label 'BESD' positively contributed to the student's outcomes and inclusion, suggesting that labels can be purposeful in this context. This is also supported by Lauchlan and Boyle (2007), who suggested that these labels may be advantageous in terms of acquiring funding and provision to meet the student's needs, and in enhancing school professionals' understanding of their needs. However, when directly considering exclusion, it has been proposed that the label of BESD or SEMH is the only label of SEN that increases the risk of exclusion for these individuals, which can lead to both reduced opportunities and peer support (Jull, 2008; Thomas, 2015).

2.4.5.4 *Wider Terminology*

In respect to the clear distinctions made within the literature regarding the disparities between the terms 'integration' and 'inclusion' and considering research which suggests students with SEMH are viewed as more difficult to include in schools, it is interesting that the term 'reintegration' is used to describe the process of young people transitioning back into school. The use of terminology such as 'reinclusion' has been proposed as a precursor for success for students (Thomas, 2015) alongside suggestions that inclusion still does not consistently take place for young people with SEMH in terms of schools adjusting their practices and policies (McSherry, 2012).

2.4.6 Chronosystem

Finally, the chronosystem was later added to the model, which encapsulates change or consistency over time in the individual's environment (Bronfenbrenner, 1994). Therefore, this section will briefly explore the consistency of the school placement on the student's reintegration.

2.4.6.1 *Consistency of School Placement*

The importance of consistency between the school and PRU has been highlighted within the literature, with certain pieces of research proposing that regular attendance at school whilst the student attends the PRU would be beneficial to reintegration (Rees et al, 2015; DfES, 2004b). Yet, whilst consistency has been emphasised throughout the literature as a positive contributor to reintegration, other research suggests that it would be beneficial for the student to reintegrate into a completely different school (Vincent et al, 2007; Tootill and Spalding, 2000). This appears to be associated with the student being able to have a 'fresh start' (Lawrence, 2011), and minimises the individual's peer group or previous reputation providing barriers to the success of the reintegration.

However, should the student reintegrate into a different school, Parsons et al (2001) continue to advocate a consistent approach, as they propose that the student's previous school should continue to be involved in the reintegration to a new school. This suggests that there is some disparity within the literature between consistency of placement, involving the enhancement of relationships and practices by the existing members of the student's microsystem; or change of placement, representing a change to the student's system in order to provide a new start.

2.5 Summary of Literature Review

The literature review has explored existing research and policy on reintegration, and has highlighted the importance of looking at various areas of the student's ecological system in order to investigate promotive factors and barriers to the reintegration process. The researcher felt that taking a systemic view of reintegration was important, as was considering the perspectives of those within the student's microsystem who also appear to have the greatest involvement within the reintegration process. Therefore, the systematic review aims to look more specifically at the views of PRU and MSS staff on reintegration, and also at the methodological approaches used within the research.

2.6 Systematic Review

This systematic review aims to add to the literature review through locating, synthesising and appraising existing research relative to review questions generated on the topic of reintegration. Systematic reviews are considered the 'gold standard' in methodically amalgamating and reviewing the findings of several studies investigating similar research questions (Boland, Cherry and Dickson, 2014). While traditional systematic reviews have tended to focus on quantitative research, through examining aspects such as sample size and statistical power, more emphasis is now placed on the importance of systematic reviews for qualitative research, with careful consideration being given to the use of approaches that sit well within the paradigms of the research (Booth, 2001).

The aims of this section are to investigate the existing research relating to the topic of reintegration, and also to justify the rationale for this research. The review questions for this systematic review will now be presented.

2.6.1 Review Questions

(A) What existing research has explored the perspectives of mainstream secondary school (MSS) professionals on reintegration?
(B) What existing research has explored the perspectives of PRU professionals on reintegration?
(C) What existing research has explored the perspectives of both MSS and PRU professionals on reintegration?
(D) Within existing research, what are the perspectives of MSS and PRU professionals on reintegration?
(E) What existing research has used Q methodology to explore the viewpoints of MSS or PRU professionals on reintegration?

2.6.2 Methods

2.6.2.1 *Eligibility Criteria*

At the outset of the systematic review, scoping searches were conducted to identify existing literature and research in relation to the review questions. A PICo table (Joanna

Briggs Institute, 2011; Table 2.1) was then devised in order to tightly refine the review question criteria and ensure the inclusion of appropriate studies.

Population	Mainstream secondary school staff **(A, C, D and E)**
	PRU Staff **(B, C, D and E)**
Phenomena of interest	Reintegration of pupils from PRUs into mainstream secondary schools **(A, B, C, D and E)**
	Q methodology **(E)**
Context	Mainstream secondary schools, PRUs **(A, B, C, D and E)**

Table 2.1: A PICo table defining the population, phenomena of interest and context for each review question

Inclusion and exclusion criteria were then considered in relation to appropriate studies to include in the systematic review (Table 2.2). These were then cross-referenced with the applicable review questions in order to illustrate the inclusion and exclusion criteria applied for each question. Due to historical changes in governments and policy, it was felt that research prior to the 21st Century or studies conducted outside of the UK would not have been relevant to the current social and political context. As the focus of the review questions relate to mainstream *secondary* schools, age ranges and settings were specified accordingly. As the focus of certain studies are associated with reintegration from special schools or equivalent, inclusion and exclusion criteria specifying settings accessed by students who have been excluded was stated. Only peer reviewed articles were included in the literature search, as the inclusion of non-peer reviewed studies, or grey literature, introduces risks of bias relating to reduced standards of quality and credibility (Robson, 2011).

	Inclusion	Exclusion
Participants	MSS staff working with children and young people aged 11 to 19 **(A, C, D and E)**	Not MSS staff, or mainstream school staff working with children or young people younger than 11 or older than 19.
	PRU staff working with children and young people aged 11 to 19 **(B, C, D and E)**	Not PRU staff, or PRU staff working with children or young people younger than 11 or older than 19.
Focus	Reintegration from a Pupil Referral Unit (or similar term for settings accessed by students excluded from school) into a mainstream school **(A, B, C, D and E)**	Not in relation to reintegration or reintegration from a setting other than a PRU (or similar term). Reintegrating into a setting other than a mainstream school.
	The use of Q methodology to explore the perspectives of MSS or PRU staff **(E)**	The use of any other methodology to explore the perspectives of MSS or PRU staff
Date	Post (including) 2000	Pre 2000
Type of Article	Peer reviewed research	Descriptive article, book, book review, dissertation, editorial
Research Approach	All research approaches **(A, B, C and D)**	N/A
	Q methodology **(E)**	Any other methodology
Geographical Location	Research conducted in the UK	Research conducted outside of the UK

Table 2.2: A table to show inclusion and exclusion criteria for the Systematic Review

2.6.2.2 *Information Sources*

The six databases selected for the literature search were Taylor and Francis, ERIC, Web of Science, Google Scholar, Wiley and MetaSearch (Nottingham eLibrary Gateway). The databases restricted the literature to peer-reviewed articles only. Peer reviewed articles are valuable in terms of their trusted reputation by other professionals in the field, and the research is generally considered to be of high quality (Creswell and Miller, 2000).

2.6.2.3 *Search Strategies*

A variety of search terms with Boolean Operators were employed for each database in order to specifically address each review question (Table 2.3). Each term was entered individually into each database, and then with other terms using Boolean Operators in order to generate an initial number of articles.

Search Term	Alternative Terms Applied	Boolean Operators
'Pupil Referral Unit'	Pupil Reintegration Unit, PRU, alternative provision, setting, short stay school	'AND', 'OR'
'Mainstream School'	School, secondary school, academy/ies, free schools, education	
'School staff'	Teachers, teaching assistants, support staff, support assistant, SENCo, mentor, pastoral support, educator	
'PRU Staff'	Teacher, Behaviour and Learning Practitioner	
'Pupils'	Students, children, young people	
'Perspectives'	Viewpoint, views, perceptions, attitudes, opinions, outlooks, standpoints	
'Reintegration'	Re-integration, reinclusion, inclusion, transfer, return, restoration	

Table 2.3: A table demonstrating search terms used for each database for scoping searches

Subsequent to electronic database searches, duplicates were removed and titles and abstracts were screened for relevance. Following this, inclusion and exclusion criteria were applied. Hand searching was then conducted through an examination of the included studies' reference lists, which identified one further reference. In this case, the researcher was contacted directly in order to obtain the article. A PRISMA flow-chart (Moher et al, 2009; Figure 2.3) has been adapted to demonstrate the search process, which shows the number of articles included and excluded at each stage of the systematic review process.

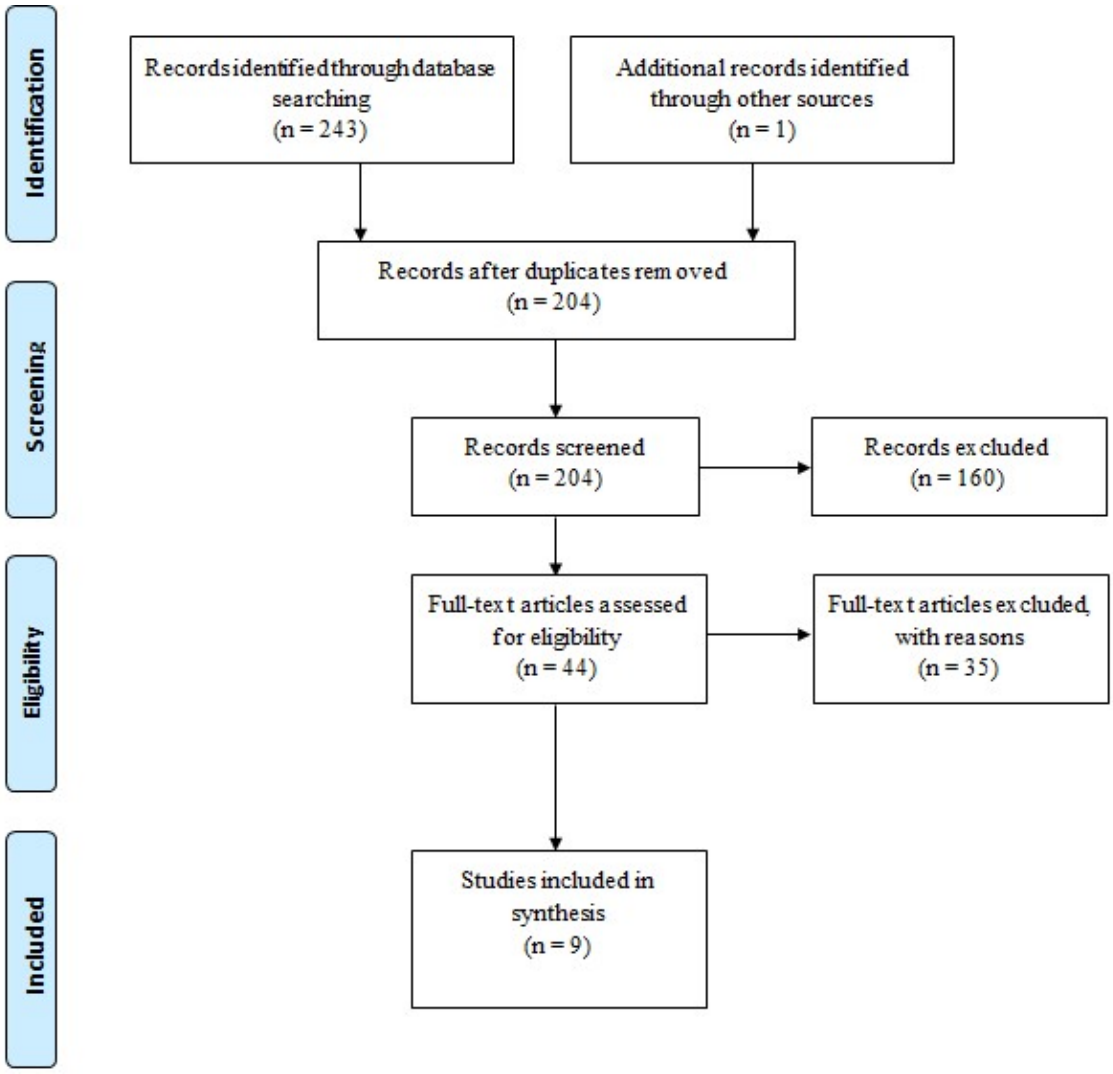


Figure 2.3: A figure showing the adapted PRISMA Flow diagram demonstrating the search process of the Systematic Review

Of the forty-four full-text articles that were screened, thirty-five were excluded. Reasons for exclusion included the research being conducted outside of the UK, and the research exploring perspectives held by populations other than MSS or PRU staff. While the perspectives held by other populations, such as those of students, would be interesting to explore, they were not relevant to the review question for this systematic review, and so were excluded.

2.6.3 Review Questions A, B, C and D

Table 2.4 lists the nine included studies that were generated to answer review questions A, B and C relating to existing research exploring the perspectives of MSS professionals, PRU professionals or the perspectives of both groups on reintegration. Data relating to study characteristics, such as research focus, population, methodology and analysis were extracted.

Study Name	Full Paper/ Abstract	Focus	Study Population	Country	Methodology	Analysis	Quality Assessment
Thomas (2015)	Full Paper	Reintegration	Mainstream school staff and PRU staff	UK	Data tracking, postal questionnaires, rating scales, semi-structured interviews	Categorisation, descriptive statistics	A, B, D
Pillay, Dunbar-Krige and Mostert (2013)	Full Paper	Reintegration	Mainstream school staff (9), Lead teacher of a PRU (1)	UK	Email questionnaires, unstructured interviews	Phenomenological enquiry	A, B, C, D, E, F, G, H, I
Vincent, Harris, Thomson and Toalster (2008)	Full Paper	Reintegration	Mainstream head (7) and deputy head (7) teachers	UK	Semi-structured interviews, focus groups	Thematic analysis	A, B, C, D, E, , F, H
Burton, Bartlett and Anderson de Cuevas (2009)	Full Paper	Reintegration	Mainstream school staff	UK	Analysis of LA and school policy documents, unstructured interviews	Coding	A, B, C, D, F, G, H, I
Lawrence (2011)	Full Paper	Reintegration	PRU staff (11), mainstream	UK	Focus groups	Thematic analysis	A, B, D, E

			school staff (6)				
MacLeod (2001)	Full Paper	Reintegration	Mainstream school staff	UK	Structured interviews, analysis of Statements of SEN, postal questionnaires	Categorisation, descriptive statistics	A, B, D
Tootill and Spalding (2003)	Full Paper	Reintegration	Mainstream school staff	UK	Documented comments	Qualitative (not specified)	B, C
Hart (2013)	Full Paper	Reintegration	PRU staff (4)	UK	Semi-structured interviews	Thematic analysis	A, B, C, D, E, F, G, H, I
Meo and Parker (2004)	Full Paper	Reintegration	PRU staff	UK	Participant observation, semi-structured interviews, documentary analysis	Ethnography	A, B, D, E, H

Table 2.4: A table to show included studies within the Systematic Review for review questions A, B, C and D

The included studies were conducted between 2001 and 2014. As per the inclusion criteria, all studies were conducted in the UK within MSS or PRU settings with reintegration as at least a partial focus within the research. Of the nine included studies, four focused on the perspectives of MSS staff, two focused on the perspectives of PRU staff and three focused on the views of both participant groups. Some of the included studies also included other populations within the research, such as pupils or Local Authority staff. However, with respect to the inclusion and exclusion criteria, data extraction excluded these aspects of the studies and centred on the methodology and analysis used specifically with either MSS or PRU staff in eliciting their perspectives around reintegration. Participants numbers have been stated where these were provided, along with methodological approaches and analysis procedures. The process for the quality assessment of the included studies is described below, and allies itself closely with the theoretical standpoint adopted for this systematic review.

2.6.3.1 *Theoretical Standpoint*

Within qualitative systematic reviews, there is no fixed process which can be followed, but rather flexibility can be used by the researcher in deciding how to analyse the data (Boland, Cherry and Dickson, 2014). In contrast to quantitative systemic reviews, qualitative reviews do not look to provide cumulative generalisations (Davies, 2000), and therefore it is difficult to define what the 'evidence' may look like. Although a limitation of this is the greater potential for bias due to the imposed subjectivity in comparison with quantitative reviews, Boland et al suggest that the in-depth analyses that tend to be used may lead to the formation of richer conclusions.

Key foundations on which the researcher may base their preferred analysis approach within qualitative systematic reviews relates to their research question and theoretical standpoint. Clegg (2005, p.419) argues that a critical realist approach within a systematic review is concerned with 'what the world must be like in order for experimentation to be possible'. This standpoint appears to fit well within the review questions for this systematic review, as the concern is related to the existing perspectives on reintegration, rather than on more positivist, experimental questions. Clegg also proposes that a critical realism perspective enables the systematic review to be 'theoretically informed' without simply selecting research based on the design used, or choosing methods of synthesis by proxy. Therefore, a critical realism standpoint has

been adopted which underpins the systematic review, in order to ensure that the analysis approach selected meets the review questions and synthesises the existing findings and perspectives in this area.

2.6.3.2 *Quality Assessment*

Methods of synthesising data that adopt a critical realism perspective are more likely to employ a linear approach to literature searching, and a clear, a pirori process of quality assessment (Barnett-Page and Thomas, 2009). Thomas et al (2003) generated a quality assessment checklist which allied itself closely to a critical realist ontological standpoint and, more specifically, to a thematic synthesis approach. The checklist incorporates twelve criteria within three broader areas relating to reporting, strategies and appropriateness of methods for investigating children's perspectives. As the latter aspect was not relevant in respect to the focus population of the included studies, this section was omitted from the quality assessment. The adapted eight-criteria checklist was then used to assess the quality of the reported studies, and the outcomes of this is included in Table 2.5.

Quality of study reporting	A: Aims and objectives were clearly reported
	B: Adequate description of context of research
	C: Adequate description of the sample and sampling methods
	D: Adequate description of data collection methods
	E: Adequate description of data analysis methods
There was good or some attempt to establish the:	F: Reliability of data collection tools
	G: Validity of data collection tools
	H: Reliability of data analysis
	I: Validity of data analysis

Table 2.5: A table demonstrating quality criteria used within Systematic Review (Adapted from Thomas et al, 2003)

Whilst the quality of the studies varied, no studies were excluded on the basis of this quality assessment as the literature in this area acknowledges that there is not clear guidance for the exclusion of specific studies (Thomas and Harden, 2008). There was also relatively sparse literature reviewing perspectives of these participant groups on reintegration that met the inclusion criteria, so these studies were deemed important in offering a rounded perspective. Including studies found to be of lower quality is therefore a limitation of this review, and the possible impact on the reliability and validity of the data extracted should be acknowledged.

2.6.3.3 *Thematic Synthesis*

Thematic synthesis is a method of research synthesis devised by the EPPI-Centre (Thomas and Harden, 2008) and is based on approaches such as thematic analysis and meta-ethnography. Thematic synthesis has been proposed as being a useful approach when examining 'what works' and considering the perspectives and views of others (Ring et al, 2011). Therefore, it was considered as an appropriate method of research synthesis for this review, and was considered to fit well within a critical realist perspective.

The first stage in the thematic synthesis took the form of line-by-line data extraction (Thomas and Harden, 2008). This extracted sentences or phrases which were relevant to the review questions for each study. Following this step, similar sentences that had been extracted were grouped together and assigned codes, in order to 'translate' concepts between studies (Britten et al, 2002; Fisher et al, 2006), which is also consistent with methods used in other qualitative analysis approaches, such as meta-ethnography. During this process, certain sentences were assigned for more than one code. Prior to the final generation of codes, the grounded theory technique of 'axial coding' was used, involving both inductive and deductive reasoning to ensure that the interpretations and coding were consistent (Fisher et al, 2006).

This led to the generation of the following twenty-seven codes:

- Parental Engagement
- Parental Attitudes
- School and Staff Attitudes

- Timescales
- Staff Training, Confidence and Ability
- Support from PRU
- Student Attitudes
- Student Participation in Reintegration
- Availability of Resources
- Student's Abilities and Skills
- School and Class Environment
- PRU Environment
- Student Age
- Support for Student
- Home-School Relationships
- Student and Family Relationships
- Student and Peer Relationships
- Student and School Relationships
- Strategies
- Structure of Reintegration
- Contact between School and Student while at PRU
- Contact between PRU and Parents
- External Agency Support
- Common Goals
- Communication
- Sharing of Staff
- PRU and School Relationship

Following this step, similarities and differences between the codes were examined and overarching themes were identified (Thomas and Harden, 2008). This led to the generation of the following nine descriptive themes:

- Within-Child Variables
- Structures and Systems
- Information Sharing and Communication

- Physical Environment
- Relationships
- Attitudes and Perspectives
- Participation
- Support and Training
- Resources and Funding

Within Thomas and Harden's (2008) research, a further step of generating analytic themes was undertaken in order to generate a synthesis that directly addressed their review question. However, within this review, it was felt that the literature, codes and themes generated were directly relevant to the review questions. Therefore, it was decided that the further analytic step was not necessary, and that it was preferable to remain close to the original findings of the studies.

Table 2.6 shows the articles which were considered to associate with each identified theme.

	Within-Child Variables	Structures and Systems	Information Sharing and Communication	Physical Environment	Relationships	Attitudes and Perspectives	Participation	Support and Training	Resources and Funding
1. Thomas (2015)	✓	✓		✓	✓	✓	✓	✓	✓
2. Pillay, Dunbar-Krige and Mostert (2013)	✓	✓	✓	✓	✓	✓	✓	✓	
3. Vincent, Harris, Thomson and Toalster (2008)	✓	✓		✓	✓	✓		✓	✓
4. Burton, Bartlett and Anderson de Cuevas (2009)	✓	✓	✓	✓		✓	✓	✓	✓
5. Lawrence (2011)	✓	✓	✓		✓	✓	✓	✓	✓
6. MacLeod (2001)	✓	✓			✓	✓		✓	

7. Tootill and Spalding (2003)		✓	✓	✓	✓	✓	✓	✓	
8. Hart (2013)	✓	✓		✓	✓	✓	✓	✓	
9. Meo and Parker (2004)					✓			✓	

Table 2.6: A table to show research articles which associate with each theme identified within the Systematic Review

2.6.3.4 *Summary of Synthesised Findings*

The themes that were previously generated through the thematic synthesis have been used to structure the discussion relating to common findings between studies. Each paper has been numbered, and cross-referencing is used within the summary of findings.

2.6.3.4.1 Within-Child Variables

Some research suggested that the student's academic attainment and ability was perceived as a promotive factor for the reintegration process (Papers 3, 6 and 8), along with the student having needs which staff felt could be met within a mainstream setting (5). However, one paper found that pupil literacy and numeracy were perceived as being the least important factors in reintegration (1). Research also highlighted the importance of the student's desire to make a success of the reintegration (1 and 5), and also the student willing to abide by the school rules (1 and 6). One paper felt it was important to consider the impact of learning needs on the student's behaviour (4), and research suggested that it was important for staff to take steps to develop the student's resilience (2) and increase socialisation and self-regulation skills (8).

2.6.3.4.2 Structures and Systems

Within the research, having tailored reintegration programs or packages were viewed as an important promotive factor within the reintegration process (5, 6 and 7), along with a gradual, timely reintegration for the student (1, 2, 3 4 and 5). Schools having, or developing, appropriate strategies to support the student within the mainstream school was also identified as being a supportive factor. Planning for the reintegration process, including promoting reintegration as a positive experience and ensuring that reintegration is the aim from the outset of the student's time at the PRU (2, 5 and 7), were also raised as contributory factors to effective reintegration. Consideration to school systems and practices were stressed (8), including reference to appropriate legislation and policy (4) and considering potentially detrimental aspects of practice, such as grouping students into 'sets' (2).

2.6.3.4.3 Information Sharing and Communication

Communication within the reintegration process, particularly between educational professionals and the family (2 and 5), was identified as important to the success of the reintegration. Some research suggested positive benefits in relation to sharing expertise and practice within schools (4). Information sharing between the school and the PRU through the use of pupil profiles and sharing of staff was also viewed as important in some studies (5 and 7). Shared goals were also identified as being integral to effective reintegration (5).

2.6.3.4.4 Physical Environment

In terms of the physical environment, the research identified the PRU and mainstream schools having similar environments as a facilitator for successful reintegration (1, 2, 4 and 8). Possibly associated with this was the belief that smaller schools and classrooms may be helpful for students reintegrating in order to be able to tailor provision more effectively (1). Certain aspects of the environment, such as curriculum delivery and flexibility (3), also appeared to be associated with affective factors identified for the child; for instance, motivation and enjoyment. Students reintegrating into a new school was also identified as a promotive factor in some studies (3, 7 and 8).

2.6.3.4.5 Relationships

Within the research, positive, reciprocal relationships between those involved within the reintegration process (1, 2, 3, 5, 6, 7, 8, 9), and with external groups such as peers (2, 5 and 7), were viewed as key contributors to the success of the reintegration. Factors underpinning the theme of relationships within this context were the notion of regular contact and communication, cooperation, mutual respect and acceptance.

2.6.3.4.6 Attitudes and Perspectives

Inclusive attitudes, such as school staff offering the student a ‘fresh start’, having a positive view of the student and wanting the reintegration to be a success were frequently identified as important to the success of reintegration (1, 3, 5, 6, 7 and 8). Barriers to reintegration highlighted within the research included a greater focus on attainment over nurture (2) and teachers attributing ‘blame’ to the student, or expecting them to be disruptive (2 and 4). Variables identified as important for parental attitudes

included parents being cooperative, having positive expectations for the reintegration and also having realistic expectations for the student's future (1, 5 and 7).

2.6.3.4.7 Participation

Active involvement within the reintegration process from students, parents, MSS and PRU professionals was identified as important in the majority of studies which identified this theme. In addition to involvement, being informed and understanding the process was also identified as a promotive factor (1 and 5). One study also highlighted the importance of Local Authority support within the process (1).

2.6.3.4.8 Support and Training

Support from various channels was viewed as being particularly important for students and school staff in all studies. The PRU was highlighted as a valuable source of support, particularly in terms of supporting the student's skills whilst at the PRU (2 and 8) and continuing to offer the student in-school support following the placement (1, 2, 4 and 5). The PRU was also identified as being well-placed to offer the school support in the form of INSET training (7). In promoting school staff's confidence to support students who are reintegrating, training was emphasised as important (1, 4, 5 and 6), particularly around classroom management skills, as was staff receiving greater levels of in-school support. However, one study raised time constraints as a barrier to staff accessing training (4). Academic support was also identified as being significant for students both during and subsequent to the reintegration (2, 3, 4 and 7), and having a 'key worker' was suggested as being potentially beneficial in meeting both academic and emotional needs (2 and 7). However, overreliance on the key worker should be avoided, and the student's independence should continue to be developed (2).

2.6.3.4.9 Resources and Funding

The mainstream school having both the physical resources, such as space and staffing capabilities, along with Local Authority support and funding was viewed as an important factor for school staff in making reintegration a success and supporting the student (1, 3, 4 and 5).

2.6.3.5 *Summary*

Thematic synthesis identified nine studies which met the inclusion criteria for the systematic review questions. Of the nine included studies, four focused on the perspectives of MSS professionals, two focused on the perspectives of PRU professionals and three focused on the views of both participant groups. This suggests that there is little existing research exploring the perspectives of both PRU and MSS professionals on reintegration, and that further exploration within this area may be of benefit.

2.6.4 Review Question E

Q methodology is an approach which aims to systematically study subjectivity and perspectives, and combines both qualitative and quantitative research traditions (Brown, 1996; Dennis and Goldberg, 1996). Due to the appropriateness of the Q methodology in eliciting and exploring viewpoints, this review question aimed to investigate the extent to which existing reintegration research has employed Q methodology as a methodological approach.

The purpose of this review question is solely to identify published research within the UK which has used Q methodology with staff in either PRUs or MSSs, rather than to provide an amalgamation and analysis of findings. Therefore, systematic searching strategies and quality criteria have been applied and described below in order to identify existing research which meets the purpose of the review question.

Of the nine studies included within the systematic review, the following methodological approaches were used:

- Data tracking (1)
- Postal questionnaires (2)
- Rating scales (1)
- Structured interviews (1)
- Semi-structured interviews (5)
- Unstructured interviews (2)
- Email questionnaires (1)
- Focus groups (2)

- Analysis of LA and school policy documents (1)
- Analysis of Statements of SEN (1)
- Documented analysis (2)
- Participant Observation (1)

Therefore, the researcher was unable to find any studies meeting the inclusion criteria which utilised Q methodology.

The decision was made to broaden the inclusion criteria in this case in order to explore whether Q methodology has been used within secondary school or PRU settings within the UK.

2.6.4.1 *Search Strategies*

The terms 'Pupil Referral Unit', 'Mainstream School', 'School Staff' and 'PRU Staff' were entered into each database with alternative search terms and Boolean Operators as described previously in Table 2.3. The term 'Q methodology' was also entered into each database, with alternative terms including:

- Q-Method* (* in order to detect terms 'method', 'methodology', 'methodological')
- Q Method*
- Q-sort
- Q sort

The systematic review process was followed as previously described, which initially generated 172 studies. Following the screening of abstracts, 54 full-text papers were examined relative to inclusion and exclusion criteria. This led to the generation of three studies that met the inclusion criteria (Table 2.7). The most common reason for exclusion was the country that the research was conducted in. As the review question was interested in the use of Q methodology within UK PRU and MSS settings, the exclusion of these studies was justified.

Study Name	Full Paper/ Abstract	Focus	Study population	Country	Methodology	Quality Assessment
Woods (2011)	Full Paper	The role of the school business manager	Mainstream school business managers	UK	Q methodology	A, D, E, F, G, H, I
Spendlove, Barton, Hallett and Shortt (2012)	Full Paper	Trainee teachers and the Code of Practice	Trainee secondary school teachers	UK	Q methodology	A, B, C, D, E
Reid and Slinger (2006)	Full Paper	Initial teacher training	Trainee secondary school teachers	UK	Q methodology	B, C, D, E, F

Table 2.7: A table showing included studies within the Systematic Review for review question E

2.6.4.2 *Quality Assessment*

Although Q methodology is considered to be a 'mixed method' design (Dennis and Goldberg, 1996) there are qualitative aspects to the data collection and analysis, and therefore Thomas et al's (2003) checklist (as depicted in Table 2.5) was also used to assess the quality of the included studies for this review question. All studies were deemed to meet an acceptable number of the quality criteria as to justify their inclusion.

2.6.4.3 *Summary*

Systematic searches identified only three research papers which used Q methodology with individuals working within MSS settings, and no research which used Q methodology with PRU staff. There was also no identified published research which used Q methodology to reveal perspectives on the topic of reintegration within the UK. During the searches, the majority of UK research using Q methodology tended to exist within healthcare literature. This suggests a gap in educational research for the use of Q methodology, in order to review its proposed effectiveness in the study of subjectivity and viewpoints.

2.7 Summary of the Systematic Literature Review

The systematic review identified only a small number of studies which have explored the perspectives of both PRU and secondary school staff members on reintegration. Similarly, no existing research could be identified which used Q methodology as an approach in exploring perspectives on reintegration within the UK, and only a small number of published studies have used Q methodology in UK educational settings, despite the popularity of the methodology internationally. This highlights the unique contribution that this research could provide to existing literature.

2.8 Research Questions for this Study

As both the literature and systematic review have highlighted the importance of exploring the perspectives of the key stakeholders within the reintegrating student's microsystem, and yet the limited research within this area, the research questions for this study are as follows:

- What are the viewpoints of both mainstream secondary school and PRU professionals on the promotive factors to reintegration?

- What are the attitudes of both mainstream secondary school and PRU professionals on the current barriers to reintegration within the Local Authority?

The following chapter will now discuss the use of Q methodology as an approach in helping to address and answer these research questions.

3. Methodology

3.1 Introduction to Q methodology

This chapter will aim to provide an overview of Q methodology, with consideration to the appropriateness of this methodology in exploring the views of both PRU and MSS professionals around effective approaches to support the reintegration of students into mainstream schools. In order to highlight both the processes involved in Q methodology and how the methodology was employed within this particular study, the following areas have been included for exploration within this chapter:

- An Overview of Q methodology
- Rationale for the use of Q methodology
- Epistemological Standpoint and Ontological Position
- Stages and Structure of Q methodology
- Procedure for This Study
- Strengths and Limitations of Q methodology
- Ethical Considerations
- Quality Criteria
- Research Schedule
- Summary

3.2 An Overview of Q methodology

Q methodology was developed by William Stephenson (1953), and is a methodology which aims to systematically study subjectivity (Brown, 1996) and 'combines the strengths of both qualitative and quantitative research traditions' (Dennis and Goldberg, 1996, p.104). Stephenson coined the term 'Operant Subjectivity', which defines subjectivity as a 'behaviour or an activity' and is based on certain psychological principles of behaviourism, specifically that behaviours are 'produced and emitted spontaneously' and that they have an interaction with the immediate environment (Watts and Stenner, 2012, p. 25). This suggests that subjectivity is not a state of mind, but rather an expression of activity which is able to be captured by Q methodological processes.

Unlike other methodologies, which may measure specific traits or variables, Q methodology aims to identify patterns of views, perspectives and opinions within and across participants (Barry and Proops, 1999). In order to achieve this, participants are required to sort a set of statements, referred to as the 'Q-set', in a manner which accurately reflects their individual perspectives or feelings. Through this, the completed array of statements (known as the 'Q-sort') is representative of participants' subjective viewpoints (Van Exel and De Graaf, 2005). The methodology also employs a by-person factor analysis, which supports the identification of groups of individuals who sorted the statements in similar ways (Watts and Stenner, 2005). Brown (1980) argued that only a limited number of unique perspectives exist on a subject, and that a carefully constructed Q-set has the potential to reveal these viewpoints.

Watts and Stenner (2012) summarised some of the misunderstandings associated with Q methodology, particularly the erroneous comparisons between R methodology and Q methodology data analysis, and emphasised the importance of combining the Q-sorting process with Q-technique factor analysis. Stainton Rogers (1995) distinguished between Q and R methodology, and proposed that participants are actively involved within the Q methodological process through subjectively ranking and sorting materials, in contrast with R methodology, where participants are passive and are often the ones being measured, ranked or under scrutiny. Stephenson emphasised that a strength of Q methodology, and particularly the factor analysis component, is the potential for new discoveries and understandings, rather than simply verification of established findings (Brown, 1970).

3.3 Rationale for the use of Q methodology

Q methodology has historically been used effectively within psychological research in areas such as narrative approaches, psychoanalysis and research with children (Shemmings, 2006). Indeed, as early as 1939, a joint paper was published between Stephenson and Educational Psychologist Cyril Burt considering the correlation of individuals, rather than tests (Burt and Stephenson, 1939), although there remained disagreements around the statistical implications of the methodology. Brown (1997) put forward the argument that Q methodology had previously been under-utilised within psychological research due to historical preferences for positivist epistemology, and in particular psychometric assessments, which tended to employ R methodological

approaches. Brown discussed parallels between Q methodology and quantum theory, and reasoned that there was a science to the study of subjectivity and human behaviour. This feels as though it sits well with the scientist-practitioner model currently adopted within the EP profession, and could be considered an appropriate methodology for the study and correlation of a number of perspectives on a complex topic. Consideration towards other possible research methodologies has been included within Appendix 1, which also provides a justification for the use of Q methodology within this research.

3.4 Epistemological Standpoint and Ontological Position

The terms epistemology, ontology and paradigm will firstly be discussed in order provide clarity and to clarify the researcher's position. Epistemology relates to the relationship that the researcher has with the research, and how best to gather knowledge. Epistemology is dictated by ontology, which describes the researcher's beliefs about the nature of reality. Finally, the term paradigm relates to the researcher's set of beliefs, which are underpinned by epistemological and ontological assumptions (Robson, 2011).

The researcher's ontological position within the research is that of critical realism, which sits within a post-positivist paradigm. Post-positivism arose out of dissatisfaction with positivism, although both paradigms share beliefs that phenomena can be studied, causes and effects can be identified, and that the researcher should maintain as objective a role as possible (Ponterotto, 2005). In contrast, post-positivism has a greater focus on falsifying theories, rather than verifying them as in positivist research.

In terms of ontology, critical realists hold the belief that a truth exists, but that it is open to dispute (Harper, 2011) and cannot be proven or unproven. Sayer (1992, p. 5) also proposes that 'science or the production of any kind of knowledge is a social practice' and that 'in order to be able to explain and understand social phenomena we have to evaluate them critically'. This highlights both the social construction of knowledge, and the more realist, positivist thinking behind critical evaluations, indicating that the mixed methods nature of Q methodology is able to sit comfortably within a critical realism ontology. Nightingale and Cromby (2002) also illustrate through a case study approach that the ontological position of critical realism and the epistemological standpoint of social constructionism are able to complement one another.

Therefore, a social constructionist epistemological standpoint has been adopted, in terms of the belief that 'facts', theory and knowledge are influenced and developed through joint construction (Cohen, Manion and Morrison, 2011). This is contrasted with constructivism, which tends to relate more to an individual's construction rather than that of a group (Robson, 2011). This is particularly relevant to Q methodology, in terms of seeking shared viewpoints and the abductive approach that the methodology employs. Q methodology is also able to identify and reveal the dominant viewpoints that exist around a topic, which allies well with social constructionism (Watts and Stenner, 2012). Social constructionism also underpins the theory behind the production of common factors in Q methodology, as views are shaped depending on the environment and contexts individuals exist in (Watts and Stenner, 2012). Therefore, within certain school or PRU settings, it may be that participants hold similar viewpoints due to shared experiences and contexts, although it is important not to minimise the impact of experiences outside of the professional systems which the participants operate in.

3.5 Stages and Structure of Q methodology

Within Q methodology, the stages and structure tend to be relatively consistent regardless of the topic of interest, and generally adhere to the following stages as outlined by Van Excel and De Graaf (2005), and based on Brown (1993):

- Definition of the Concourse
- Development of the Q-set
- Selection of the P-set
- Q-sorting
- Analysis and Interpretation

3.5.1 Definition of the Concourse

Statements used within the Q-set are firstly drawn from the concourse, which Brown (1993, p.94) describes as 'the flow of communicability surrounding any topic'. The concourse could consist of 'opinion statements', obtained through methods such as interviewing, questionnaires and focus groups, or through printed and published sources, such as journal articles, policy documents or editorials (Valenta and Wigger,

1997, p.502). Watts and Stenner (2005, p.75) emphasise that other sources in addition to the ones already specified could be used, as long as the final Q-set can be considered 'broadly representative of the relevant opinion domain'. Indeed, with respect to the disparities between R and Q methodology, Brown (1993, p.99) states that 'as with sampling persons in survey research, the main goal in selecting a Q sample is to provide a miniature which, in major respects, contains the comprehensiveness of the larger process being modelled'.

3.5.2 Development of the Q-set

Following the definition of the concourse, a sample is then drawn from the concourse to form the Q-set. Shemmings (2006) discussed that Q-sets can either be naturalistic, where items are drawn from the concourse, or ready-made, where items can be directly taken from materials such as questionnaires or surveys. A strength of a naturalistic approach is that the Q-set is frequently based directly on participants' own views, which increases the relevance and representativeness of the Q-set (McKeown and Thomas, 1988). Within their research McKeown and Thomas (1988) also stipulated that Q-sets can either be unstructured or structured. Unstructured Q-sets allow for statements to be generated with little consideration to ensuring the balanced coverage of sub-issues, which can lead to the production of a representative Q-set, but risks introducing bias through the over-representation of certain areas. In contrast, McKeown and Thomas propose that structured Q-sets are built on hypotheses and systematic composition. Structured samples can be either deductive, where hypotheses are imposed a priori, or inductive, based on themes or patterns emerging from the concourse and statements.

Whilst Watts and Stenner (2005) state that the final number of statements to be used within the Q-set largely depends on the subject matter, research has suggested that between 40 and 80 statements are appropriate (Stainton Rogers, 1995). However, Kerlinger (1969) proposed that the number of items should be within the region of 60 to 90. Barry and Proops (1999) further argued that the number of statements should be manageable for those undertaking the Q-sort, and therefore participants characteristics are an important consideration at this stage.

In generating the initial statements to compose the Q-set, Cross (2005, p.209) suggests that the researcher will typically generate 2-3 times the number of items to be used in the final set, and propose that the overarching aim is to 'achieve optimum balance,

clarity, appropriateness, simplicity and applicability'. In order to achieve clarity and simplicity, Stainton Rogers (1995) argues that each statement should contain no more than one idea or proposition. Finally, the wider set of statements are refined through the use of piloting (Watts and Stenner, 2005).

3.5.3 Selection of the P-set

The participants within a Q methodological study are referred to as the 'P-set'. As a fundamental aspect of Q methodology is that the Q-set is considered the sample, while the participants are variables (Watts and Stenner, 2005), the number of participants is likely to be significantly less than the Q-set. Guidelines for participant numbers within the research vary; however, recommendations include a ratio of one participant for every two Q items (Kline, 1994), whereas 40-60 participants tend to be typical for UK studies (Stainton Rogers, 1995). Whilst R methodology places importance on generalisation and therefore promotes high numbers of participants, Q methodology primarily aims to establish the existence of factors or viewpoints and to provide a basis for comparison (Brown, 1980). This also maintains the quality of the findings, as overly large P-sets can conceal important patterns or discrepancies within the data (Watts and Stenner, 2005).

Webler, Danielson and Tuler (2009) draw parallels between selecting participants within a Q methodological study to selecting survey items within an R methodological study, in that participants should be intentionally selected as they will produce interesting insights and have considered opinions on the topic of interest. In choosing participants for the study, Watts and Stenner (2005) caution against using opportunity sampling to select the participants or 'variables', and instead advise strategic sampling as the optimum method of recruitment to meet the aims proposed by Webler et al (2009). However, Webler et al also propose that snowball sampling can be a useful way to recruit participants, through asking an individual with expertise in the topic area to recommend others who may be suitable to undertake the Q-sort.

3.5.4 Q-sorting

Participants are required to sort the statements ('Q-sorting') through a specified 'condition of instruction', which is simply defining the instructions for participants to follow during the Q-sorting process (Ellingsen, Størksen, and Stephens, 2010). The

condition of instruction should also be 'based on the question or goals that motivates the study' and 'defines the context in which the Q participant's perspective is being sought' (Webler et al, 2009, p.21). Typically in Q-Methodological studies, participants are required to sort statements on a continuum from 'agree' to 'disagree' in order to elicit views and patterns of ideas or thoughts as a whole (known as the 'Q-sort'), rather than perspectives on statements in isolation (Brown, 1993).

Participants are firstly required to read and consider the statements, and then sort them into three categories of 'agree', 'disagree' and 'neutral' according to the condition of instruction (Brown, 1993). Following this step, participants are asked to 'rank' the statements according to the extent to which they agree or disagree with each individual item. The distributions that participants use to sort the statements can either be forced-choice or free distribution (Watts and Stenner, 2005). Free distribution enables participants to decide how many statements should be placed under each ranking value, whereas forced-choice distribution limits the number of items that can be ranked under each value. Watts and Stenner (2005) argue that forced-choice distribution tends to be more appropriate within Q methodology, as free-distribution requires participants to make time consuming, unnecessary decisions, while forced-choice distribution still gives participants a high level of choice and autonomy over how to rank the statements.

Brown (1980) also emphasised that it is important to consider the kurtosis (shape of the distribution) in order to help participants feel comfortable when undertaking the Q-sort. He proposed that, for participants who have a greater degree of knowledge or expertise around a topic, the kurtosis should be platykurtic (flattened) in order to promote greater discrimination during the sorting activity. In contrast, where a topic is particularly complex, a steeper distribution is recommended in order to allow participants to place a greater number of items in the centre of the distribution to reduce anxiety (Watts and Stenner, 2005). Brown (1980) also recommends an 11-point distribution for Q-sets with 40-60 items.

McKeown and Thomas (1988, p.35) propose that participants make choices through 'psychological significance', in terms of the subjective importance that individuals assign to each statement. The idea of asking participants to sort statements on a continuum from 'agree' to 'disagree' assumes that statements will be anchored around a midpoint, which McKeown and Thomas suggest is 'neutral in meaning and without

psychological significance'. Webler et al (2009, p.22) argue that it is unlikely that participants will ascribe the same salience to each statement, meaning that the midpoint, or 'zero point', within each participant's Q-sort is likely to fall in a different place. Therefore, as the zero point is likely to be of interest to the researcher, Webler et al propose asking participants to mark on their completed Q-sort the point which divides their agreed statements from disagreed statements.

Following completion of the Q-sort, Brown (1993) recommends that participants undertake an interview or questionnaire, in order that they have the opportunity to provide explanations for their decisions. Of particular importance is the reasoning behind the statements placed at the two far ends of the continuum. This qualitative data is then used to support the researcher during the analysis stage (Webler et al, 2009).

3.5.5 Analysis and Interpretation

Q methodology employs a multivariate analysis in order to 'identify and describe the different 'stories' that can be told about a particular topic or issue' (Cross, 2005, p.210). The data is subject to both a statistical analysis to extract 'factors', followed by a subsequent qualitative interpretation to give the data meaning and reveal social discourses (Barry and Proops, 1999).

Factor analysis is used in order to identify patterns between the completed Q-sorts. The resulting factors that are then extracted consist of particular Q-sorts, which are termed 'idealised sorts' as they have been produced and correlated by an analysis (Webler et al, 2009).

Watts and Stenner (2005) describe in detail the precise stages of analysis the data is subjected to, which are broadly as follows:

- Factor Extraction and Analysis: The Q-sorts are inputted and correlated in order to produce a 'correlation matrix'. Highly intercorrelated Q-sorts, which are uncorrelated with other sorts, are described as 'factors'. The purpose of factor analysis is to account for as much of the study variance as possible. The data can either be analysed through Principal Component Analysis (PCA), which produces a 'mathematically best solution', or Centroid Factor Analysis, which tends to have more theoretical and exploratory roots. Watts and Stenner (2005) propose that Centroid Factor Analysis may be more appropriate for this reason,

and this type of analysis is frequently achieved through the computer software program 'PQMethod' (Schmolck, 2002). Decisions are then made regarding the number of factors to be included within the data set. Criteria that can be applied include the use of the Kaiser-Guttman criterion (Guttman, 1954), Scree Tests (Cattell, 1966), Parallel Analysis (Horn, 1965) and the proportion of variance explained.

Webler et al (2009) also suggest the following criteria:

- Simplicity: Fewer factors are more desirable, whilst ensuring that information regarding differences in perspectives is not lost.
- Clarity: Ideally, each Q-sort should only load on to one factor, and 'confounders' or 'non-loaders' should be minimised.
- Distinctness: Generally, it is more desirable to have lower correlations between factors, or important points of disagreement, in order to ensure the factors are distinctive.
- Stability: Specific groups of participants, or Q-sorts, will tend to cluster together, which is stable across analyses with different numbers of factors, and suggests these individuals perceive the issue similarly.

- Factor Rotation: Factors are then rotated in order to support the researcher to 'consider the data from a variety of perspectives before selecting the rotated solution which they consider to be the most appropriate and theoretically informative' (Watts and Stenner, 2005, p.81). The aim of the rotation is also to increase the loadings of specific Q-sorts on to once factor, whilst decreasing their loadings on to other factors. Factors can either be subject to Varimax Rotation, which provides an objective, 'mathematical' solution or hand rotation, which is more judgmental and subjective.

- Factor Estimates and Arrays: In order to produce factor estimates, weighted averaging is used, which considers the loading of Q-sorts on to each factor. Brown (1980) also proposed that each factor estimate should be comprised of at least two Q-sorts, in order to promote reliability and communality. Following this, the total weighted scores for each item allows the researcher to ascertain which items are ranked most positively and negatively by the factor. Z

(standard) scores are then produced to allow for cross-factor comparisons. Finally, Factor Arrays are produced, which are defined as 'a single Q-sort configured to represent the viewpoint of a particular factor' (Watts and Stenner, 2005, p.140) and provides a holistic, 'best possible' estimate of the factor.

- Factor Interpretation: Examination of the factor arrays, with consideration to demographic and qualitative information gathered through participant interviews or questionnaires to support the interpretation. Each factor is assigned a representative 'theme' or title, and summaries are produced which describes the viewpoint that is expressed by that factor.

3.6 Procedure for This Study

The procedure followed within this Q methodological study aligned itself closely with that described in Section 3.5.

3.6.1 Definition of the Concourse

3.6.1.1 *Literature Review*

Relevant published research was identified through search engines, including Taylor and Francis, ERIC, Google Scholar, SCOPUS, Wiley, Web of Knowledge and the University of Nottingham Meta Search. Government policies were also identified through the Department of Education website, alongside existing reintegration policies within secondary schools in the LA.

3.6.1.2 *Online Questionnaire*

An online questionnaire was sent to all secondary schools within the LA and to two short-stay PRUs (Appendix 2). The questionnaire was also circulated to the Educational Psychology Team, and to fellow TEPs and University tutors, as it was hypothesised that this may elicit unique perspectives and add depth and a different dimension to the Q-set. There were two open questions for participants to answer in order to ensure their views were not restricted. There were a total of 38 respondents to the questionnaire, including Pupils, Teachers, EPs and TEPs, Behaviour and Learning Practitioners, Pastoral Managers and Inclusion Officers.

3.6.1.3 *Focus Groups*

Focus groups took place in two PRUs with a total of 10 staff members, and in three secondary schools with a total of 12 staff members in May 2016. The focus groups were used to elicit perspectives around 'what works' in supporting pupils' reintegration back into MSS. Each focus group lasted between 30 and 45 minutes, and Nominal Group Technique (NGT) was used to structure and facilitate the focus group.

NGT is a method of structuring group interaction in a manner that removes hierarchical constraints and encourages all participants to express their opinions (Allen, Dyas and Jones, 2004). Whilst this approach has attracted criticism for imposing greater control over the process than traditional focus groups (Powell and Single, 1996), NGT was selected as an appropriate design in order to elicit minority views from less senior members of staff, such as pastoral teams or support workers. As these staff members were encouraged to form the participant group within the main study, it was important that their views were obtained and contributed to the concourse in order to ensure that the resulting Q-set was 'broadly representative' (Watts and Stenner, 2005, p.75) of the perspectives on reintegration.

Potter, Gordon and Hamer (2004, p.128) outlined NGT as having five stages. The headings will be included below with a description of how this study followed each process.

1. **Introduction and Explanation**

The purpose and structure of both the research and the focus groups were explained to participants, with an opportunity for questions to be asked. Ethical issues, such as the right to withdraw and confidentiality, along with ground rules, were also addressed during this stage.

2. **Silent Generation of Ideas**

Participants were asked to individually write down their ideas about factors they felt contributed to a 'successful' reintegration. Participants were given 10-15 minutes to do this.

3. **Sharing Ideas**

Each participant was asked to contribute one idea at a time, which was recorded by the researcher on a flip chart. A 'round robin' approach was used until all ideas had been exhausted, which lasted 15-30 minutes.

4. **Group Discussion**

Participants then had the opportunity to discuss and clarify the ideas generated. At this stage, the researcher established with participants that the ideas on the flip chart were appropriately worded and did not deviate too far from the participants' phrasing of the items.

5. **Voting and Ranking**

Although NGT typically utilises a prioritisation stage, this was not undertaken during the focus groups as the nature of Q methodology involves ranking and prioritising ideas.

3.6.1.4 *Interviews*

Unstructured interviews were conducted in May 2016 with two MSS professionals and two students based on their previous experiences of reintegration, and explored perceived supportive factors to the process. Unstructured interviews allowed for the area of interest to be established by the researcher, and for the interviewee to provide a narrative (Corbin and Morse, 2003). This allowed for participants to provide their views with minimal restrictions, and risks relating to the potential for harm in discussing emotive topics (Ramos, 1989; Smith, 1992) were managed through the use of active listening skills, establishing rapport and adhering to ethical guidelines. Students were included at this stage to ensure pupil voice was included within the study, and to ensure the final Q-set would be comprehensive and representative (Valenta and Wigger, 1997). Herrington and Coogan (2011) also state the importance of including participants completing the Q-sort within interviews to ensure their views are appropriately represented within the Q-set, and therefore school staff interviewees also later participated within the Q-sort. Notes were taken by the researcher throughout the interview, and points were then clarified with the interviewee to ensure that written records were accurate and representative.

3.6.2 Development of the Q-set

From sampling the concourse, 613 initial statements were generated (Appendix 3). A naturalistic, rather than ready-made approach (Shemmings, 2009) was undertaken in order to produce the statements. The statements were then printed on to cards with a view to group them by categories, as suggested by Webler et al (2009). A structured, inductive approach (McKeown and Thomas, 1988) was taken, in order to ensure balanced coverage of the issues, and themes that arose from the statements were used in

order to categorise and group items (Appendix 4). The following nine themes were generated:

- Funding and provision
- Positive relationships
- Structures and systems
- Inclusion
- Within-child factors
- Empowerment, capacity building and support
- Effective communication
- School connectedness
- Participation within the reintegration process

Items were categorised by these themes, and duplicates were removed to produce a more manageable sample. Items were also considered with respect to achieving 'optimum balance, clarity, appropriateness, simplicity and applicability', particularly with respect to statements typically containing no more than one idea (Stainton Rogers, 1995). However, it was also felt important for the statements not to be overly narrow, and for participants to be able to impose slightly different meanings, as suggested by Webler et al (2009). Following refinement, the number of statements was reduced to 60 in order to comply with typical Q methodological recommendations within the literature (Stainton Rogers, 1995; Kerlinger, 1969). It was also felt that this number of statements would be appropriate for participants to sort.

The study was piloted by three school professionals, two PRU professionals and one Inclusion Officer in June 2016. Participants within the pilot study were then interviewed about the clarity and ease of using the materials, including the instructions and questionnaire. Participants were also asked about the Q-sort process, the wording of the statements and whether they felt any important statements had been omitted. Following piloting, the wording of one statement was slightly altered in order to avoid confusion. No participants during the piloting phase felt that any important statements had been omitted, and participants also felt that the number of items were manageable to sort. Therefore, the amended 60-item Q-set was considered suitable for use within the main study.

3.6.3 Selection of the P-set

Within the study, both staff from PRUs and MSSs were recruited as participants, in order to ascertain whether individuals from these settings hold largely similar or divergent views relating to reintegration processes. The following stages outline the engagement and recruitment of participants within the research.

3.6.3.1 *Stakeholder Engagement*

As this research had also been commissioned within the Local Authority, stakeholders within PRUs and MSSs were identified from the outset. The intended research was presented to three Behaviour and Attendance Collaborative (BAC) groups within the Local Authority, consisting of MSS Senior Leadership Staff and key individuals involved in pastoral care or managing behaviour. The research was also presented to two short-stay PRUs within the Local Authority, where potential benefits of the research were highlighted, such as the opportunity for CPD, reflective practice and potential practical applications of the findings within the Local Authority. From these meetings, contact details of interested schools and PRUs were obtained through stakeholder information letters (Appendix 5) and expression of interest documentation (Appendix 6). Follow-up phone calls, emails and visits then took place in order to elicit staff participation in focus groups, pilot studies and involvement within the main study. Qualitative feedback was also obtained from the BAC groups, which helped to develop the concourse. The University of Nottingham was also considered a key stakeholder within this research, and the research was presented to both fellow TEPs and tutors in December 2015 to elicit critical feedback.

3.6.3.2 *Recruitment*

Participants were recruited through snowball sampling (Goodman, 1961), whereby the contact identified in each setting through the BAC meetings suggested other suitable participants within that setting who had knowledge and experience in relation to student reintegration. Therefore, the researcher liaised with the key contact to arrange visits to each setting, who then arranged for suitable staff members to attend and participate in the research. Snowball sampling was considered an appropriate recruitment strategy as the technique makes use of naturally occurring social networks (Noy, 2008), and it

would also allow for the identification of similarities and differences in Q-sorts between and across particular settings.

3.6.3.3 *Setting and Participant Characteristics*

After consideration, it was felt that the views of the adults working closely with the student during the reintegration process, both within schools and PRUs, were the most important within this particular study, as they had the greatest ability to affect change for the young person. The study is therefore underpinned by interactionist, systemic thinking, in that importance is placed on systems within which the student interacts, rather than considering issues as located 'within-child' (Wilding and Griffey, 2015). Two PRUs and seven mainstream secondary schools within the LA participated within the research. Characteristics of the participating schools and PRUs are provided below, with information represented in bands to protect the confidentiality of the settings.

- PRU Demographics

Both PRUs which participated within the study have an 'outstanding' grading by Ofsted. Across the two sites, between 40-60 students are on roll aged 11-16. The gender of the students is mixed, and students are predominantly of White British heritage, with some from Asian British/Pakistani backgrounds. 50-60% pupils are entitled to receive pupil premium, and between 0-5 pupils have an Education, Health and Care plan. All pupils who attend both PRUs are considered to have significant SEMH needs.

- School Demographics

The characteristics of the participating schools (both state schools and academies) are presented in Table 3.1. The following abbreviations have been used:

- BA: Below national average
- AA: Above national average
- A: In-line with national average
- ASD: Autistic Spectrum Disorder
- VI and HI: Visual and Hearing Impairment
- O:Outstanding
- G: Good

- RI: Requires Improvement
- I: Inadequate

	School 1	2	3	4	5	6	7
Number of Students	900-1000	1700-1800	1600-1700	1500-1600	1800-1900	1500-1600	1500-1600
Age Range of Students	11-18	11-18	11-18	11-18	11-18	11-19	11-18
Gender of Students	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed	Mixed
Additional On-site Provision?	Y (ASD)	Y (HI and VI)	Y (Physical Disabilities)	Y (Mixed)	Y (ASD)	Y (Learning Difficulties)	N
EAL	BA	AA	BA	AA	AA	AA	A
Students with SEN	AA	AA	BA	AA	AA	BA	A
Pupil Premium	BA	AA	BA	AA	AA	AA	AA
Ofsted Rating	G	I	O	RI	I	RI	I

Table 3.1: A table to show the demographics of schools participating in the research

- Participant Characteristics

48 participants from secondary school settings and PRUs completed the Q-sort in June-July 2016. One participant dropped out of the study while completing the Q-sort due to time constraints. This left 47 viable participants. Participants' demographic information is presented in Table 3.2.

Characteristic		Number of Participants	Percentage of Total Number
Setting	PRU 1	7	14.89
	2	9	19.15
	School 1	1	2.13
	2	4	8.51
	3	2	4.30
	4	7	14.89
	5	7	14.89
	6	8	17.02
	7	2	4.30
Gender	Male	14	29.79
	Female	33	70.21
Age	16-25	3	6.38
	26-35	8	17.02
	36-45	12	25.53
	46-55	19	40.43
	56+	5	10.64
Years in Professional Role	0-5	32	68.09
	6-10	5	10.64
	11-15	7	14.90
	16-20	2	4.26
	21-25	1	2.13
	26+	0	0

Table 3.2: A table to show the demographics of participants taking part in the research

The professional roles of the participants included:

- Teacher
- TA
- Trainee Teacher
- SENCO
- Progress and Behaviour Manager
- Learning Support Centre Manager
- Learning Leader
- Assistant Head
- Behaviour and Learning Practitioner
- On-Site (Alternative Provision) Manager
- Pastoral Manager
- Inclusion Manager
- Pastoral Team Leader
- Behavioural Support Worker
- Pastoral Support Officer
- Achievement Manager
- Specialist Mentor

3.6.4 Condition of Instruction

The condition of instruction was generated in order to the meet the aims of the research and to define the context in which participant's views were to be expressed (Webler et al, 2009), in terms of exploring perspectives around reintegration processes. Participants were asked to complete the Q-sort in line with the instruction 'This factor would support the reintegration of pupils from short-stay PRUs back into mainstream schools'.

3.6.5 Q-sorting

The Q-sorts were administered by the researcher within each PRU and school setting across eight days in July 2016. The researcher firstly explained the purpose of the study, provided general instruction sheets (Appendix 7) and asked participants to carefully read an information sheet about the study (Appendix 8). Participants were then given the opportunity to ask questions, and a consent form (Appendix 9) was provided for

participants to read and sign, which outlined ethical issues such as confidentiality and the right to withdraw.

Participants were then given activity instruction sheets (Appendix 10) which firstly asked them to sort the 60 statements into three piles, including 'most agree', 'most disagree' and those that were neutral or did not elicit a reaction. Participants were asked to complete this step in accordance with the condition of instruction, which was presented on a horizontal strip (Appendix 11). Following this stage, participants sorted the statements from 'most agree' to 'most disagree' on a forced-choice, 11-point (-5 to +5) distribution grid. A steeper distribution grid was selected in order to reduce participants' anxiety around completing the Q-sort in relation to a complex topic. Participants were asked to firstly select their most agreed-with statement and place this at the far right on the grid, followed by placing their least agreed-with statement at the far left of the grid, in order to evaluate the salience of the items in relation to one another. This process continued until the grid had been completed from the outside inwards.

After ensuring that the participants were satisfied with their decisions, participants were asked to write the number which corresponded with each statement on to a blank A4 grid (Appendix 12) in accordance with where statements were placed during the sorting process. This represented each participant's completed Q-sort. The researcher also asked participants to mark the 'zero point', or the point which divided their agreed statements from disagreed statements, on to their completed Q-sorts by drawing a line on to the A4 grid.

Following the sorting process, participants were given a questionnaire (Appendix 13) in order to explore their perceptions of the process, reasons and meanings for their rankings, any items they feel were not included, and their general views about reintegration. This was in order to gain qualitative and demographic information to support the researcher's interpretation of the findings, and to give the participants opportunity to discuss the study and any questions. Participants were then given a debrief sheet (Appendix 14) and were encouraged to contact the researcher if any further issues or questions arose after the study had taken place.

3.6.6 Analysis and Interpretation

The data was analysed in accordance with the processes outlined within this chapter, using the computer software package PQMethod (Schmolck, 2002). Greater detail relating to data analysis and interpretation is provided in Chapter 4.

3.7 Strengths and Limitations of Q methodology

Some of the key strengths of Q methodology which are applicable to this study have been outlined in Section 3.3, such as the ability of the methodology to bridge the gap between quantitative and qualitative research paradigms (Dennis and Goldberg, 1996) and the uniqueness of the approach in exploring attitudes (Zraick and Boone, 1991). An additional advantage of Q methodology is the flexibility with which it can be utilised, as it can be used either with multiple participants or on repeated occasions with the same individual, across different settings (Prasad, 2001). This flexibility is also present within the Q-sorting process, as participants are able to continually make adjustments and changes to their Q-sort, which minimises the potential impact of participants' views being restricted through using a forced-choice distribution to sort statements. The methodology can also be used with young people and individuals with communication difficulties (Combes, Hardy and Buchan, 2004) and a prime benefit is the ability of the methodology to highlight hidden or marginalised viewpoints (Watts and Stenner, 2012). This highlights the potential value and use of this methodology within the EP role in researching perspectives and within Action Research approaches.

Watts and Stenner (2005) propose that some of the limitations within the literature arise from a misunderstanding of Q methodology application, particularly in relation to the claim that participants are passive within Q-sorting process (Haslam and McGarty, 2003), whereas Watts and Stenner argue that the participants are dynamically expressing their subjectivity. A further limitation of Q methodology raised in the literature is that the findings are unable to be generalised, as might be the case with more experimental methods that have high external validity. However, Cross (2005) argues that the aim of the methodology is to sample the diverse range of perspectives that exist on a topic, rather than to consider more statistical aspects such as the percentage of the population who hold a certain view. Cross also highlights the tension within the literature in relation to individual test-retest reliability, as certain researchers within this area are accepting of the notion that participants will not necessarily tend to

express the same viewpoints on more than one occasion (Stainton Rogers, 1991), whilst others argue that 85% retest consistency can be expected up to a year later (Brown, 1980).

There is also the risk that researcher bias could be introduced at various stages of the research, from developing the concourse and statements to factor interpretation. In order to minimise the impact of this, steps were taken throughout the research to support the researcher to maintain as objective a stance as possible, which is illustrated throughout the methodology and results chapters. The data in the study can also only be interpreted based on the ways in which participants undertake the Q-sort, and therefore the ability of the data to guide the interpretation also adds to the objectivity. However, it has also been argued that it is difficult to remove the researcher from the process, as the researcher is inevitably bound to introduce some of their own constructs in the interpretation of data (Robbins and Krueger, 2000), which fits with a social constructionist epistemology. It is therefore important that the researcher checks the data with the participants, in order to minimise researcher-participant power imbalances (Robbins and Krueger, 2000). Response bias is also a factor that may affect the quality of the findings in Q methodology, as participants may complete the Q-sort in manner which is designed to increase social desirability (Furnham, 1986). Therefore, steps were taken to ensure that participants completed the Q-sort as truthfully as they were able to through giving consideration towards seating arrangements and emphasising participant confidentiality and anonymity.

3.8 Ethical Considerations

Ethical approval for this research was granted by the University of Nottingham Ethics Committee in March 2016 (Appendix 15). Ethical considerations were of utmost importance throughout the research and were integral to decision making processes. In order to ensure that a broad spectrum of ethical issues had been addressed, policy and guidance documents such as the HCPC Guidance on Conduct and Ethics for Students (2016), the BPS Code of Human Research Ethics (2010), Health and Care Professional Council's Performance, Conduct and Ethics (2008) and University of Nottingham Code of Research Conduct and Research Ethics (2016) were consulted.

The key ethical issues within the research were addressed as follows:

3.8.1 Maximising Benefit and Minimising Harm

The BPS Code of Human Research Ethics (2010, p.11) states that 'risks to psychological well-being, mental health, personal values, or dignity' should be avoided where possible. This was a key consideration within the research, as originally students were going to be used as participants within the study. However, as the research developed, it was felt that harm could be caused to these young people, particularly as it was difficult to find students who had reintegrated 'successfully' into their host school, as many had experienced managed moves or had returned to a PRU. Therefore, the impact of this on affective factors such as the student's self-esteem, motivation and self-concept were considered, along with potential difficulties in students understanding the statements, and it was felt that the potential for harm overshadowed the potential benefits of the research in this case. This led to the decision to include school and PRU staff within the research, in order to explore the views of the adults working with the young person.

Potential risks and harm for school staff were also assessed, and the decision was made to carry out the Q-sorts towards the end of the academic year, where school staff may have been experiencing fewer time pressures due to many students having completed exams or being on study leave. The right to withdraw both themselves and the data from the study, without needing to give a reason, was also emphasised to participants at each stage of the research.

3.8.2 Informed Consent

Ritchie et al (2013) emphasise the importance of informed consent as an ethical consideration within qualitative research. They propose that 'it involves ensuring that potential participants have a clear understanding of the purpose of the study, the funder, the organisation or individuals conducting it, how the data will be used, and what participation will mean for them'. However, Flewitt (2005) also acknowledges the potential difficulties of informed consent within qualitative research due to the evolving nature of the research question and the changes in direction that the research can take. Indeed, this was a concern within the current study, which had initially intended to recruit secondary school students as participants. Following the decision to recruit school and PRU staff rather than students, stakeholders were contacted to discuss the change in direction of the research in order to ensure transparency and to explain how

this alters the purpose of the study. Stakeholder and participant information forms were also provided which addressed issues such as the procedure of the study, potential benefits for participants, confidentiality and the right to withdraw. Verbal explanations were further given to explain how participants' data would be used, and also to provide opportunities for participants to ask questions prior to giving consent.

Informed consent was required for participation within focus groups, piloting, and within the main study. The online questionnaire also provided information about the study and how the data would be utilised, and it was made clear that participant consent would be implied through the completion of the questionnaire.

3.8.3 Confidentiality

Confidentiality was ensured through assigning numbers to each participant, which were only identifiable by the researcher. Steps have also been taken to ensure participants and settings are not recognisable within written accounts of the research, through minimising the use of identifiable data.

Debrief sheets were also given to participants, which explained how their data would be used and stored. It was further explained to participants that the results of the study would be fed back to schools and PRUs, both through written and verbal methods of communication, but that identifiable details relating to participation at the level of the individual and the setting would be kept confidential.

3.8.4 Reflexivity

Kuper, Lingard and Levinson (2008) emphasise that reflexivity is of particular importance within qualitative research, in considering the potential power imbalance between researchers and participants and how the researcher's own background can shape the nature of the research question and data collection processes. This was felt to be of particular importance within this study, as it is likely that the differences in professional roles and experiences between the researcher and participants influences the way that the issue of reintegration is perceived. Q methodology was therefore felt to be an appropriate methodology in addressing this ethical issue, as it adds a degree of objectivity in the data analysis stage, whilst still eliciting subjective viewpoints from participants. Due to the traded nature of the host EP service, the potential for power imbalances between the researcher and participants was also carefully considered. It

was decided that the research would not take place in any of the researcher's own patch of schools, in order to avoid a conflict of interest and minimise the impact of existing professional and financial relationships on the research. The right to withdraw at any stage in the research was also emphasised to participants throughout the study.

3.9 Quality Criteria

3.9.1 Generalisability

As Q methodology involves a small number of participants and a high level of subjectivity (Brown, 1993), there is less concern with issues around statistical reliability and generalisability, although this has also been a criticism levelled at the effectiveness of Q methodology (Thomas and Bass, 1992). Considering that a fundamental tenet of this approach is that a limited number of perspectives exist in relation to any one topic (Brown, 1993), a well-structured Q-set should be able to uncover these views, and comparisons could be undertaken with the wider population, if required, through approaches such as surveys or questionnaires (Small, 2011). Watts and Stenner (2012) also assert that, while it is difficult to generalise findings from Q methodology, meaningful conclusions can still be generated, some of which can combat the effects of standardisation in R methodological studies.

3.9.2 Reliability

The most important measure of reliability for Q methodology is replicability. A method of determining replicability is through test-retest approaches, which involves administering the same Q-set to a participant at different occasions and measuring the correlation coefficients between data, which have found typically to be 0.80 or above (Nicolas, 2011). Research has also demonstrated consistent results using the same Q-set with different participants, or using different Q-sets and different participants for the same research question (Valenta and Wigga, 1997).

In terms of the analysis of data, a strength is that it is objective (Robson, 2011), rather than the purely subjective interpretation that would be found in qualitative studies, therefore revealing participants views and not the researcher's beliefs about their views.

A limitation of reliability in Q methodology is the findings from a systematic review that showed variations in the procedural application and delivery of Q studies (Dziopa and Ahern, 2011), which raises concerns around both fidelity and replicability. A method of overcoming this would be to consult key pieces of research within this area, and ensure that all decisions can be justified and are transparent.

3.9.3 Validity

In terms of the validity of Q methodology, it is important to consider content validity, face validity and item validity. Valenta and Wigga (1997) describe how to address each of these areas in the research. They propose that content validity can be achieved through seeking expert advice and reviewing previous research and literature in order to generate the Q-set, and ensuring statements are phrased in participants' own words as much as possible. This emphasises the importance of consulting both literature and participants to generate the Q-set. It has been proposed that face validity relates to participants' perceptions around whether the Q-set is appropriately reflective of their own views (Barbosa et al, 1998). Whilst this could be an issue within the current study due to the inclusion of two different professional groups, careful sampling from the concourse and the inclusion of various perspectives within the Q-set could help to overcome this, along with piloting the study with both groups to elicit their interpretations and feelings towards the included statements. Finally, as item validity applies to objective measures, such as surveys, and not to individual interpretation, this type of validity would not be considered relevant in Q methodology.

As the study is exploratory and comparative, but not seeking cause and effect, many of the internal threats to validity would not be relevant within this study. Indeed, Brown (1993) emphasises that an individual's subjective perspective cannot be externally measured, rendering the issue of validity immaterial. However, it is important to consider the issue of mortality, in order to ensure there remains a wider representation of participants' views within the study, and that certain types of individuals are not more likely to drop out. Within this study, this could be achieved through the use the methods highlighted in relation to stakeholder engagement, in terms of providing opportunities for reflective practice and emphasising the potential practical uses of the research.

3.10 Research Schedule

The timescales for the research are listed in Table 3.3.

Date	Stage in Research
November 2015	Initial discussions with stakeholders
November 2015-April 2016	Literature review
December 2015	Submission of research proposal
March 2016	Ethics approval
March 2016	Online questionnaires distributed
April-May 2016	BAC group presentations
May 2016	Focus groups
May 2016	Refinement of statements
June 2016	Piloting
July 2016	Data collection
August – November 2016	Data analysis

Table 3.3: A table to show timescales for the research

3.11 Summary

This chapter has explained the processes typically used within Q methodology, and has highlighted the stages followed in this study. Chapter 4 will discuss the stages of analysis and the data collected within the research.

4. Results

4.1 Introduction

Chapter 3 outlined the methodological processes involved in collecting data within Q methodology. The results chapter will now present the findings of the research, along with an account of the various stages involved in Q methodological analysis. This chapter will be structured through the following headings:

- Overview of Factor Analysis in Q methodology
- Factor Extraction
- Factor Rotation
- Factor Interpretation
- Consensus Statements
- Confounding and Non-Significant Q-sorts
- Participant Questionnaire
- Attitudes Towards Current Reintegration Processes

4.2 Overview of Factor Analysis in Q methodology

Following the data collection, 47 Q-sorts were able to be analysed through factor analysis, which was undertaken through the computer software PQMethod. In Q methodology, factor analysis involves the correlation of persons, rather than of 'tests' as typically seen in R methodology, hence why Stephenson (1936) termed Q methodology 'inverted factor analysis'. The factor analysis here involves the correlation of participants' Q-sorts, rather than the statements used within the Q-sort, in order to identify similarities or divergence in viewpoints (Van Exel and De Graaf, 2005). Watts and Stenner (2012) recommend deciding on an analytic strategy at an early stage. The researcher decided that an inductive approach should be used in order that the researcher's preconceived notions and hypotheses do not influence the data, with a view to take a more objective stance prior to factor interpretation. Consideration was also given towards undertaking either combined or separate analyses, and have been included in Appendix 16. Q-sorts were analysed through the processes outlined in

Chapter 3, which include factor extraction and rotation, the production of factor arrays and factor interpretation. These processes and the findings will now be presented within this chapter.

4.3 Factor Extraction

Decisions relating to the number of factors to extract were made in accordance to various criteria. Brown (1980) proposes that extracting seven factors is a suitable place to start, while Watts and Stenner (2005) recommend extracting one factor for every 6-8 participants. As there were 47 participants within the study, seven factors appeared to be an appropriate number to initially extract.

Factors were extracted and analysed using the computer program PQMethod. Factors can either be analysed through Centroid Factor Analysis (CFA) or Principal Components Analysis (PCA). While PCA offers a 'single, mathematically best' solution (Watts and Stenner, 2012, p. 99), Brown (1980) argues that this does not fit well with Q methodology, in terms of engaging with the data in a theoretical and meaningful manner. PCA also analyses the data by assuming that a participant's sort correlates at '1' with itself, whereas it is unlikely that a person would sort the statements in exactly the same way on a different occasion (Newman and Ramlo, 2010). As one participant verbally expressed this view during the Q-sort, the researcher felt it was important to take this into consideration during the analysis. Furthermore, both CFA and PCA reportedly produce similar results, and CFA is also well placed for manual rotation and is typically the analysis of choice for Q methodologists (Watts and Stenner, 2012). Stephenson also felt that CFA is rooted in both practical and philosophical grounds of subjectivity, as CFA allows for data exploration (McKeown and Thomas, 2013). Therefore, through reflecting on both practical and theoretical considerations, CFA was selected as the analysis of choice.

Table 4.1 shows the seven unrotated factors produced through CFA, with the Eigenvalues and explained variance for each factor.

	Factors						
Q-sort	**1**	**2**	**3**	**4**	**5**	**6**	**7**
1	0.4123	-0.1462	0.3248	-0.2852	-0.2402	0.1092	-0.1113
2	0.6018	0.039	0.0474	0.2924	-0.0848	0.0379	0.0861
3	0.1901	0.1704	-0.163	-0.2785	0.1532	0.0489	-0.2445
4	0.4261	0.2897	-0.0431	-0.2012	0.0495	0.0448	0.2686
5	0.4649	-0.1042	-0.0672	0.096	0.2162	0.0207	0.1094
6	0.3838	0.2885	0.1943	-0.2162	-0.1787	0.0815	-0.0699
7	0.1691	-0.4618	-0.0076	-0.0202	-0.0832	0.0777	0.2983
8	0.547	0.1951	0.4476	0.0087	-0.2456	0.1293	0.0883
9	0.484	0.4157	-0.2417	0.1023	-0.2984	0.118	0.0375
10	0.4718	-0.2198	0.0353	0.4726	0.258	0.1238	0.2307
11	0.7121	0.2763	-0.1548	-0.3481	0.1795	0.085	0.0361
12	0.6082	0.1989	0.2294	-0.1086	-0.1106	0.0512	0.3023
13	0.2247	0.1804	-0.5301	-0.0084	0.0065	0.0962	-0.3263
14	0.5521	0.034	-0.3736	0.1544	0.0852	0.0483	-0.1609
15	0.5371	0.3654	-0.0574	-0.0212	-0.1715	0.0613	0.0598
16	0.4493	-0.1737	-0.1504	0.1727	-0.1611	0.0346	-0.1748
17	0.4805	-0.3616	-0.1096	0.088	0.2127	0.0629	-0.1253
18	0.6579	-0.1086	-0.3205	-0.2021	0.0914	0.0453	0.034
19	0.283	-0.3575	-0.0492	-0.1112	-0.0604	0.0489	-0.085
20	0.4893	0.4345	0.1979	-0.087	0.2713	0.1198	0.1134
21	0.6347	-0.2253	0.2025	0.0402	-0.0498	0.0406	-0.0641
22	0.4207	-0.0969	0.1373	-0.0787	0.2404	0.0345	0.2659
23	0.3877	0.2685	0.2393	-0.1265	-0.1444	0.0706	0.1163
24	0.2876	0.3758	0.077	0.1924	0.2794	0.098	-0.4202
25	0.2545	-0.0106	-0.0747	0.1053	-0.1379	0.0116	0.1714
26	0.6182	0.1784	-0.002	0.1795	0.1977	0.0363	0.1551
27	0.8462	0.0061	0.0955	0.2048	0.0119	0.0221	0.1734
28	0.2472	-0.5966	-0.284	0.1508	-0.1911	0.1743	-0.0518

29	0.4706	0.0097	0.1729	-0.0097	-0.0681	0.0189	-0.0291
30	0.6227	-0.4005	0.2066	0.0774	-0.0356	0.0818	-0.1201
31	0.2323	-0.1495	-0.0443	0.0925	0.1671	0.0179	0.0342
32	0.2144	0.1625	0.2492	0.208	0.146	0.0638	0.0555
33	0.6733	0.2022	0.3367	-0.2159	0.1495	0.0918	0.0613
34	0.1285	-0.1283	0.1795	0.1404	-0.2805	0.0615	-0.1911
35	0.5188	-0.0584	0.3997	0.0628	0.3122	0.1076	-0.1211
36	0.5766	0.0337	-0.0259	-0.231	0.2259	0.0342	-0.2733
37	0.529	-0.0407	0.1844	-0.0354	0.02	0.019	-0.1212
38	0.4869	0.1513	-0.2801	0.251	-0.1558	0.061	0.2268
39	-0.0256	0.0433	-0.1263	0.3553	0.2722	-0.0846	0.2156
40	0.5225	-0.1331	-0.0339	-0.0546	-0.1979	0.0214	-0.0069
41	0.4747	0.0694	-0.1699	0.115	-0.1686	0.0231	-0.2571
42	0.5591	-0.244	-0.224	0.1328	0.0388	0.0369	0.232
43	0.4489	-0.1778	-0.4301	-0.2316	0.1073	0.0842	0.0408
44	0.7739	-0.1371	0.0961	-0.2328	0.1299	0.0359	-0.0806
45	0.5115	0.0853	-0.3746	0.08	0.0062	0.0426	0.0431
46	0.7398	0.0856	0.0725	0.0627	-0.1067	0.014	0.0263
47	0.7096	-0.1555	-0.1371	-0.0323	-0.0868	0.0134	-0.0292
EVS	11.8625	2.605	2.3461	1.5248	1.4039	0.2363	1.3605
% ExV	25	6	5	3	3	1	3

Table 4.1: A table showing the seven unrotated factors with eigenvalues (EVS) and the percentage of explained variance (% ExV)

Table 4.1 also shows the factor loadings, which refers to the correlation between individual Q-sorts and factors (Webler et al, 2009). The criteria used to determine the final number of factors to extract and rotate will now be explained.

4.3.1 Kaiser-Guttman Criterion

The Kaiser-Guttman criterion recommends that factors with eigenvalues above 1 should be retained for further analysis. Eigenvalues are frequently used in factor analysis, and are closely associated with variance (Herrington and Coogan, 2011). Both eigenvalues and variance are used to 'offer us a clear indication of the strength and potential explanatory power of an extracted factor' (Watts and Stenner, 2012, p.105). Six out of the seven factors had an eigenvalue of greater than 1, suggesting that six factors could legitimately be extracted and retained. However, researchers in this area caution against applying this criterion too strictly, as a factor could have an eigenvalue of greater than 1 purely through chance and random patterns in the data, leading to the retention of an overly large number of factors (Kline, 1994). Yet Brown (1980) also proposed that extracting factors based purely on their eigenvalues may lead to researchers disregarding factors that are still meaningful. This suggests that other criteria should be applied when choosing an appropriate number of factors to extract.

4.3.2 Significantly Loading Sorts

In order to determine how many Q-sorts significantly load on to each factor, a significance level for the study must be calculated. Brown (1980) proposed the following equation to calculate the level of significance at the 0.01 level:

2.58 x (1÷ (√no. items in Q set)

Therefore, within this study:

=2.58 x (1÷ (√60)

= 0.33 (to two decimal places)

Within Q methodology, it is recommended that each factor has at least two Q-sorts significantly loading on to it (Watts and Stenner, 2012). Within the data, six out of the seven factors had at least two Q-sorts loading at a 0.33 significance level. Based on this criterion, the suggestion is that six factors could reasonably be extracted and rotated.

4.3.3 Humphrey's Rule

An additional method on which to base the decision regarding the number of factors to extract is Humphrey's Rule. Brown (1980, p.223) proposed that 'a factor is significant if the cross-product of its two highest loadings (ignoring the sign) exceeds twice the standard error'. The equation for calculating the standard error is the following:

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

$= 1 \div (\sqrt{60})$

$= 0.13$ (to two decimal places)

Twice the standard error:

$= 0.13 \times 2$

$= 0.26$

In applying this criterion, only two out of the seven factors had a cross product that exceeded twice the standard error, indicating that only two factors should be extracted for further analysis. However, Watts and Stenner (2012) suggest that Humphrey's rule can be applied less strictly by including factors that have cross-products which merely exceed the standard error. Five factors met this criterion, suggesting that between two-to-five factors could be extracted.

4.3.4 Scree Tests

A further decision-making criterion, also based on the consideration of eigenvalues, is the use of Scree Tests. Scree Tests were devised by Cattell (1966) and are used to graphically plot eigenvalues in relation to factors. It is proposed that the number of factors to be extracted is based on the point at which the line changes slope, with the factors on the left hand side of point retained for further analysis. To assist with the identification of this point, DeVellis (2016, p.129) described that 'ideally, the progression of factors will have a point at which the information drops off suddenly, with an abrupt transition from vertical to horizontal and a clear "elbow". Cattell's criterion calls for retaining those factors that lie above the elbow of the plot'.

As Scree Tests can only be undertaken on data analysed through PCA, this method of factor analysis was used in order to produce data which enabled the researcher to graphically plot the factors and eigenvalues (Figure 4.1).

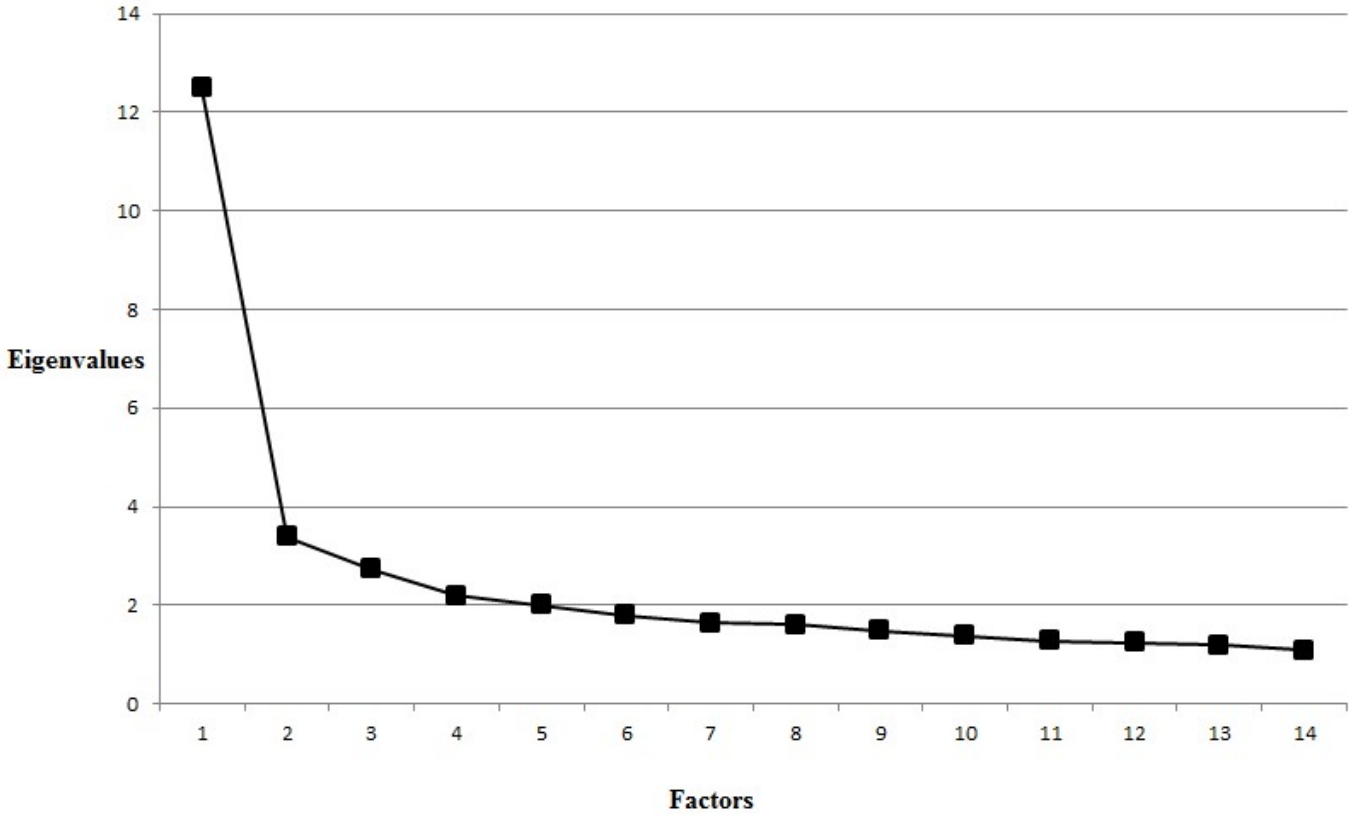


Figure 4.1: A figure to show the Scree Test graph showing plotted eigenvalues and factors

Due to the researcher's immersion in the subject area and knowledge in relation to the number of factors that other criteria suggested would be appropriate for extraction, it was felt that subjectivity could impose potential bias at this stage. Therefore, the scree plot was shown to five TEPs who were asked to identify at what point the slope on the graph changed, and were given the above quote and visual examples to support them. Four TEPs felt that the graph changed slope at point 2, while one TEP felt that the slope changed at point 3. This suggests that either two or three factors should be extracted for rotation.

4.4 Factor Rotation

Factor rotation is undertaken to increase the meaningfulness, or relevance, of the factors produced (Webler et al, 2009). Within Q methodology, factor rotation can be undertaken using two methods: Varimax or manual rotation. Varimax rotation is commonly used in Q methodology and attempts to ensure that each Q-sort only loads on to one factor and that the amount of variance explained is maximised (Barbosa et al, 1998). PQMethod offers a Varimax rotation option, where the factors are automatically rotated by these criteria, and the researcher does not need to directly influence the data. This therefore provides a more objective method of factor rotation and can be useful when the researcher is interested in the majority viewpoints of the group (Van Exel and De Graaf, 2005; Watts and Stenner, 2012).

In contrast, manual rotation is judgmental and theory-driven, and factors are rotated by the researcher so they can examine and adjust the rotations (Brown, 1996). Webler et al (2009, p. 30) propose that 'manual rotation is useful for testing particular hypotheses about how certain individuals' perspectives relate. Less experienced Q users will usually find the Varimax rotation sufficient'. However, Watts and Stenner (2012) suggest that both methods of factor rotation can be used complimentarily, in order to maintain objectivity and avoid imposing hypotheses and theoretical assumptions, and also to increase the number of Q-sorts which load significantly on to each factor. This is to ensure the inclusion of a wider range of participant views.

The application of the criteria for factor extraction suggested that between two and six factors would be an appropriate number of factors to extract and rotate. Therefore,

different numbers of factors were extracted and analysed to determine a solution that would meet several statistical and practical conditions, which are explained later in the chapter. As the researcher would be subjectively interpreting the factors, objectivity at this stage felt important.

Three factors were rotated using Varimax rotation, which led to a solution explaining 36% of the study variance, and which had at least two Q-sorts loading on to each factor. Kline (2014) proposed that explained variance of 35-40% or higher is acceptable for a factor solution. While the explained variance is towards to low end of the threshold, Brown (1980, p.233) argued that 'Eigenvalues and total variance are relatively meaningless in Q-technique studies as they depend to too great an extent on the arbitrary number of persons included in the study who happen to be of one factor type rather than another' and proposed that less importance should be placed on these aspects within Q methodology.

Whilst the significance level for this study was initially calculated at 0.33, it is widely accepted in Q methodology that significance levels can be raised or lowered in order to reduce the number of confounding or non-significant Q-sorts (Watts and Stenner, 2012). Therefore, thirty participants loaded on to the factors at a significance level of 0.36, with eleven confounding Q-sorts (those which significantly load on to more than one factor) and six non-significant Q-sorts (those that did not significantly load on to any factors).

In order to include a wider range of views, manual rotation was undertaken to increase the number of Q-sorts loading significantly on to one factor. The manual rotations loaded participants 4 and 26 on to Factor 3 and participant 47 on to Factor 1 (Figures 4.2 and 4.3).

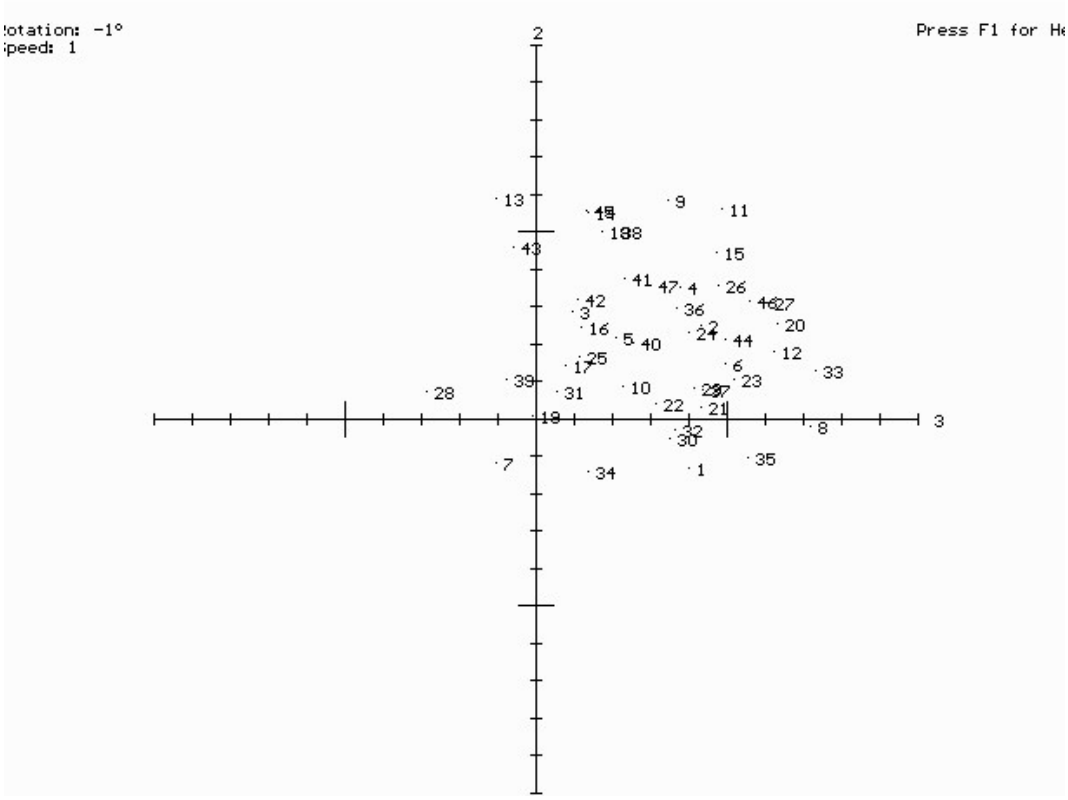


Figure 4.2: A figure to graphically display the rotation of Factors 2 and 3 by -1 degrees to load Participant 4 on to Factor 3

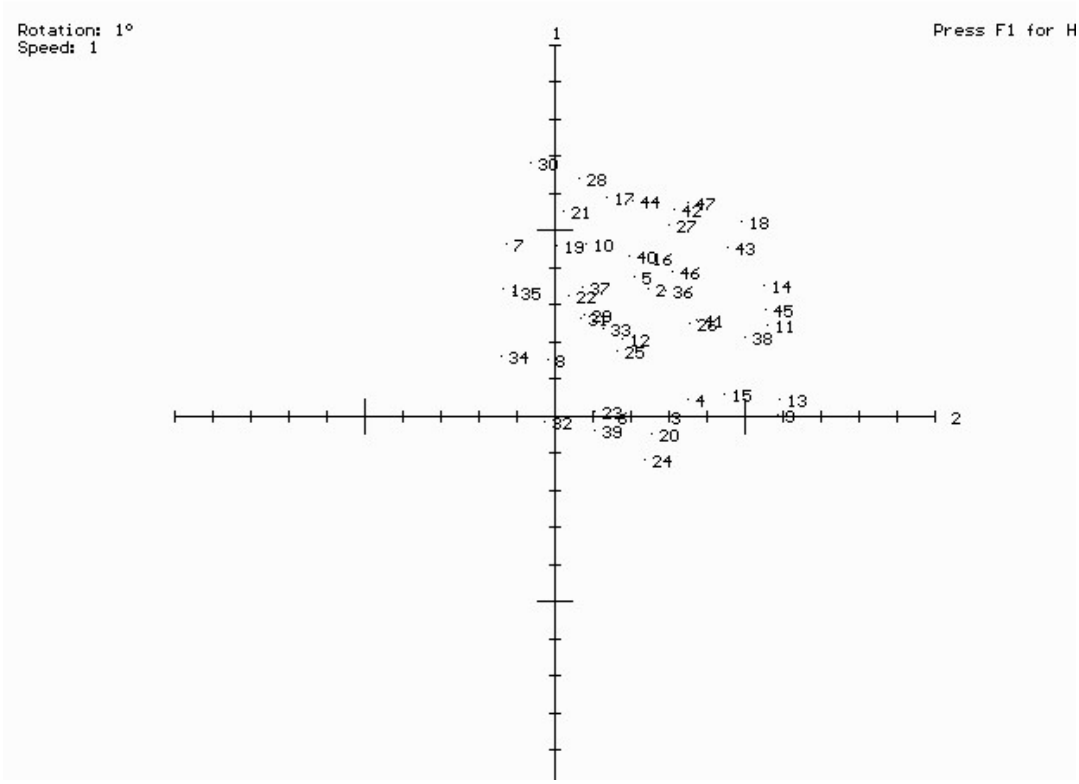


Figure 4.3: A figure to graphically display the rotation of Factors 1 and 2 by +1 degrees to load Participant 26 on to Factor 3 and Participant 49 on to Factor 1

This produced a solution with thirty-three Q-sorts loading on to three factors. Watts and Stenner (2012) proposed that it is important to take into account correlations between factors, as factors that are highly correlated may be too alike to interpret. In these circumstances, a solution with fewer factors should be considered. The factor correlations within this study are presented in Table 4.2.

	1	**2**	**3**
1	1	0.4639	0.4241
2	0.4639	1	0.4152
3	0.4241	0.4152	1

Table 4.2: A table showing the correlations between the factors

Evans (1996) proposes that the strength of correlations should be viewed as follows:

- .00-.19 - Very Weak
- .20-.39 - Weak
- .40-.59 - Moderate
- .60-.79 - Strong
- .80-1.0 - Very Strong

As the factors are moderately correlated, it was felt that there was adequate variability in viewpoints between factors to be analysed and discussed.

Therefore, a three factor solution was accepted, which met the following criteria:

- Five or more loading Q-sorts on each factor
- A variance of 36%
- Eigenvalues above 1

Webler et al's (2009) criteria were also applied to the extracted factors:

- Simplicity: Fewer factors are considered a more desirable solution, whilst ensuring nuances in the data are not lost.

- Clarity: Confounding and non-significant Q-sorts (those which load on to more than one factor, or do not load on to any factors at the proposed significance level) were removed from the data.
- Distinctness: Factors had moderate correlations (Table 4.2)
- Stability: There was evidence of similar participants clustering together in the data, even across increased numbers of factors.

The final three factor solution is displayed in Table 4.3.

Q-sort	**1**	**2**	**3**
1	0.3432	-0.1361	**0.4007X**
2	0.3435	0.2462	**0.4328X**
3	0.0021	0.287	0.0969
4	0.0475	0.3512	**0.3765X**
5	**0.3785X**	0.2107	0.2094
6	0.0008	0.1474	**0.4966X**
7	**0.4639X**	-0.1262	-0.1038
8	0.153	-0.0193	**0.7168X**
9	0.0041	**0.5877X**	0.3466
10	**0.4630X**	0.0824	0.2256
11	0.2473	0.5583	0.4842
12	0.2078	0.1791	**0.6219X**
13	0.0487	**0.5922X**	-0.1048
14	0.3536	**0.5494X**	0.1366
15	0.0598	0.4453	0.4727
16	**0.4298X**	0.2375	0.1164
17	**0.5911X**	0.1354	0.0773
18	0.5256	0.4909	0.1735
19	**0.4585X**	0.0031	-0.0099
20	-0.0462	0.2566	**0.6320X**
21	0.5548	0.0217	0.4316
22	0.3269	0.0355	0.3116
23	0.0146	0.1052	**0.5180X**
24	-0.1167	0.2353	**0.4010X**
25	0.1746	0.1656	0.1119
26	0.2505	0.3542	**0.4752X**
27	0.5182	0.3019	0.6045
28	**0.6417X**	0.0629	-0.2863
29	0.2727	0.0776	**0.4136X**
30	**0.6824X**	-0.0652	0.3478

31	0.2654	0.07	0.0542
32	-0.0131	-0.0265	**0.3656X**
33	0.2366	0.1258	**0.7319X**
34	0.1639	-0.1403	0.1364
35	0.3355	-0.108	**0.5550X**
36	0.3383	0.2896	**0.3686X**
37	0.3473	0.0718	**0.4356X**
38	0.2137	**0.5004X**	0.2058
39	-0.0384	0.1063	-0.0755
40	**0.4341X**	0.1973	0.254
41	0.2596	**0.3727X**	0.2297
42	**0.5597X**	0.3117	0.1094
43	0.4576	0.453	-0.0598
44	0.5835	0.2054	0.4943
45	0.2885	**0.5552X**	0.133
46	0.392	0.3084	0.5578
47	**0.5780X**	0.3501	0.2996
EVS	6.1	4.2	6.6
%ExV	13	9	14

Table 4.3: A table displaying the final three factor solution with loading, confounding and non-significant sorts

Factor loadings in bold font show the significantly loading Q-sorts for each factor (N=33). Rows highlighted in grey show the non-significant Q-sorts within the study (N=6), and rows highlighted in pink show the confounding Q-sorts (N=8). The significance of this is explored further later in the data analysis.

4.5 Factor Interpretation

Prior to interpretation of the factors, factor arrays were produced using PQMethod. Factor arrays are based on the size of the z scores for each item, and weighted averaging is used to determine the position and ranking of each item within the factors. This produces a composite statement array, or a 'model Q-sort' for each factor, which has been visually presented for each factor interpretation. Factor arrays have also been presented in Table 4.4.

Statements		Factors					
		1		2		3	
		Rank	Z Score	Rank	Z Score	Rank	Z Score
1	The student being actively involved in the reintegration process	4	1.232	4	1.454	3	0.93
2	Schools and Local Authorities to have clear policies around reintegration	-1	-0.3	1	0.382	-5	-1.545
3	Regular sharing of information between professionals and settings	0	0.219	3	1.228	0	-0.116
4	Positive engagement of the family within the reintegration process	5	1.914	5	1.461	2	0.777
5	Students reintegrating into a completely new school	-3	-1.232	-4	-1.924	-3	-1.096
6	Family members having realistic hopes and expectations for the student's future	3	0.838	-1	-0.168	0	-0.005
7	Schools keeping in direct contact with the student while they are at the PRU	2	0.827	0	0.238	2	0.769
8	Schools using a behavioural reward system for students who have reintegrated	-2	-0.941	-3	-0.919	4	1.513
9	Mutual respect	1	0.503	2	0.773	1	0.499

	between the student and school staff						
10	The school having an inclusive ethos which is shared by all members of staff	0	0.074	2	0.793	2	0.843
11	The school having the resources to support the student's reintegration	2	0.546	3	0.968	2	0.732
12	School staff feeling empowered to manage challenging behaviour	0	0.054	2	0.723	-1	-0.643
13	The student being offered a 'fresh start' on their return to school	0	0.391	5	1.866	5	2.158
14	A mainstream 'key worker' to support the student on their return to school	0	0.386	3	1.075	3	1.162
15	Reintegration meetings which are structured through specific frameworks	-3	-0.971	-2	-0.592	-4	-1.342
16	The mainstream school having clear, realistic expectations for the student	3	1.057	3	1.035	1	0.571
17	Training for school staff to help them to support students who are reintegrating	-2	-0.67	4	1.286	0	-0.106
18	Students being given a 'diagnosis' of Social, Emotional and Mental Health needs	-4	-1.849	2	0.793	-3	-1.305
19	Regular, positive contact between the	2	0.738	0	0.199	1	0.272

	family and the student						
20	The students having acceptance from their peers within the mainstream school	-3	-1.038	-1	-0.409	-1	-0.456
21	The student having needs that can be met within a mainstream school	-1	-0.386	0	0.16	3	1.147
22	A specific reintegration package tailored to the needs of each student	3	0.925	0	0.194	5	1.922
23	A positive relationship between the students' family and the mainstream school	4	1.601	1	0.251	3	1.244
24	The student being motivated to make a success of their reintegration	3	1.035	1	0.652	4	1.392
25	Co-constructed and shared goals between all parties involved within the reintegration process	0	0.049	-1	-0.521	0	-0.089
26	Participation and support within the reintegration process from external agencies	1	0.508	1	0.565	-3	-1.178
27	The use of peer support systems to facilitate the student's return to a mainstream school	-3	-1.341	-3	-1.12	0	0.04
28	Using language such as 'transfer' or 'reinclusion' rather	-5	-2.301	-5	-2.593	-4	-1.512

	than ‘reintegration’ within the process						
29	Flexibility within the mainstream school’s curriculum to meet the student’s needs	-1	-0.223	1	0.557	1	0.322
30	All directly-involved school staff having an awareness of the student’s strengths, needs and background.	-1	-0.248	2	0.765	4	1.509
31	In-school supervision for mainstream school staff who are working directly with the reintegrating student	-4	-1.556	-2	-0.759	-2	-0.837
32	Reintegration being planned and promoted as a positive experience from the outset of the student’s time at the PRU	1	0.535	-2	-0.617	2	0.838
33	The student having in-school support from a PRU staff member following the reintegration	3	1.044	-2	-0.709	-2	-1.008
34	Mainstream school staff showing the student empathy	-2	-0.545	3	1.188	3	1.072
35	Students having academic ability in line with age-related expectations	-2	-0.634	-4	-1.515	-4	-1.446
36	The student having an Education, Health and Care plan	-3	-1.471	2	0.744	-4	-1.399
37	The student being	1	0.507	0	0.112	2	0.776

	accepting of the school rules						
38	The PRU helping to develop the student's resilience	2	0.696	0	0.212	-1	-0.551
39	The student continuing to attend school on a regular basis while at the PRU	-5	-2.224	-5	-2.341	-1	-0.122
40	Students feeling safe and secure within the school environment	5	1.78	4	1.231	1	0.604
41	Students having the ability to reflect on their behaviour	0	0.153	-1	-0.379	2	0.689
42	Opportunities to share good practice between schools	0	0.009	-3	-1.116	-2	-0.937
43	Gradual reintegration into lessons that the student enjoys	-3	-0.979	-4	-1.298	0	-0.102
44	The student's achievements being valued by schools	2	0.646	3	0.842	3	1.217
45	Reviewing the factors around why the exclusion occurred in the first place during the reintegration process	4	1.19	1	0.312	-1	-0.256
46	The student being able to access a part-time timetable in school following their reintegration	-1	-0.079	2	0.663	-2	-0.733
47	External agencies working with schools and individual students	2	0.625	-1	-0.217	-3	-1.089

48	Students being offered emotional support during the reintegration process	1	0.459	4	1.443	0	-0.015
49	Clarification of the roles and responsibilities of those involved within the reintegration process	-1	-0.445	1	0.438	-1	-0.626
50	Shared assessment processes between the PRU and school to identify the student's needs	2	0.809	-2	-0.551	-2	-0.788
51	Action plans and targets to be evidenced, monitored and reviewed regularly	1	0.439	-2	-0.702	0	0.197
52	Consideration of the peer and academic groupings within mainstream lessons	-2	-0.717	-1	-0.237	1	0.592
53	A shared definition of 'inclusion' developed by the Local Authority	-2	-0.673	-3	-0.787	-3	-1.173
54	A reduction in the workload of school staff so they can focus on reintegration	-4	-1.614	-3	-0.799	-2	-0.869
55	Schools replicating strategies found to be effective within the PRU	1	0.443	-3	-1.108	4	1.405
56	PRU staff visiting mainstream schools to understand the environment that the students are	3	1.147	-2	-0.781	-3	-1.104

	reintegrating into						
57	Specific consequences for behaviour developed for students reintegrating into mainstream schools	-1	-0.009	-4	-1.891	-2	-0.708
58	On-site separate centres in mainstream schools which students are able to access for a period of time following their reintegration	-2	-0.504	0	0.018	1	0.387
59	The PRU providing an experience and curriculum which closely matches the student's experience within mainstream schools	4	1.191	-1	-0.521	-1	-0.669
60	A Local Authority policy which rewards the inclusion of students with Social, Emotional and Mental Health needs within mainstream schools	-4	-1.623	0	-0.05	-5	-1.757

Table 4.4: A table showing the z scores and factor array ranking for each factor

The final step of data analysis in Q methodology involves factor interpretation. This combines both the quantitative and qualitative aspects of Q methodology, as it involves examining and making sense of the statistical data in order to produce qualitative interpretations. As factor interpretations involve subjectivity and the potential for bias, crib sheets were produced (Appendix 17) based on Watts and Stenner's (2012) guidance, in order to maintain a degree of objectivity and ensure that holistic factor interpretations were undertaken. The crib sheets provide a thorough, systematic way of ensuring that all items are considered, rather than simply attending to those items at the extreme, polar ends of the scale. This method is a data driven approach, and is based on abductive reasoning, which should support the researcher in maintaining objectivity at this stage.

The procedure involved in producing the crib sheets for each factor was as follows:

- Identify and list the items given the highest (+5) and lowest (-5) rankings in the factor array.
- Identify and list the items ranked higher in each factor than other in other factors.
- Identify and list the items ranked lower in each factor than other in other factors.
- Include demographic information about the participants whose Q-sorts significantly loaded on to each factor.

Watts and Stenner (2012, p.155) also propose that items placed at zero should still be considered in relation to how other factors have ranked this item. They explain that items placed at zero do not necessarily represent neutrality, but can indicate 'cautious agreement or disagreement' depending on how the item is ranked in other factors. Items ranked similarly by more than one factor can also be included within the interpretation. Qualitative information from post-sorting questionnaires was also considered at this stage to aid factor interpretation, as were distinguishing statements, which relates to those items which are ranked significantly differently by one factor compared to other factors (Previte, Pini and Haslam-McKenzie, 2007).

Interpretations for each factor will now be presented along with demographic information, qualitative interpretation (including participant comments from post-

sorting questionnaires) and a summary. The following codes are used for recurring professional roles:

- Behaviour and Learning Practitioner: BLP
- Progress and Behaviour Manager: PBM
- Learning Leader: LL
- Pastoral Support Officer: PSO
- Pastoral Manager: PM
- Teaching Assistant: TA

Presented in brackets is the number of each statement with its respective position in the factor array, for example (51: +3).

4.5.1 Factor 1: Collaborative Working and the Role of the PRU

-5	-4	-3	-2	-1	0	1	2	3	4	5
28	18	5	8	2	3	9	7	6	1	4
39	31	15	17	21	10	26	11	16	23	40
	54	20	34	29	12	32	19	22	45	
	60	27	35	30	13	37	38	24	59	
		36	52	46	14	48	44	33		
		43	53	49	25	51	47	56		
			58	57	41	55	50			
					42					

Figure 4.4: A figure showing the factor array for Factor 1

4.5.1.2 *Collaborative Working and the Role of the PRU: Demographic Information*

This factor explained 13% of the study variance and had eleven significantly loading Q-sorts. Two participants work within a PRU and nine work within a school.

Participant	Setting	Gender	Age Bracket	Job Title	Years in Role
10	PRU 1	Female	36-45	BLP	0-5
30	PRU 2		16-25	BLP	0-5
5	School 2		36-45	PBM	0-5
7		Male	26-35	PBM	0-5
16	School 3	Female	46-55	Learning Support Centre Manager	11-15
17	School 4		46-55	LL	0-5
19			46-55	LL	6-10
28	School 5		46-55	PM	16-20
40	School 6		26-35	Achievement Manager	0-5
42			46-55	PSO	0-5
47	School 7		36-45	Specialist Mentor	0-5

Table 4.5: A table displaying Factor 1 demographic information for participants with significantly loading Q-sorts

4.5.1.3 *Collaborative Working and the Role of the PRU: Qualitative Interpretation*

Participants holding this viewpoint value the collaboration and engagement within the reintegration process from a range of parties, including active involvement from the student (1: +4), positive engagement of the family (4: +5) and participation and support from external agencies (26: +1).

> 'It is important to work in partnership with the student so there is a mutual understanding of the end goal'
> (Participant 16, School 3)

Importance is also placed on collaborative working through devising co-constructed and shared goals between all parties involved in the reintegration (25: 0) and developing shared assessment processes between the school and the PRU to identify the student's needs (50: +2). However, participants did not feel that the clarification of the roles and responsibilities of those involved in the reintegration process was as central (49: -1). Reviewing why exclusions occurred in the first place (45: +4), and reviewing, monitoring and evidencing action plans (51: +1) are also important to these participants, although regular information sharing between settings and professionals was not viewed with the same degree of importance (3: 0).

> 'The positive relationship with all parties will enable everyone to look at moving forward with positive, supportive outcomes'
> (Participant 17, School 4)

Positive relationships also emphasised in this factor, particularly in terms of the student having regular, positive contact with their family (19: +2) and a positive relationship fostered between the family and the school (23: +4). Importance is also placed on school staff keeping in direct contact with the student while they are at the PRU (7: +2), and the student feeling safe and secure within the school environment (4: +5).

‘Feeling secure and safe will help their recovery from the incident and restore their confidence in staff’
(Participant 10, PRU 1)

‘Positive family involvement right from the start. Schools can only support at certain times in the year. Parents are accountable and have full responsibility for their child’
(Participant 19, School 4)

Both the student’s family and school staff should also have clear, realistic hopes and expectations for the student (6: +3, 16: +3), although mainstream school staff showing the student empathy was not ranked as highly (34: -2). Less importance has been placed on the student’s contact with their peers, and aspects such as peer acceptance, peer support systems and consideration to peer and academic groupings (20: -3, 27: -3, 52: -2) were not prioritised.

‘I find peers have a negative impact on most students. Therefore acceptance is something I would not recommend’
(Participant 30, PRU 2)

The role of the PRU in supporting the student is also highlighted by participants expressing this viewpoint, both during and after the student’s reintegration. Consideration to the settings the student is accessing is emphasised through importance placed on PRU staff visiting mainstream schools to understand the environment (56: +3), along with the PRU providing an experience and curriculum which closely matches the experience within mainstream schools (59: +4). However, participants felt that it would be less beneficial for students to continue attending school on a regular basis whilst at the PRU (39: -5).

‘I feel some distance and time away from school will help the student to have reflection time. It also helps to keep the rules and expectations simple and clear for them without confusion’
(Participant 17, School 4)

‘I feel it is important we set [students] up to be successful back at school. A different curriculum wouldn’t do so’
(Participant 30, PRU 2)

Participants would also value PRUs helping to develop the student’s resilience (38: +2) and also for the student to have in-school support from a PRU staff member following the reintegration (33: +3), although support from a mainstream key worker was not rated with the same degree of importance (14: 0). The role of external agencies working with both the school and the student has also been ranked highly in this factor (47: +2).

‘There needs to be more links made between PRU and mainstream. The idea being that PRUs fine tune behaviour and work on the student’s mindset in preparation for mainstream, not a section of mainstream’
(Participant 19, School 4)

‘It seems that once the child completes the agreed time [at the PRU] they are sent back with no PRU staff support’
(Participant 28, School 5)

‘Once a student leaves us, we don’t see them again. The only time you hear about them is when they have failed. If we continued to

work with them, then maybe this wouldn't happen'
(Participant 30, PRU 2)

Participants expressing this viewpoint placed less emphasis on the student's individual needs. Aspects ranked lower by these participants included students having needs that can be met within a mainstream school (21: -1), school staff being aware of the student's strengths and needs (30: -1) and the student having a 'diagnosis' of Social, Emotional and Mental Health needs (18: -2).

'Students being given a diagnosis of mental health needs gives a lot of students and parents excuses when they return to mainstream'
(Participant 7, School 2)

'There is a stigma to labelling children – they carry this for life'
(Participant 16, School 3)

Similarly, strategies and resources to support the student's individual needs have not been prioritised within this factor, such as the use of on-site separate centres for the students to access for a period following their reintegration (58: -2) and flexibility within the school curriculum to meet the student's needs (29: -1). The use of language such as 'reinclusion' and 'transfer' was also not considered necessary for the effectiveness of the reintegration (28: -5).

'I don't think the 'language' is that meaningful to the student'
(Participant 28, School 5)

Support for school staff working with students who are reintegrating was also considered less important within this factor, which included statements relating to training for school staff, in school-supervision for staff and a reduction in school staff members' workload to support reintegration (17: -2, 31: -4, 54: -4).

‘Reduction in workload – why? Why would they need to?’

(Participant 47, School 7)

4.5.1.4 *Collaborative Working and the Role of the PRU: Summary*

It is important for collaborative working practices and positive relationships to be fostered between individuals and services involved in the reintegration process. PRU staff also have a key role to play in terms of supporting the student both during and following their reintegration, within both school and PRU settings. PRU professionals should therefore have an understanding of mainstream school environments.

4.5.2 Factor 2: Inclusive Practice, Availability of Resources and Support

-5	-4	-3	-2	-1	0	1	2	3	4	5
28	5	8	15	6	7	2	9	3	1	4
39	35	27	31	20	19	23	10	11	17	13
	43	42	32	25	21	24	12	14	40	
	57	53	33	41	22	26	18	16	48	
		54	50	47	37	29	30	34		
		55	51	52	38	45	36	44		
			56	59	58	49	46			
					60					

Figure 4.5: A figure showing the factor array for Factor 2

4.5.2.1 *Inclusive Practice, Resources and Support: Demographic Information*

This factor explained 9% of the study variance and had six significantly loading Q-sorts. Three participants work within a PRU and three work within a school.

Participant	Setting	Gender	Age Bracket	Job Title	Years in Role
9	PRU 1	Male	46-55	Teacher	0-5
13		Female	46-55	BLP	11-15
14			26-35	BLP	0-5
38	School 6		46-55	Assistant Head	0-5
41			46-55	PSO	0-5
45			36-45	Achievement Manager	0-5

Table 4.6: A table displaying Factor 2 demographic information for participants with significantly loading Q-sorts

4.5.2.2 *Inclusive Practice, Resources and Support: Qualitative Interpretation*

As in Factor 1, participants expressing this viewpoint value the involvement of the student, family and external agencies within the reintegration process (1: +4, 4: +5, 26: +1). These participants also felt that clarification of the roles and responsibilities of those involved would be valuable (49: +1), as would regular sharing of information between professionals and settings (3: +3). However, less emphasis is placed on collaborative working than within Factor 1, with concepts such as sharing good practice between schools and co-constructed and shared goals ranked more lowly (42: -3, 25: -1).

> 'Young people should be involved in the transition process because when they have ownership and some say, the young people feel valued and engage'
> (Participant 14, PRU 1)

Collaboration between the mainstream school and the PRU was also not prioritised within this factor, as participants placed less importance on aspects such as the PRU providing a curriculum and environment which closely matches the mainstream school (59: -1), shared assessment processes between the school and the PRU to identify the student's needs (50: -2) and on the school replicating strategies found to be effective within the PRU (55: -3). It was also felt that the student should not continue to attend school on a regular basis while at the PRU (39: -5), and that continued contact between the school and student while the student attended the PRU (7: 0) was also less important.

> 'There is little knowledge in school about what happens in the PRU'
> (Participant 38, School 6)

Participants felt that an inclusive ethos shared by all school staff members was key (10: +2), although a shared definition of 'inclusion' by the Local Authority was not considered as essential (53: -3). Importance was placed on aspects such as flexibility

within the mainstream curriculum to meet the student's needs (29: +1) and the student being able to access a part-time timetable in school (46: +2), although gradual reintegration of the student into lessons they enjoy was not prioritised (43: -4). Positive perceptions of the student was also ranked highly, including statements relating to the student being offered a 'fresh start' on their return to mainstream school (13: +5), and mainstream school staff showing the student empathy (34: +3). There should also be mutual respect between the student and school staff (9: +2).

'A fresh start – it is important not to disregard the progress made at the PRU or set the student up to fail'
(Participant 10, PRU 1)

'Vulnerable students are sent back to schools where they have failed – [they] need support and flexibility, and realistic but high expectations'
(Participant 38, School 6)

''Blame' for behaviour is a negative force. This particular student may have health/circumstantial problems'
(Participant 41, School 6)

Support for both the student and school staff was represented within this factor. The student should be offered emotional support throughout the reintegration process (48: +4), and a mainstream 'key worker' should support the student on their return to school (14: +3). The student also should not reintegrate into a completely new school (5: -4). However, less emphasis was placed on the role of peer support systems for the student (27: -3) and on direct, positive contact between the student and their family (7: 0), including the hopes and expectations that the family has for the student (6: -1).

'A new school might exacerbate the situation as the student is not known'
(Participant 38, School 6)

‘The student should have one particular person to develop a good working relationship with. Someone ‘on their side’’
(Participant 41, School 6)

Supporting the capacity of school staff was represented within this factor, with importance placed on school staff feeling empowered to manage challenging behaviour (12: +2) and training for school staff to help them to support students who are reintegrating (17: +4). It would also be beneficial for schools and Local Authorities to have clear policies around reintegration (2: +1).

Participants loading on to this factor felt that it was important for mainstream schools to have the resources to support the student’s reintegration (11: +3), and a Local Authority policy which rewards the inclusion of students within mainstream schools (60: 0) was also ranked more highly within this factor.

‘Lack of support/resources have an impact on the success of reintegration’
(Participant 41, School 6)

Participants also felt that it would be beneficial for the student to have a ‘diagnosis’ of Social, Emotional and Mental Health needs (18: +2), and also for the student to have an Education, Health and Care Plan (36: +2), although it is less important for students to have academic ability in line with age-related expectations (35: -4).

‘[I disagreed with] students having academic ability in line with age-related expectations because it is discrimination’
(Participant 14, PRU 1)

‘Students having academic ability in line with age related expectations shouldn’t matter in an inclusive setting’
(Participant 45, School 6)

‘There should be easier access to Educational Psychology support or an EHCP where appropriate’
(Participant 38, School 6)

Within this factor, the use of behaviour systems was not rated with a great degree of importance, with the use of a behavioural reward system and specific consequences developed for behaviour ranked lower (8: -3, 57: -4). While participants highlighted the importance of the mainstream school having clear, realistic expectations for the student (16: +3), participants did not feel that the student having the ability to reflect on their behaviour (41: -2) and the student being accepting of the school rules (37: 0) was as important in this factor.

‘The student does not need to be ‘singled out’. Their consequences should be in line with their peers’
(Participant 41, School 6)

In terms of the reintegration process, participants did not feel that reintegration being planned and promoted as a positive experience, or the use of language such as ‘transfer’ or ‘reinclusion’ rather than ‘reintegration’, was as crucial within this factor (32: -2, 28: -5).

‘The student does not require deceptive language. An honest, open approach will always be more effective’
(Participant 41, School 6)

4.5.2.3 *Inclusive Practice, Resources and Support: Summary*

Students, families and external agencies should all be involved in the reintegration process. School staff should have an inclusive ethos and a positive outlook for the student and their reintegration. Various levels of support should be offered for both the

student and school staff, and it is important that school has the resources to fully support the reintegrating student.

4.5.3 Factor 3: Individualised Approaches and the Role of the School

-5	-4	-3	-2	-1	0	1	2	3	4	5
2	15	5	31	12	3	9	4	1	8	13
60	28	18	33	20	6	16	7	14	24	22
	35	26	42	38	17	19	10	21	30	
	36	47	46	39	25	29	11	23	55	
		53	50	45	27	40	32	34		
		56	54	49	43	52	37	44		
			57	59	48	58	41			
					51					

Figure 4.6: A figure showing the factor array for Factor 3

4.5.3.1 *Individualised Approaches and the Role of the School: Demographic Information*

This factor explained 14% of the study variance and had sixteen significantly loading Q-sorts. Eight participants work within a PRU and eight work within a school.

Participant	Setting	Gender	Age Bracket	Job Title	Years in Role
8	PRU 1	Male	35-45	Teacher	0-5
12		Female	16-25	Placement Student	0-5
29	PRU 2		36-45	Teacher	6-10
32			56+	Teacher	16-20
33		Male	36-45	Head of Centre	0-5
35		Female	46-55	BLP	11-15
36			46-55	Teacher	0-5
37			46-55	BLP	11-15
4	School 1		35-45	SENCo	6-10
1	School 2	Male	26-35	Teacher	6-10
6		Female	46-55	PBM	0-5
2	School 4		26-35	Teacher	0-5
20			36-45	TA	0-5
23	School 5	Male	46-55	On-Site Manager	0-5
24			35-45	PM	11-15
26			26-35	PM	0-5

Table 4.7: A table displaying Factor 3 demographic information for participants with significantly loading Q-sorts

4.5.3.2 *Individualised Approaches and the Role of the School: Qualitative Interpretation*

This viewpoint places importance on the student being viewed in a positive light by the mainstream school through school staff maintaining contact with the student while they are attending the PRU (7: +2), being offered a 'fresh start' on their return to school (13: +5), and being shown empathy by school staff (34: +3). Underpinning this is an inclusive whole-school ethos (10: +2). The reintegration process itself should also be planned and promoted as a positive experience from the outset (32: +2), with the student's achievements being valued by schools (44: +3).

> 'When a student returns to school, they need the support of the whole community to feel welcome and accepted'
> (Participant 4, School 1)

> 'The present system is poor. The students are built up and made to feel valued here. They are then left to go back to their own school with a sink or swim attitude. Schools are too busy to put a proper reintegration package in place'
> (Participant 8, PRU 1)

> 'We tend to focus on the negatives and that is why the student is sent to the PRU in the first place. We must recognise their strengths and explore this'
> (Participant 26, School 5)

This factor places emphasis on the young person's individual needs, as participants felt that it was important that the student has needs that can be met within a mainstream school (21: +3), and that all directly involved school staff have an awareness of the student's needs (30: +4). However, the student having academic ability in line with age-related expectations was not considered as greatly important within this factor (35: -4), nor was the student having an Education, Health and Care Plan (36: -4).

‘Academic ability isn’t necessarily linked to behavioural difficulty’
(Participant 4, School 1)

Importance was also placed on meeting the student’s needs through flexibility in the mainstream school’s curriculum (29: +1) and gradual reintegration into lessons that the student enjoys (43: 0), although less so on the student being able to access a part-time timetable within school (46: -2). Participants also highlighted the importance of schools replicating strategies that were found to be effective within the PRU (55: +4) and also felt that on-site separate centres within schools which students could access for a period following their reintegration would be useful (58: +1).

‘Practice between schools varies significantly; some create bespoke packages for young people, others simply return the student, full time, into lessons. This seems to be dictated by the school resources rather than pupil need’
(Participant 33, PRU 2)

However, less importance was placed on the role of the PRU in supporting students in this factor, including the PRU helping to develop the student’s resilience (38: -1) and the student having in-school support from a PRU staff member (33: -2). Participants also did not highly prioritise PRU staff visiting mainstream schools to help them to understand the environment that the student is reintegrating into (56: -3), nor the PRU providing an experience and curriculum which closely matches the student’s experience within mainstream schools (59: -1). Shared assessment processes between the school and the PRU to identify the student’s needs was also not rated highly in this factor (50: -2).

‘The student can access support from the school for any needs identified by the PRU’
(Participant 6, School 2)

‘[I disagreed] that PRU staff should be there to support reintegration – school staff should be equipped with necessary skills to do this themselves, such as compassion, empathy and understanding!’
(Participant 12, PRU 1)

Participants expressing this viewpoint also placed less importance on the role of external agencies, both in terms of their participation and support within the reintegration process, and also in working with schools and individual students (26: -3, 47: -3). Similarly, the involvement of the Local Authority was also not considered central to the effectiveness to reintegration. Participants did not feel that schools and Local Authorities having clear policies around reintegration, nor the Local Authority having a policy that rewards the inclusion of reintegrating students, were important (2: -5, 60: -5). A shared definition of ‘inclusion’ developed by the Local Authority was also not rated highly (53: -3).

‘A shared definition of ‘inclusion’ by the Local Authority bears no impact on an actual child and their chances of success’
(Participant 33, PRU 2)

Regular information sharing between professionals and settings, including reviewing the reasons for the student’s exclusion and clarifying the roles and responsibilities of those involved within the reintegration process, were also not considered as central to supporting reintegration (3: -0, 45: -1, 49: -1). Structuring reintegration meetings through specific frameworks was also regarded less highly within this factor (15: -4).

‘Reviewing the factors around why the exclusion occurred is too late – not appropriate’
(Participant 36, PRU 2)

The importance of personalised support both during and following the reintegration process was highlighted in this factor. A specific reintegration package tailored to the

needs of the student should be implemented (22: +5), with a mainstream key worker to support the student on their return to school (14: +3). In relation to strategies, consideration should be given to peer and academic groupings within the classroom (52: +2), and the use of a peer support system was ranked higher in this factor than factors 2 and 3 (27: 0).

'Each child needs a different approach – blanket approaches do not work!'
(Participant 2, School 4)

Also in contrast to factor 2, participants expressing this viewpoint placed importance on the use of behaviour systems, including the use of a behavioural reward system put in place for the student (8: +4), the student having the ability to reflect on their behaviour (41: +2) and to be accepting of the school rules (37: +2). The student should also be motivated to make a success of their reintegration (24: +4).

'Students here succeed because of tangible rewards. This needs to be replicated back at school'
(Participant 8, PRU 1)

'It is about counselling and support, not rewards'
(Participant 35, PRU 2)

'The student being accepting of the school rules – they need to be fully accepting of what is happening to engage in reintegration'
(Participant 36, PRU 2)

'Setting boundaries enables pupil to fit into required behaviours'
(Participant 1, School 2)

However, supporting the capacity of school staff to manage the student's behaviour was also ranked less highly by participants expressing this viewpoint, specifically school staff feeling empowered to manage challenging behaviour (12: -1). Emotional support for the student was also ranked lower within this factor (48: 0).

4.5.3.3 *Individualised Approaches and the Role of the School: Summary*

School staff should have an inclusive ethos and view both the student and the reintegration process in a positive light. Directly involved school-staff should have an awareness of the student's strengths and needs, and it is important that the student has needs which can be met within a mainstream school setting. Identified effective strategies and personalised approaches should be used by the school to support the student, in addition to flexibility within the curriculum and alternative on-site provision which the student can access. The roles of both the PRU and external agencies are not as important as the influence that the school and the student has on the success of the student's reintegration.

4.5.4 Member Checks

As factor interpretation is subjective, the three factor interpretations were shown to the highest loading participant (or second-highest loading participant in one case where the highest loading participant was not available) in order to elicit the extent to which participants agreed with the interpretations. All three participants agreed that the interpretations generally represented their viewpoints well.

4.6 Consensus Statements

The term 'consensus statement' is used to describe statements within the data in which their placement does not significantly differ between any factors. There were seven statements which were identified as consensus statements at the $p < .01$ level, two of which were significant at the $p < .05$ level (*). These statements have been grouped into themes and are presented below with their factor array scores.

4.6.1 Collaboration and Positive Relationships

1 The student being actively involved in the reintegration process (+4, +4, +3)

7 Schools keeping in direct contact with the student while they are at the PRU (+2, 0, +2)

9* Mutual respect between the student and school staff (+1, +2, +1)

19 Regular, positive contact between the family and the student (+2, 0, +1)

4.6.2 Clarity of Goals and Expectations

16 The mainstream school having clear, realistic expectations for the student (+3, +3, +1)

25 Co-constructed and shared goals between all parties involved within the reintegration process (0, -1, 0)

4.6.3 Resources

11* The school having the resources to support the student's reintegration (+2, +3, +2)

Whilst consensus statements are noteworthy within the research in terms of identifying statements which were placed similarly across factors, Brown (1997) cautions against assigning particular theoretical importance to these items. Therefore, consensus statements were included within the overall interpretation of the factors.

4.7 Confounding and Non-Significant Q-sorts

As there are a number of confounding and non-significant Q-sorts, this suggests that some participants had hybrid views, whilst others were more unique (Watts and Stenner, 2012). Due to the relatively high numbers of non-significant and confounding Q-sorts, it was felt necessary to consider the views of these participants in more depth, in order to ensure the inclusion of viewpoints that may not have been captured by the Q-sort process.

Eight Q-sorts were classed as confounding, meaning that they loaded on to more than one factor. The demographic information of these participants is displayed in Table 4.8, along with the factors they significantly loaded on to.

Participant	Factor Loadings	Setting	Gender	Age Bracket	Job Title	Years in Role
11	2,3	PRU1	Male	26-35	Teacher	0-5
15	2,3	School 3		56+	Assistant Head	0-5
18	1,2	School 4	Female	56+	LL	11-15
21	1,3			46-55	LL	0-5
27	1,3	School 5		36-45	PM	0-5
43	1,2	School 6		46-55	PSO	0-5
44	1,3			46-55	PSO	0-5
46	1,3	School 7		46-55	TA	0-5

Table 4.8: A table displaying demographic information and factor loadings of participants with confounding Q-sorts

Qualitative data from these participants was analysed, and a recurring theme that had not fully been explored in the factor interpretation was the view that MSS professionals find it difficult to provide a small, supported environment which the PRU is able to offer, which can act as a barrier to the success of the student's reintegration. Participants expressing this view therefore felt that it was important that the students had needs which could be adequately met within a MSS, and that it would be beneficial to have increased alternative provision within the LA. One participant also felt that the student's 'emotional ability' is more important than their academic ability.

Six Q-sorts were non-significant, meaning that they did not load on to any factor at the significance level (0.36). As the significance level had been adjusted in order that greater numbers of participants could be included within the data, Q-sort loadings were explored to see how many loaded at the originally calculated 0.33 significance level. None of the six participants would have significantly loaded on to any of the factors at this level, suggesting that their views are unique, and would be interesting to consider individually. The demographic information of these participants is displayed in Table 4.9.

Participant	Setting	Gender	Age Bracket	Job Title	Years in Role
3	School 6	Male	16-25	Support Staff	0-5
22	School 4	Female	56+	LL	11-15
25	School 5	Female	36-45	PM	0-5
31	PRU2	Female	36-45	Teacher	0-5
34	PRU2	Male	46-55	BLP	21-25
39	School 6	Male	26-35	PSO	6-10

Table 4.9: A table displaying demographic information for participants with non-significant Q-sorts

These participants' data will now be interpreted by examining their individual Q-sorts in relation to the statements they placed at +5 and -5, along with qualitative information.

Participant 3 emphasised the importance of student factors, and felt that students should be motivated to make a success of their reintegration (24:+5) and have the ability to reflect on their behaviour (24: +5). This participant also felt that consistency for the student was important, in terms of them remaining in their current school (5: -5) and being able to adhere to whole-school behaviour policies (8: -5).

Participant 22 placed importance on the resources within schools and Local Authorities, particularly on the student having in-school support from a school staff member (33: +5), as this participant felt that schools do not have the capacity for additional support. This participant also felt that the student should have needs that could be met within a mainstream school (21: +5).

'Some children are not suitable for mainstream, yet the LA has placed them there. The PRU placement should be used for students with a real need and a chance of a positive outcome which enables them to succeed in mainstream'
(Participant 22, School 4)

Participant 22 also expressed concerns around the length of time EHCP processes take (18: -5), and that LA policies are not beneficial without additional support and funding (60: -5), and therefore these statements were considered less important.

Participant 31 also felt that student's motivation was key to the success of reintegration (24: +5), but placed additional importance on staff training to promote MSS professionals' understanding of the student (17:+5). This participant did not feel that decreasing school staff's workload is as important (54: -5), and did not have knowledge around the use of peer support systems (27: -5)

> 'Often it is felt by students that they are returning to staff who don't understand them or sometimes even 'dislike' them'
> (Participant 31, PRU 2)

Participant 34 felt that it is important to have specific behavioural consequences for students (57: +5), but also that students are actively involved in the reintegration process (1: +5). Statements placed at -5 appeared to relate to external practicalities, such as budget cuts forcing schools to have a flexible curriculum (29: -5) and in-school PRU staff support (29: -5), although this participant acknowledged that this could be helpful.

Participants 25 and 39 did not fully complete the post-sorting questionnaire, and therefore it was felt that their individual data was unable to be interpreted fully without the qualitative information.

4.8 Participant Questionnaire

Participants completed a questionnaire after the sorting process had taken place in order to provide demographic and qualitative information to support the researcher's interpretation of the factors. Participants' views towards completing the Q-sort have been included in Appendix 18.

4.9 Attitudes towards Current Reintegration Processes

Within the post-sorting questionnaire, participants were also asked the question 'What are your general views about current reintegration practices?' Responses to this question were typed up and barriers and supportive factors were identified (Appendix 19). As the Q-sort had already highlighted participants' views in relation to factors that could support reintegration, barriers within current reintegration practices were examined in more depth at this stage in the data analysis. This was undertaken with a view to highlight the disparity between identified barriers in current reintegration processes and desired supportive factors revealed by the Q-sort.

Thematic analysis was then undertaken on the identified barriers using an inductive, data-driven approach, which also helped to promote the researcher's objectivity. Braun and Clarke's (2006) six phases of analysis were used to undertake the thematic analysis as follows:

1. Familiarisation with the data

2. Generation of initial codes

3. Search for themes

4. Review of themes

5. Definition and naming of themes

6. Production of a report

This type of analysis was selected as the guide is directly applicable to psychological research (Braun and Clarke, 2006) and it has been used effectively in previous doctoral research alongside Q methodology (Hallam, 2014).

The researcher firstly familiarised herself with the data through employing the qualitative information to assist with factor analysis, and also by typing up the data and undertaking several readings of the information. A line-by-line analysis of the data was then undertaken to generate initial codes. Data was coded inclusively to ensure the context was maintained (Bryman, 2001). This led to the generation of thirty-two codes (Appendix 20). Codes were then analysed and combined in order to produce eighteen themes. The researcher felt that this was too many, and the themes were reviewed to

produce six broad themes. A thematic map was produced in order to provide a visual representation of the themes (Figure 4.7). As the previous eighteen themes still offered interesting and contextual information, they have been included within the thematic map as ‘sub-themes’.

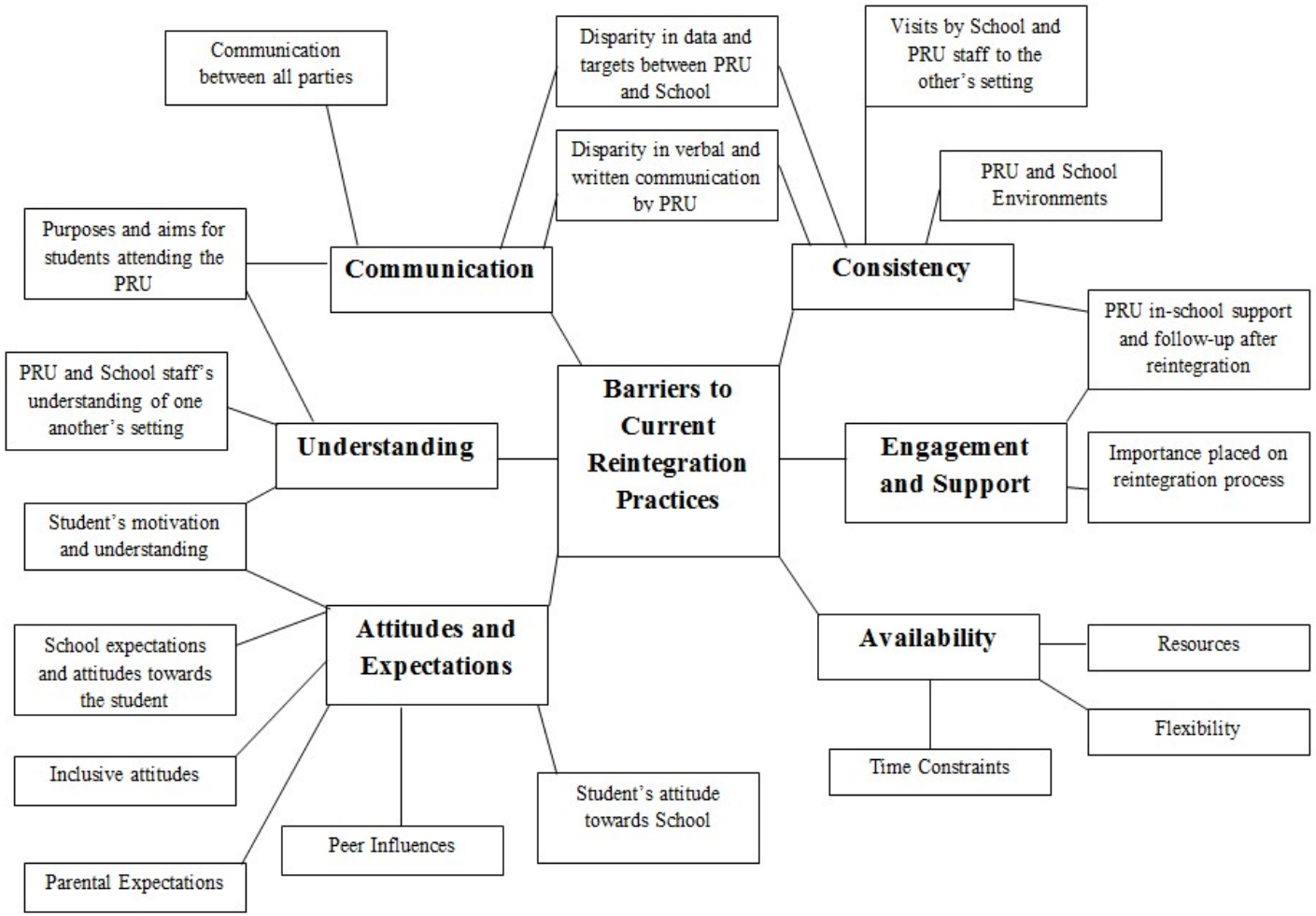


Figure 4.7: A figure displaying the thematic map, which shows identified themes and sub-themes in relation to barriers in current reintegration practices

4.9.1 Consistency

Both PRU staff and school staff highlighted that a potential barrier to the reintegration process is the lack of follow-up by PRU staff once the student has reintegrated. The value of 1:1 support from a PRU staff member in-school once the student has reintegrated was highlighted and, to a lesser degree, maintaining contact with the student and school on a flexible basis.

It was also suggested that it would be beneficial for PRUs and schools to use similar measures of assessment, as some participants could not understand how students were able to make as much progress as they do within the PRU. A mismatch between PRU targets and behaviours seen within school was also raised by one participant, and another participant reported differences between written and verbal communication by PRU staff. One school staff member highlighted that a barrier in adopting strategies suggested by the PRU is the lack of flexibility in their school's behaviour policy, whilst other participants proposed that strategies suggested were not reasonable for a mainstream environment.

The differences between secondary school and PRU environments was also raised frequently as a potential barrier to the success of reintegration, particularly in terms of class sizes and the level of staffing and support. Some participants felt that the process could be 'one-sided', with school staff making regular visits to the PRU, while PRU staff do not visit MSSs. One participant felt it would be helpful for reintegration meetings to be held in the MSS.

4.9.2 Communication

In addition to the above, building positive contact and relationships with families was viewed as key to the reintegration process, and a lack of contact between families and schools at an early stage was viewed as a potential barrier. As well as continued contact between the PRU and the student, PRU staff would value continued contact and follow-up with the school following the student's reintegration. School staff would also value more communication from the PRU in relation to the student's progress and strategies used.

4.9.3 Engagement and Support

Engaging the student in the process was seen as key to the effectiveness of reintegration, as well as the student receiving support from all involved agencies. One participant felt that not enough emphasis is placed on the importance of the reintegration process, and another felt that there was a lack of support for students on their return to the MSS. Some participants felt that support workers should be included throughout the entirety of the reintegration process.

Many participants felt that personalising the process and developing individual plans based on the strengths and needs of the student is key to the success of reintegration. Certain participants also felt that a barrier was the differing levels of interest by schools in engaging with the reintegration process and in monitoring the student's PRU placement.

4.9.4 Availability

While individualised plans and support were raised as positive contributors to the effectiveness of reintegration, the availability of resources was raised as a barrier in school's ability to develop these. Other participants felt that schools were too busy to put a detailed reintegration package into place. Difficulties around flexibility were also frequently raised as a barrier, in terms of schools not being able to be as flexible as PRUs in various aspects of their practice (e.g. behaviour policies).

4.9.5 Attitudes and Expectations

It was felt by certain MSS professionals that a barrier to the success of reintegration is that the student's behaviour or desire to change has not been apparent and that students 'revert' to their behaviour on return to the MSS.

Inclusive attitudes, empathy, realistic expectations and the student being offered a 'fresh start' were highlighted in the factor interpretations as supportive factors to reintegration; however, these aspects were also found to be barriers within the LA, as certain participants felt that these attitudes and approaches were not present in some schools. One participant felt that schools could have a 'sink or swim' attitude. Other participants felt that peers in the student's school do not always allow the student to have a fresh start, and that a move to a new school would support reintegration.

The expectations of the family was raised as a barrier by both school and PRU staff, in terms of the family expecting the PRU to have made issues disappear, and the expectation of schools to provide a similar experience to the PRU.

4.9.6 Understanding

Certain PRU and school staff members reported that they did not have a great understanding of one another's environment and of how the systems operate. Other participants felt that the student did not always understand that the school cannot be as flexible in their approaches as the PRU is able to be. Participants also reported that they would value a clearer picture of the purposes and aims for the student attending the PRU, and that a lack of planning could present a barrier to the student's reintegration.

4.10 Summary of Results

This chapter outlined the process of data analysis in Q methodology and presented the results of this study. The data analysis consisted of a factor analysis and interpretation of the Q methodological data in order to identify perspectives relating to supportive aspects within the reintegration process. A thematic analysis was then undertaken on qualitative data taken from the post-sorting questionnaire to identify perceived barriers within current processes in the target LA. These findings will now be discussed in relation to existing research and literature within this area, along with implications for practice.

5. Discussion

5.1 Overview of Discussion

The research aimed to explore the viewpoints of MSS and PRU staff on promotive factors which support reintegration, and also current barriers to reintegration within the LA. The findings from this research will now be discussed and structured through the following subheadings:

- Summary of the Research Findings
- How the Research Findings Fit with Existing Literature
- Quality Assessment of the Research
- Implications for Professional Practice
- Directions for Future Research
- Conclusions

5.2 Summary of the Research Findings

The research undertaken aimed to address the following two research questions:

1. What are the viewpoints of both mainstream secondary school and PRU professionals on the promotive factors to reintegration?
2. What are the attitudes of both mainstream secondary school and PRU professionals on the current barriers to reintegration within the Local Authority?

5.2.1 Research Question 1

In order to answer this question, 47 participants within the LA completed a 60-item Q-sort generated through focus groups, policies, guidance, and previous research and literature within the area of interest. The data analysis of participants' completed Q-sorts produced a three-factor solution, and the following factor interpretations were generated in relation to aspects which participants felt contributed to the effectiveness of reintegration:

- Collaborative Working and the Role of the PRU
- Inclusive Practice, Availability of Resources and Support
- Individualised Approaches and the Role of the School

While the different factors suggest variability in the viewpoints held by MSS and PRU staff regarding positive contributors to reintegration, seven consensus statements were also identified across the three viewpoints, suggesting the existence of some shared perspectives. These were grouped by the following themes:

- Collaboration and Positive Relationships
- Clarity of Goals and Expectations
- Resources

5.2.2 Research Question 2

To address this question, a thematic analysis (Braun and Clarke, 2006) was undertaken on participants' responses to the post-sorting questionnaire, relating to perceived barriers to reintegration which exist within the LA. The following six themes were generated:

- Consistency
- Engagement and Support
- Availability
- Attitudes and Expectations
- Understanding
- Communication

These themes were generated holistically based on responses given by all participants within the research, rather than limiting the data to those who loaded on to certain viewpoints. This was in order to ensure the inclusion of as wide a range of voices as possible.

These findings will now be discussed in relation to existing literature and research within this area.

5.3 How the Research Findings Fit with Existing Literature

This section will be structured through Bronfenbrenner's (1979) Ecological Systems Theory, in order to discuss the relevance of the findings in relation to each aspect of the student's system. Consensus statements will also be discussed, in addition to perceived barriers within the host LA, with consideration to how these findings fit with current literature and research.

5.3.1 Individual Factors Impacting on Reintegration

Viewpoint 1: Collaborative Working and the Role of the PRU placed emphasis on the PRU helping to develop the student's resilience, which indicates firstly that these participants are in agreement with the view that resilience is able to be developed (Slater and Bremner, 2011) and also that the student's attendance at the PRU is an opportune time for work in this area, which literature has suggested can have a positive impact on the student's life trajectory (Boon, 2008). Interestingly, these participants also highly ranked aspects that have been identified as promoting resilience (Pillay et al, 2013) such as positive home-school relationships and communication.

The student's motivation to make a success of their reintegration was also highly prioritised by participants expressing Viewpoint 3: Individualised Approaches and the Role of the School, which is line with literature within this area (Lawrence, 2011, Wilkin et al, 2005; Daniels et al, 2003). While slightly less emphasis was placed on the active involvement of the student in comparison with the other viewpoints, participants highly rated behaviourist approaches within this viewpoint (Wilkin et al, 2005; DfES, 2004b; MacLeod, 2001). Therefore, aspects relating to 'controlled' rather than 'autonomous' motivation have been ranked more highly by these participants, which literature suggests can reduce intrinsic motivation and promote an external locus of control (Deci, 1975; Rotter, 1954). However, it is important to note that a consensus statement within the research related to the active involvement of the student, which has been found to promote autonomous motivation (Ryan and Deci, 2000).

While individual attributes such as resilience and motivation were prioritised highly by Viewpoints 1 and 3 respectively, no viewpoints ranked the student having academic ability in line with age-related expectations highly, with Viewpoint 2: Inclusive Practice, Availability of Resources and Support and Viewpoint 3 both ranking this

statement similarly lowly (35: -4). This contrasts with previous findings proposing a link between academic ability and successful reintegration (Fletcher-Campbell and Wilkin, 2003; MacLeod, 2001), with participants suggesting that an inclusive ethos can mediate the impact of lower attainment on the success of reintegration. While Thomas (2015) indicated that it may be helpful for school staff to understand associations between learning difficulties and challenging behaviour, participants were aware that additional factors could contribute to the presentation of challenging behaviour, rather than just learning needs. In relation to literature suggesting that the student's reflective abilities may contribute to the success of reintegration (Lawrence, 2011; Armstrong, 1999), Viewpoint 3 positively identified with this notion, whereas Viewpoint 2 did not place as much importance on this aspect, suggesting disparity between views within this area.

5.3.2 Microsystem

In terms of the role of the school, previous research in this area suggests that the attitudes of school staff towards the reintegrating student are influential in the success of reintegration. Within this study, Viewpoints 2 and 3 both highly ranked empathy (Tootill and Spalding, 2000) and the enabling of a 'fresh start' for the student (Lawrence, 2011; Vincent et al, 2007). Two of the consensus statements within the research also related to staff-student attitudes, including mutual respect between the student and school staff, and also the school having clear, realistic expectations for the student, indicating that these are areas of overall agreement within the research. Hart's (2013) findings also highlighted the importance of the student having an individualised package of support, which was expressed within Viewpoint 3, promoting aspects such as an individualised reintegration package, support from a key person within school, gradual reintegration into enjoyable lessons, flexibility in the school's curriculum and replication of strategies found to be effective within the PRU. However, a barrier identified within the research was the lack of support for students on their return to school, and some participants also felt that mainstream key workers should be included throughout the entire reintegration process.

Therefore, while Viewpoint 3 promoted aspects relating to individual support, it is interesting that these participants also placed importance on the student being able to adhere to the school rules, suggesting that perhaps flexibility in behaviour policies are

not viewed as either realistic or as beneficial as flexibility in other areas of school policy and practice. Indeed, this was a further barrier to current reintegration practices raised by some participants in terms of school staff being able to adopt strategies as suggested by the PRU, with others feeling that these strategies were not reasonable for use within MSSs due to differences within environments. In contrast with Viewpoint 3, Viewpoint 1 placed less emphasis on the student's individual needs, including an awareness of individual needs and individualised strategies tailored to meet these needs. Again, this suggests some variability in the views between participants in this area.

Both Viewpoints 2 and 3 prioritised the school having an inclusive whole-school ethos (Thomas, 2015; DfES, 2004; Daniels et al, 2003, Croll and Moses, 2000), with Viewpoint 2 expressing many aspects that previous research and literature suggests is important for inclusive practice, such as flexibility, inclusive policies and meeting individual needs (McSherry, 2012; Cole, Daniels and Visser, 2003). However, a barrier raised within the research was the differences between settings in their willingness to adopt aspects of practice which contribute to an inclusive whole-school ethos.

Viewpoint 1 also highly rated aspects that may help to promote the student's sense of belonging to the school (Bristow, 2013) such as continued contact from the school while the student attends the PRU, and also the student feeling safe and secure within school (Pillay et al, 2013; Burton, Bartlett and Cuevas, 2009). Continued contact from the school while the student attends the PRU was also a consensus statement, suggesting that this view is commonly held across the majority of participants. Viewpoint 3 in particular attributed a high level of importance to the school in supporting the student's reintegration.

In contrast, Viewpoint 1 placed emphasis on the PRU in contributing to the effectiveness of the student's reintegration, which is consistent with the findings of Meo and Parker (2004) who proposed that PRUs are central to the success of the reintegration. An area which was not identified within previous literature, but was highlighted as important to some participants within this research (Viewpoint 1, although less so in Viewpoint 3), was PRU staff visiting MSSs to understand the environment which the student is reintegrating into. Both MSS and PRU staff participants admitted that they did not know much about one another's environments, with some participants feeling that PRU staff did not make enough visits to MSSs, both

of which were proposed by some as a barrier to reintegration. This highlights an area which can provide a contribution to existing research within this area.

Interestingly, a consensus statement within the research related to co-constructed and shared goals between all parties, which was ranked fairly neutrally by all viewpoints. Yet, within the literature, common goals was highlighted as being beneficial in ensuring consistency and communication between the PRU and the school (Carlile, 2011; DfES, 2004), engaging families in the reintegration (Lawrence, 2011) and also, theoretically, in supporting double-loop learning and Theory in Action (Argyris, 1992). As many of the barriers identified through the thematic analysis centred on a lack of shared understanding and some seemingly on causal attributions, it is possible that co-constructed and shared goals may be an underlying priority, despite the Q methodological findings, in terms of minimising the impact of some of the perceived barriers.

A further contrast between Viewpoints 1 and 3 relates to a PRU staff member supporting the student following their reintegration, which has previously been found to support reintegration (Tootill and Spalding, 2000; Pillay, Dunbar-Krige and Mostert, 2013). Within Viewpoint 1, both PRU and MSS professionals expressed that they would value this ongoing input, whereas participants from both settings in Viewpoint 3 did not feel that this was as important. This suggests disparity in views, not just in participants across settings, but those working within similar environments, justifying the analysis of participants' Q-sorts as a whole. However, as a barrier identified within the research by both MSS and PRU staff was the lack of involvement from the PRU following the student's reintegration, this is an important area to consider for future practice.

Further contradictions relating to the role of the PRU between Viewpoints 1 and 3 include shared assessment processes between the PRU and school (50: +2; -2), the PRU developing the student's resilience (38: +2; -1) and the PRU providing an experience and curriculum similar to that of the MSS environment (59: +4; -1). Barriers to the effectiveness of current reintegration processes also included confusion around assessment measures, targets and communication methods used within the PRU, particularly in relation to students' levels of progress, which may again highlight a lack of understanding related to PRU systems and structures, as previously identified by

school staff. Therefore, while literature has highlighted the benefits of consistency between the school and the PRU (Hart, 2013; Hill, 1997 Cooper, et al, 1990; Burton et al, 2009), again there remains disparity in the views between participants within this research, which may possibly be impacted upon by levels of understanding.

While previous literature placed importance on both the roles of the school and PRU, research in this area also highlights the significant role that the student's family has in this process. Within the findings of this study, Viewpoint 1 emphasises the perceived importance of various aspects of the family role, including: positive engagement of the family within the reintegration; regular contact and positive relationships between both the family and the student, and also the family and the school; and the family having clear, realistic expectations for the student. These findings are in line with Lawrence's (2011) identified family characteristics, and also fit with other research within this area (Pillay et al, 2013; DfES, 2004; Daniels et al, 2003).

Viewpoint 2 also valued the importance of the family's positive engagement within the reintegration, and positive student-family contact was a consensus statement across all Viewpoints within the research. As previous research has found that a barrier within the process can be negative parental and family attitudes towards the reintegration (Leyser and Kirk, 2004), these findings are in line with this view, in the sense that engaging the family within the process may build positive attitudes and expectations. Barriers to reintegration identified within this study also related to unrealistic parental expectations towards both the PRU and the MSS, and also a lack of communication between the school and the family at an earlier stage, and therefore positively engaging families within this process from the outset may help to mediate their expectations and develop shared understandings.

Finally, in considering aspects of the student's microsystem, previous research suggests that it is important to reflect on the role of the student's peers on the reintegration. Across all viewpoints, the beneficial role of peers tended to be valued less highly than other aspects contributing to reintegration, particularly by those expressing Viewpoint 1. One participant suggested that peers have a negative impact on the reintegration, and that peer acceptance is something to be avoided, rather than promoted. These findings therefore contradict previous research emphasising the beneficial role that peers can play during the reintegration (Pillay et al, 2013; Lawrence, 2011; Pomerantz et al, 2007;

Wilkin et al, 2005; Daniels et al, 2003). However, an identified barrier within the research was the attitude of peers on allowing the student a 'fresh start' within school. As the student being given a 'fresh start' was prioritised highly within the research, particularly within Viewpoints 2 and 3, it is possible that participants viewed the peer group as detrimental to an aspect they view as essential for a successful reintegration. This is supported by previous research suggesting that the student's previous reputation with their peer group can serve as a barrier to effective reintegration (Thomas, 2015; Wilkin et al, 2005).

5.3.3 Mesosystem

Viewpoints relating to the perceptions of positive relationships between the family, the student and the school have previously been discussed. Viewpoint 1 also emphasises the importance of collaborative working relationships, highlighting aspects found to be central within the literature, such as co-constructing shared goals (Carlile, 2011) and developing and reviewing action plans (Lawrence, 2011). Viewpoint 2 also more highly ranked aspects prominent within the literature such as the clarification of the roles and responsibilities of those involved within the reintegration (Pomerantz, Hughes and Thompson, 2007) and the sharing of information across professionals and settings (DfES, 2004), highlighting the perceived importance of collaboration across all aspects of the student's system. An area not previously identified within the literature includes the development of shared assessment processes between the MSS and the PRU, which was ranked highly by Viewpoint 1, although not Viewpoints 2 or 3. Disparities in assessment processes and understanding the student's levels of progress were also raised as barriers within the host LA. Again, this reflects an area which is important to some participants within the research, but not others.

Previously highlighted within this section has been the divergence in views between Viewpoints 1 and 3 in relation to the perceived importance of the roles of the PRU and the MSS. In terms of demographic information, 18% of participants loading on to Viewpoint 1 consist of PRU staff, in comparison to 50% of participants loading on to Viewpoint 3. Therefore, PRU staff are more highly represented within the sample of Viewpoint 3, particularly those professionals from PRU 2. With this in mind, it is therefore interesting to consider that a great level of importance is placed on the role of the PRU mainly by participants working within mainstream schools, whereas less

emphasis is placed on the roles and responsibilities of the PRU by participants of whom half consist of professionals working in these settings. Unpicking the findings further, while Viewpoint 3 places importance on the role of school staff in meeting individual needs within a school setting, there is less emphasis on supporting the capacity and emotional wellbeing of school staff to do so, despite this being highlighted as promotive within the literature (Thomas, 2015; Malberg, 2008; Cole, Daniels, and Visser, 2003). In contrast, Viewpoint 1 highlights the importance of the PRU, with a move away from supporting the student's individual needs within school, and also places importance on the role of the family and the detrimental role of the peer group. These findings could be explained through causal attribution theory, and is in line with Thomas's (2015) findings, whereby factors identified as important to school staff related to aspects that were out of the school's control. However, it is also important to note that 50% of school staff also loaded on to Viewpoint 3, and therefore their views are equally represented within this viewpoint. This, therefore, is more consistent with literature which suggests that, while individuals may attribute externally for the causes of problems, they may be more likely to take responsibility for solutions (Miller, 2003; Poulou and Norwich, 2000). Therefore, it is important to consider the individual differences in attitudes and views between participants.

It is also important to consider the role of causal attributions when reintegrations 'fail'. One PRU staff member commented 'The students are built up and made to feel valued here. They are then left to go back to their own school with a sink or swim attitude' (Participant 8, PRU 1). Yet, a barrier identified within the LA by a MSS professional was that strategies suggested within the PRU are not realistic for mainstream settings. Other participants also attributed the overall responsibility to the student's family (Participant 19) and an identified barrier was the student's 'desire to change'. Therefore, it is important to be aware of the potential existence of counterdefensive attribution bias (Bradley, 1978), which is in conflict with collective shared responsibility for the outcomes of the reintegration.

While the notion of support has previously been touched on within this section, particularly in relation to the theoretical underpinnings of causal attributions, Viewpoint 2 emphasises the importance of support for both school staff and for the student themselves. Yet within this Viewpoint, while emotional support is promoted for the student (Pillay et al, 2013; Reid, 2004), emotional support for MSS professionals is not

emphasised, with support related to more practical and profession-based aspects, such as staff feeling empowered to manage challenging behaviour, and also staff training. This supports previous research findings relating to the positive impact of developing the skills and knowledge of school staff (Cole, Daniels, and Visser, 2003; Swinson, Woof, and Melling, 2003; Fletcher-Campbell, 2001) but not those relating to supporting their emotional wellbeing (Tootill and Spalding, 2000; Malberg, 2008; Lloyd and Padfield, 1996).

5.3.4 Exosystem

In relation to participants' perceptions of the role of external agencies within reintegration, both Viewpoints 1 and 2 generally valued the involvement of external agencies within the process, with Viewpoint 1 also placing importance on external agencies working with both the school and the student. This supports previous research which highlights the involvement of external agencies as a precursor for a successful reintegration (Solomon, 2011; DfES, 2004b; Daniels et al, 2003). Conversely, again highlighting the disparities between Viewpoints 1 and 3, participants expressing Viewpoint 3 placed far less emphasis on the role of external agencies.

This was also true for LA involvement, as Viewpoint 3 did not prioritise aspects such as LA policies or the LA developing a shared definition of inclusion. Viewpoint 2 similarly ranked LA involvement in producing a definition of inclusion lowly, which does not support previous research in this area (DfES, 2004b). Generally, it appeared that participants within this research tended to prioritise other factors more highly than LA involvement. Yet, Viewpoint 2 attributed a neutral ranking to the LA having a policy which rewards the inclusion of reintegrating students within mainstream schools, suggesting that there may be some merit in this view (DfES, 2004b). Within post-sorting interviews, it appeared that some participants highly associated the LA with funding and resources, and a barrier identified from the thematic analysis included the lack of alternative provision within the LA.

While this view appears somewhat at odds with inclusive practice, a consensus statement within the research related to the importance of the school having the resources to support the student's reintegration, suggesting that this is a commonly held view across the majority of participants. An identified perceived barrier within the research was also schools having a lack of resources, which consequently impacts on

personalised approaches for the student. Both of these views support previous research relating to the perceptions of resources and funding (Thomas, 2015; Lawrence, 2011; Burton et al, 2009). Viewpoint 2, which placed the greatest importance on the availability of resources within schools, further prioritised the student having a 'diagnosis' of Social, Emotional and Mental Health needs, and also the student having an Education, Health and Care Plan. This appears to support the view identified within Lauchlan and Boyle's (2007) research which suggests a 'label' may help to procure additional resources and funding.

In also considering inclusive practice and, in addition, the dichotomy between 'inclusion' and 'integration' (Avramidis and Norwich, 2002), there were some disparities between Viewpoints 2 and 3 relating to behaviour policies and support. Viewpoint 2 appeared to adopt a relatively humanistic approach, with increased emphasis on support for various individuals involved within reintegration, and less importance placed on behaviourist approaches, such as the individual being willing to abide by school rules, contradicting research which promotes this as an important factor (MacLeod, 2001). In contrast, Viewpoint 3 endorses the use of behaviour systems, such as reward systems, and also places importance on the student having needs which can be met within a mainstream school. With some participants highly ranking specific consequences for reintegrating students, and considering that a barrier proposed within the research was schools having a lack of flexibility in their behaviour policies, this suggests that 'integrative' rather than 'inclusive' attitudes may continue to be present to a degree. This is important when considering the detrimental impact of integration on classroom practices highlighted within the literature (Vislie, 2003), and also the view that 'quick-fix' behaviourist approaches can lead educational settings to neglect students' emotional needs (Didaskalou and Millward, 2002). Yet, it is also important to note that participants loading on to the same viewpoint who worked within PRU settings had differing views around whether 'tangible rewards' (Participant 8) or 'counselling and support' (Participant 35) were central to contributing to a successful reintegration, again highlighting the individual differences in perceptions which exist.

A further area which was identified as important by some participants (Viewpoint 1) included the development of an 'action plan' for the student which is regularly monitored and evaluated. This supports literature which has highlighted the importance of 'reintegration packages' (Lawrence, 2011; Mahoney, 2013). Yet, despite the

emphasis on this aspect of reintegration, some participants felt that a barrier to implementation of a strengths-and-needs-based plan was the differing interest levels of schools in participating within the reintegration and monitoring the PRU placement. This further suggests a correlation between inclusive attitudes and active engagement within the reintegration, with consideration to aspects such as provision and appropriate support for the student.

In terms of the practical arrangements of the reintegration, participants generally did not appear to place importance on structuring meetings through specific frameworks, which may be in line with research suggesting that formal meetings can be overly intimidating and risks disengagement from the process by those involved (Lawrence, 2011). Again, there was some disparity between Viewpoints 2 and 3, with Viewpoint 3 emphasising the importance of the reintegration being planned and promoted as a positive experience (Wilkin et al, 2005; Tootill and Spalding, 2000). Viewpoint 1 also highlighted the value of reviewing the reasons why the exclusion originally occurred (Fletcher-Campbell, 2001). This suggests that some participants do view planning and reflection on the processes within the reintegration as an important consideration and, indeed, a barrier to effective reintegration was identified as lack of planning, with some participants hoping for a clearer picture of the purposes and aims for the students' attendance at the PRU.

5.3.5 Macrosystem

An important finding relating to the student's exosystem was identified as the contrasting views concerning the student having a label or 'diagnosis' of SEMH. While this has been discussed in relation to resources and funding, it is also important to consider the wider impact of this, both at an individual and societal level. While participants expressing Viewpoint 2 positively emphasised the student having a 'diagnosis' of SEMH, Viewpoint 1 placed less importance on this aspect of reintegration. One participant felt that this gives parents and students 'excuses', which in itself is interesting in light of findings relating to causal attributions, while another participant emphasised stigmatisation and the life-long impact of labels on the student. Both of these views appear to support literature within this area, particularly in terms of the ways in which school staff respond to the student due to social representations of 'challenging behaviour', and also the notion of 'stigmatisation' (Jones, 2003; Norwich, 1999). The differing viewpoints within this research reflect findings in the wider

literature in that there may be both positive aspects of students having a 'label', such as the provision of additional resources and in increasing educational professionals' understanding of the student's needs (Lauchlan and Boyle, 2007; Visser, 2005), but also detrimental aspects in relation to the potential for exclusion (McSherry, 2012; Jull, 2008;), stigmatisation (Phelan, 2002) and negative preconceptions of the student (Farrell and Tsakalidou, 1999). It is interesting to note that both positive and negative aspects of these labels are correlated with governmental factors, such as funding and educational standards, both of which are currently of central, and perhaps controversial, debate within the media and wider society.

In also considering the discourse which exists in this area, previous research has suggested that it would be beneficial to use terminology such as 'reinclusion' rather than reintegration, in order to promote inclusive attitudes (Thomas, 2015). However, this aspect was not ranked highly within the research, with Viewpoints 1 and 2 rating the terminology used to define reintegration as the least important element (28: -5). Therefore, participants' views within this research were not in line with the views of previous research suggesting a change to the term 'reintegration'. Participants' reasons for this ranking generally related to the impact of the language on the student, in terms of its 'meaningfulness' (Participant 25) and 'deceptiveness' (Participant 41), again reinforcing the notion that the student's motivation and engagement is viewed as central to the success of the reintegration.

5.3.6 Chronosystem

Finally, the literature review discussed the impact of 'change' on the student's reintegration, specifically in relation to the consistency of the student's school placement. Generally, participants within this research did not feel that it was important for the student to reintegrate into a new school, with Viewpoint 2 ranking this the lowest. Qualitative participant information suggested that a new setting could exacerbate the situation (Participant 38), indicating that participants may view familiarity and consistency to be of greater benefit to the student's reintegration. However, as a barrier identified was the student's peers within the original school 'allowing' the student to have a fresh start, some individual participants did feel that a move to a completely different setting could support the reintegration. This view is very

much in line with Lawrence's (2011) findings which also identified associations between the peer group, a 'fresh start' and the move to a different educational setting.

In terms of the consistency of placement while the student is attending the PRU, participants also did not feel that it was important for the student to continue to attend school on a regular basis while at the PRU, with both Viewpoints 1 and 2 ranking this the lowest (39: -5). One participant felt that time and distance away from the school setting can promote the student's ability to reflect (Participant 17), which has been identified by some participants as important for the student's reintegration. The views of participants in relation to the student attending both the school and the PRU simultaneously do not support previous research within this area (Rees et al, 2015; DfES, 2004b).

5.3.7 Summary

The findings from this research have been discussed in relation to findings from previous literature and research within this area. While many of the findings are consistent within previous reintegration research, certain aspects have been identified which either do not fit with existing literature or have not been considered within previous research. In addition, discrepancies between participant views have also been identified. Therefore, this provides support for the use of Q methodology as an appropriate methodological approach in order to explore subjectivity, and the findings also provide a unique contribution to existing research in the area of reintegration.

The following section will now consider both the strengths and limitations of the research in relation to quality assessment indicators.

5.4 Quality Assessment of the Research

As Q methodology can be considered a 'mixed methods' approach (Dennis and Goldberg, 1996), the strengths and limitations of the research have been considered against both quantitative and qualitative quality assessment indicators.

Guba (1981) discussed the difficulties of assessing the quality of qualitative data through typical quality assessment indicators used within more positivist research paradigms, such as internal validity and external validity, and instead proposed a set of

four parallel processes on which qualitative research could be quality assessed (Table 5.1).

Quantitative Quality Indicators	Qualitative Quality Indicators
Internal Validity	Credibility
External Validity	Transferability
Reliability	Dependability
Objectivity	Confirmability

Table 5.1: A table to show Guba's (1981) parallel criteria for assessing both quantitative and qualitative research

Based on Guba's four constructs, Shenton (2004) developed a framework to support researchers in assessing the quality of qualitative research (Figure 5.1). The strengths and limitations of the research will now be discussed in relation to the four parallel qualitative and quantitative quality indicators.

Quality criterion	*Possible provision made by researcher*
Credibility	Adoption of appropriate, well recognised research methods
	Development of early familiarity with culture of participating organisations
	Random sampling of individuals serving as informants
	Triangulation via use of different methods, different types of informants and different sites
	Tactics to help ensure honesty in informants
	Iterative questioning in data collection dialogues
	Negative case analysis
	Debriefing sessions between researcher and superiors
	Peer scrutiny of project
	Use of "reflective commentary"
	Description of background, qualifications and experience of the researcher
	Member checks of data collected and interpretations/theories formed
	Thick description of phenomenon under scrutiny
	Examination of previous research to frame findings
Transferability	Provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made
Dependability	Employment of "overlapping methods"
	In-depth methodological description to allow study to be repeated
Confirmability	Triangulation to reduce effect of investigator bias
	Admission of researcher's beliefs and assumptions
	Recognition of shortcomings in study's methods and their potential effects
	In-depth methodological description to allow integrity of research results to be scrutinised
	Use of diagrams to demonstrate "audit trail"

Figure 5.1: A figure to show Shenton's (2004, p.73) quality criteria for assessing qualitative research

5.4.1 Credibility and Internal Validity

Thomas and Magilvy (2011) proposed that a qualitative study can be considered credible by ensuring that the data is representative of the whole participant group. Krefting (1991, p.18) argued that 'A qualitative study is considered credible when it presents an accurate description or interpretation of human experience that people who also share the same experience would immediately recognize'. This was achieved through the use of Q methodology and Factor Analysis, which sought to correlate similar Q-sorts, and these were then interpreted qualitatively.

5.4.1.1 *Research Methods*

The methodology was considered appropriate for this research, in relation to studying subjectivity and viewpoints across a range of participants. In Appendix 1, an account is provided of why Q methodology was selected over alternative methodologies. As there

is evidence that Q methodology has been successfully used internationally with educational practitioners (Collins and Liang, 2013; Grover, 2013; Ramlo, 2012), yet little UK research employing the same approach with this participant group, the research methodology also helps to provide a unique contribution to the existing research base in this area. Following the Q-sort, the reflections of participants on the use of methodology were also gained and discussed (Appendix 18). Clear procedures for data gathering and analysis were also followed, which are outlined in Chapters 3 and 4.

5.4.1.2 *Early Familiarity with Organisations*

Prior to data collection, the researcher familiarised herself with the participating organisations through visits to both PRU and school settings; meetings with key stakeholders to discuss the research; and through focus groups, which helped to promote the researcher's understanding and build familiarity and trust (Shenton, 2004).

5.4.1.3 *Random Sampling*

Participants were recruited through snowball, rather than strategic, sampling, which could potentially be considered a limitation of the research. However, snowball sampling avoids some of the issues identified within the literature, such as researcher bias, and multiple settings were included to include a wide range of demographics and viewpoints.

5.4.1.4 *Triangulation*

In developing the concourse for the research, data was obtained from various sources (e.g. focus groups, previous research, meetings, legislation and policy) and was considered holistically in order to generate the Q-set. Following the Q-sort, participants' data was also triangulated with demographic information and data from post-sorting interviews, which lead to a thematic analysis of current barriers to the reintegration process, therefore triangulating perceived promotive factors in relation to the impact of perceived barriers. Brewer and Hunter (1989) argued that the collection of data through different methods reduces the impact of each methodology's various limitations, and promotes their benefits. Triangulation can also involve a wide range of informants (Shenton, 2004), which was achieved within this research through the inclusion of both PRU and MSS staff across various settings, holding numerous professional roles.

5.4.1.5 *Ensuring Honesty*

Ethical guidelines were followed closely throughout all stages of the research, including informed consent, confidentiality, and the right to withdraw. Engaging participants in the purpose of the research may have also helped to promote honesty, and the non-verbal nature of the activity may have minimised impact of response bias. Conversely, due to the researcher's role as a TEP within the LA, participants may have been aware of the researcher's positive view of inclusion, which could have impacted on the way certain participants completed the Q-sort. Also, while steps were taken to ensure the privacy of participants' data, the availability and size of rooms meant staff were working in vicinity of one another, and their presence could have affected the responding of other participants.

5.4.1.6 *Iterative Questioning*

This technique has been proposed to be useful in ensuring participants' honesty (Shenton, 2004), although this was not used within this study due to the non-verbal nature of the data collection and multiple participants being present. However, participants' data were examined in relation to their post-sorting questionnaire responses to ensure that these reflected one another. A limitation of the research is that certain questions had not been completed by participants. It was justified that these participants' data should still be included in order to provide a wider range of viewpoints, and it was also felt unlikely that participants would have falsified their Q-sorts considering the purpose of the research and the opportunity to have their voices heard.

5.4.1.7 *Negative Case Analysis*

Negative case analysis involves searching for viewpoints which deviate from the general consensus (Shenton, 2004). A limitation of this research is that non-loading and confounding Q-sorts were excluded from the data analysis, which restricts the views of these participants and consequently suggests that the data interpretation may not have been representative of the entire participant group. As a method of minimising the impact of this, individual interpretations of these participants' data and follow-up interviews were undertaken, as outlined in Chapter 4, in order to identify any additional viewpoints that may have been relevant to the findings of the study.

5.4.1.8 *Frequent Debriefing Sessions*

The researcher engaged in regular supervision both at university and on placement to discuss any issues relating to the research. Informal discussions with other EPs, educational professionals and 'experts' in the field also helped to refine the researcher's ideas and promote decision making (e.g. analysing the data set as a whole).

5.4.1.9 *Peer Scrutiny*

Fellow TEPs were asked at several points to scrutinise aspects of the research, such as examining scree plots and observing the clarity of the Q-set. The research was also presented at university to TEPs and university tutors, and feedback was welcomed, which helped to challenge the researcher's ideas and promote objectivity.

5.4.1.10 *Reflective Commentary*

Reflections on the process were undertaken at all stages of the research, which the researcher has endeavoured to illustrate throughout this thesis. Guba and Lincoln (1989) also proposed that it was important for the researcher to be aware of their own constructions in order to establish credibility. Therefore, the researcher decided to also complete the Q-sort (Appendix 21) in order to gain a clearer understanding of how they position themselves and their own constructs, with consideration of how this may impact on interpretation of the data.

5.4.1.11 *Researcher Characteristics*

The researcher's professional and personal motivations for the research have been made explicit in Chapter 1. This included the researcher's role as a TEP, the interest of the LA in the research, and examples of the researcher's prior work experience.

5.4.1.12 *Member Checks*

The data were checked for accuracy through asking the highest loading participants to state their level of agreement with the factor interpretation, in order to ensure that the interpretation was in line with their view. Piloting also took place with participants and with an Inclusion Officer who worked closely with both PRUs and MSSs, in order to check the wording of the statements.

5.4.1.13 *Description of Phenomenon*

The researcher has endeavoured to provide detailed and transparent descriptions of the methodology, data collection, data analysis and factor interpretations, whilst maintaining confidentiality.

5.4.1.14 *Examination of Previous Research Findings*

The researcher has endeavoured to achieve this through a discussion of results in relation to existing literature and research in this area.

As the research is largely qualitative, many of the threats to internal validity have been avoided. However, the following threats (Cook and Campbell, 1979) and issues were still considered of relevance.

5.4.1.15 *Mortality*

One participant did not complete the process due to other commitments and time constraints, and therefore their data was discarded. This may have influenced results, particularly if there had been other participants who had withdrawn for similar reasons, such as TAs who are not paid to work after school hours.

5.4.1.16 *Content Validity*

In order to maintain content validity, expert advice was sought and previous research and literature were reviewed in order to generate the Q-set. The statements were also phrased in participants' own words as far as possible.

5.4.1.17 *Face Validity*

Participants' perceptions around whether the Q-set was appropriately reflective of their own views were gained through piloting and post-sorting questionnaires. As the post-sorting questionnaire highlighted a small number of statements which participants felt should have been included, this could be considered a limitation of the Q-set.

5.4.1.18 *Transferability and External Validity*

Due to the nature of Q methodology, the findings are not designed to be generalisable to the wider population (Watts and Stenner, 2012). Therefore, the study is open to all four threats to external validity (LeCompte and Goetz, 1982):

- Selection effects – Findings are specific to the participant group
- Setting effects – Findings may be as a result of the context the research takes place in
- History effects – Participants' unique experiences may prevent cross-comparisons
- Construct effects – The views or constructs studied may be only relevant to the particular participant group

In fact, the study even seeks to explore some of the aspects identified as threats to external validity, such as subjective viewpoints.

Whilst the lack of external validity has been raised as a criticism within Q methodological studies (Thomas and Bass, 1992), Guba (1981) proposed that there may be some transferability in relation to the research findings. For example, it is possible that there is some transferability within the LA, particularly to other MSS or PRU settings who are involved in the reintegration process alongside those settings which participated directly within the research.

Transferability may also be possible for settings or LAs with similar contexts or demographics to those within this research (Shenton, 2004). Therefore, the researcher sought to provide appropriate contextual and demographic information for the LA throughout the thesis, while maintaining confidentiality. However, Lincoln and Guba (1985) argue that it is the responsibility of the reader to determine the extent to which the findings can be transferred, as the researcher will not know the reader's own context. Although some researchers advocate a description of how the research context compares with other contexts (Denscombe, 1998), others argue that the researcher may not have enough understanding of other contexts or the intricate characteristics of the context of their own fieldwork (Merriam, 1998). The researcher is in line with the latter

view, and therefore this information has not been provided, but it is important to consider that this may impact on the transferability of the findings.

Finally, as a range of different settings participated in the research, the study may provide a 'baseline understanding', which can be compared and contrasted with findings of other research (Gross, 1999).

5.4.2 Dependability and Reliability

While reliability relates to obtaining the same results should the researcher's work be replicated (Shenton, 2004), findings gathered from Q methodological studies reflect only participants' views at that present time, due to the changing nature of experience and perspectives. This is a common issue with qualitative studies, and could be considered a wider limitation of qualitative studies depending on the epistemological and ontological position adopted. However , the 'mixed methods' nature of Q methodology suggests that some reliability measures could be taken, and high correlation coefficients have been found for individuals completing the same Q-set at different time points (Akhater-Danesh et al, 2008), although this cannot be assumed.

In contrast to reliability, Lincoln and Guba (1985) propose that dependability involves allowing other researchers to replicate the work as closely as possible. In order to achieve this, Shenton (2004, p.71) argues that 'the research design and its implementation', 'the operational detail of data gathering' and 'reflective appraisal of the project' should be made explicit. The researcher has tried to achieve this through providing detailed information relating to the procedures, data collection and materials, both in Q methodology and also for this specific study (Chapters 3 and 4) whilst reflecting on the strengths and limitations of the research within this chapter, in order that the research could be replicated.

5.4.3 Confirmability and Objectivity

Whilst objectivity is difficult to achieve within qualitative research, the researcher should endeavour to strive for confirmability, where the '…findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher' (Shenton, 2004, p.72). While aspects such as triangulation and reflective commentary have previously been discussed, it also important for the researcher to show an awareness of their predispositions and any potential bias. Chapter

3 includes an account of researcher's epistemological and ontological position, with consideration to the influence of this on the researcher's choice of research designs and data analysis approaches. Also, due to the nature of social constructionism, it is acknowledged that some of the researcher's constructs are likely to have been introduced in factor interpretation, and techniques such as member checks have been used to overcome this. An account of the strengths and limitations of Q methodology has also been provided in Chapter 3.

However, steps to achieve objectivity were undertaken in relation to the methodology and quantitative data analysis processes undertaken. The use of a mixed methodology is, in itself, an aspect which promotes greater levels of objectivity, in contrast to more qualitative methodologies, such as Interpretative Phenomenological Analysis (IPA). Using quantitative data as a foundation for factor interpretation also increases the objectivity of the study. As previously discussed, inter-rater checks were used for the scree plot and study was also piloted. The decision was also taken to include schools outside of the researcher's own allocation, to minimise researcher bias and to enable a more objective stance. Finally, aspects of the data analysis also helped to promote objectivity, such as using Varimax rotation, objective criteria when selecting the number of factors to include, and the use of pre-developed crib sheets to aid factor interpretation.

This illustrates both the strengths and the limitations of the research in relation to quality assessment indicators.

5.5 Implications for Professional Practice

The findings of this research have implications for all parties involved in reintegration within the focus LA, particularly MSS and PRU professionals, families, external agencies and the wider LA, as well as the students themselves. The results have highlighted that not only is there a difference in the perceptions of promotive factors and barriers to reintegration between MSS and PRU staff, but also disparity of viewpoints between professionals working in similar roles within similar settings. This has implications for the consistency of strategies and approaches used within current reintegration processes, and also the impact of the beliefs of educational professionals

on their practice (Porter, 2007). Therefore, in order to develop valuable and effective strategies, it appears important to understand and consider all of the 'viewpoints' which may exist.

For example, Viewpoint 1 highly values collaborative working practices and positive relationships, whilst also emphasising the role of the PRU both during and following the student's reintegration. Therefore, steps to develop a shared understanding may be important for this participant group, particularly in terms of shared staffing procedures between settings, arranging visits to one another's environments and developing shared goals. As shared assessment processes were also highlighted as important by this group, further clarity around academic assessment measures may be beneficial. In addition, consistent use of a tool such as the Boxall Profile may be beneficial to measure and promote understanding of the student's emotional wellbeing, and the potential impact of this on their reintegration. This viewpoint also places importance on the role of the family. Strategies that could support family engagement which might be adopted by these professionals include parenting events and the involvement of a key worker as a point of contact for parents. In addition, schools might ensure they incorporate a strengths-based approach for the student to ensure the family is aware that school staff view their child in a positive light. Furthermore, families should be clear on the purpose of the student's attendance at the PRU, in order to ensure the expectations of the family are mediated and realistic. In contrast, professionals expressing this viewpoint did not highly rank statements relating to the role of peers in supporting the student's reintegration. Therefore, this group of participants may be less willing to adopt strategies relating to peer support systems which may have implications, particularly when considering a barrier highlighted related to the lack of resources, including additional staffing. This indicates that a worthwhile implication for professionals working within the LA may be to increase their understanding of the ways in which peers are able to support reintegration. It may also be valuable for school staff to ensure that the student's peers are prepared for the reintegration, and that professionals are clear on the expectations for the student's peers as well as the student themselves. Raising awareness of the importance of the emotional wellbeing of MSS staff may also be valuable for these professionals, alongside strategies which may help to support this.

Viewpoint 2 promotes the use of inclusive approaches, whilst emphasising the importance of the school having adequate resources to meet the student's needs.

Therefore, these participants may be more likely to adopt whole-school approaches to support the student's reintegration (e.g. whole-school approaches for mental health and wellbeing, an inclusive ethos) which do not heavily rely on staffing capacity or funding. As behaviour systems were not rated highly within this viewpoint, these participants may also be more willing to adopt humanistic strategies, such as person-centred practices and emotional support for students. It may also be beneficial for individual reintegration plans to be collaboratively devised and take into account the receiving school's resources, to ensure that strategies and approaches are realistic and likely to be implemented. Participants expressing this viewpoint also valued the participation of other professionals within the reintegration process, yet placed importance on clarification around the roles and responsibilities of those involved within the reintegration. Therefore, an implication for professionals working within the LA may be to offer further insight into the nature of their role, particularly with respect to the range of work they offer and ways in which they can support the student's reintegration.

Viewpoint 3 highly values the use of individualised approaches to support the student, particularly in terms of flexibility within the curriculum and replicating effective strategies identified by the PRU. This suggests that these participants may be more willing to implement individual plans and favour personalised, targeted strategies. Importance was placed on the student's motivation to make a success of their reintegration, and therefore awareness-raising of strategies to promote the student's reintegration (e.g. active involvement of the student in developing their own targets and outcomes to promote intrinsic motivation) may be beneficial. In contrast, professionals expressing this viewpoint may be less likely to seek support from external agencies, and therefore clarification of the roles and support offered by external professionals may also be useful for this participant group. This viewpoint also appeared to promote behaviourist approaches whilst placing less importance on person-centred strategies, suggesting that it may be useful for schools to develop more flexible behaviour policies which take into account social and emotional wellbeing.

The findings of this research also have pertinent implications for the role of EPs, particularly with respect to the profession's positive standpoint and involvement in relation to the inclusion of young people within education (Farrell et al, 2006). These research findings are likely to be particularly significant for EPs within the focus LA, and the implications of these findings for EPs could include the following:

- EPs using their core skills relating to facilitation, consultation, mediation and advocation, in order to ensure the active role and engagement of students and families within the reintegration process, and to support the development of shared goals and understanding. Collaborative consultation may also help to identify strategies that are seen to be reasonable to implement within mainstream schools.
- Utilising systemic approaches, such as PATH, Circle of Adults or Solution Circles, in order to draw on the expertise and knowledge already held by individuals within the reintegration, and to build their capacity and confidence during this process.
- Awareness-raising of resources, strategies, psychological theories and wider policy in relation to aspects identified as important within the reintegration process.
- Ensuring that strategies and approaches are targeted at all aspects of the student's ecosystem, rather than just at the individual level. However, there may be a role for EPs to work at the individual level with students to prepare them for the reintegration and to promote their motivation and wellbeing (e.g. Motivational Interviewing, Solution Focused Brief Therapy).
- Support provided for professionals involved in reintegration, through training and supervision.
- EPs supporting the development of on-site provision within schools to promote gradual reintegration and offer a safe space to students on their return to mainstream education.
- Supporting the inclusion of the student within school, including their social inclusion. Approaches such as Circle of Friends could be used alongside other strategies to promote this.
- Conducting research to further develop the evidence base within this area.
- Providing psychological theory and insight to support the development of whole-school behaviour policies.
- Clarification of the EP role, including the range of work and support which can be offered.

The findings of this research suggest that strategies and approaches to support reintegration are perceived differently by educational professionals within the focus LA. Therefore, the wider implications of these findings indicate that professionals should consult with one another prior to the implementation of strategies or approaches and, ideally, goals and strategies should be co-constructed and devised collaboratively. Sharing good practice across schools is also likely to be valuable, particularly in relation to the implementation of strategies and tailored plans with respect to time constraints and other barriers identified within the research. There may be a role for EPs to support professionals with this in terms of using their skills of facilitation, problem solving and the use of action research approaches to gather data and identify future positive directions for practice.

5.5.1 Dissemination of Findings

When considering the dissemination of findings, it feels important to reflect on the potential audience and also the purpose of the disseminating the findings. Within this research, the key stakeholders consist of the PRUs, including the commissioner of the research; mainstream secondary schools; the Local Authority; professionals attending the BACs meetings; Educational Psychologists; families; and students. Approaches for dissemination could include publication, research reports, training and feedback sessions, and guideline or policy documents. Therefore, as the findings of the research are designed to be relevant primarily for the LA that the research is taking place in, a key possibility for dissemination could include a guideline document for commissioners and policy makers, particularly as a reintegration policy document or guidelines do not currently exist within this LA, and therefore this research could offer a unique contribution in this area.

Within the research, generally LA policies and support were ranked with less importance than other aspects in supporting the student's reintegration; however, this may be due to the current lack of guidelines within the LA. To ensure the guideline document is workable and relevant, the findings of this research which reflect participants' viewpoints could be used to support the production of this document, with regards to both the promotive factors and barriers identified.

In terms of the content of the document, it is important to consider both participants' viewpoints individually and collectively, and consider the consequential impact on

practice. For example, a finding within the research was that participants generally place importance on the student's desire to change and on their levels of resilience, and therefore the guideline document could include evidence-based approaches and strategies to develop the student's resilience and motivation during the reintegration. A further finding also related to the importance of active family involvement from the outset, and also positive student-family contact. Therefore, the guideline document could include a section designed for use with parents and families, which could contain information relating to what to expect during the reintegration, the benefits of their active involvement and approaches to support their child during the reintegration. Guidelines within the document could also state the importance of the school liaising with the family prior to the exclusion and including the family at all points to promote their active involvement and mediate their expectations.

As some participants valued clarity around the roles of those involved in the reintegration, the guideline document could include a section outlining the individuals or agencies that may be involved within the reintegration, and also provide information relating to their professional roles. Further guidelines could also be offered which sets out the responsibilities and expectations of each party throughout the reintegration. Similarly, guidelines relating to the number and type of reintegration meetings could be included, which specifies who should be involved, includes a format or structure for the meetings, and specifies where the meetings should take place (e.g. the mainstream school or the PRU).

As consistency was raised as both a promotive factor and a barrier within the research, guidelines which place importance on the PRU staff member supporting the student following the reintegration, and also having a key person within school to support the student throughout the entirety of the reintegration, could be included. The document could also offer clarity into the nature of assessment measures used within the PRU to enhance understanding for other professionals and families or, conversely, novel, co-constructed measures of assessment could be developed within the LA to feed into the guideline document, ensuring that the policy reflects practice. Furthermore, guidelines emphasising the importance of both PRU staff and key mainstream school staff visiting one another's settings is also likely to be relevant. For example, the document may state that a PRU staff member should visit or observe the student in school prior to their attendance at the PRU to gain an understanding of the environment the student will be

reintegrating into, and how the student operates within that context, in order to enhance the appropriateness of strategies to support the student following the reintegration.

As support for school staff was raised as important by some participants, the document could offer details of training opportunities which schools could access (for example, INSET training by PRU staff, or training from external agencies). Alongside this, the document could provide information relating to evidence-based strategies and approaches to support the student longer-term in school following the reintegration, and also signposting to relevant agencies that could support both the student and the school. Furthermore, the document may emphasise the importance of supportive supervision for school staff, perhaps between a key point of contact for reintegration within the school and those working directly with the student. Guidelines for supervision delivery could be included within the document, which could perhaps be developed by EPs.

As individualised approaches were also rated highly by some participants, the guideline document might include templates to support the consistent development of individual plans, with a particular focus on the student's strengths and needs, and also providing a section allowing for the co-construction of shared goals between all parties. In order to promote the active involvement of the student, a section to gain pupil voice could also be included, with the opportunity for the student to also develop their own targets and reflect on approaches which might best help to support them. A self-rating measure for use by students to evaluate their own progress towards their goals could also be included, which could help to further promote intrinsic motivation.

Finally, as a barrier related to the availability of resources, guidelines could be provided relating to how best to use resources that schools already possess; for example, awareness raising of evidence-based whole-school or class strategies, peer support systems and approaches to foster an inclusive ethos within schools. Peer support systems were ranked lowly within the research, perhaps due to the view that peers can be detrimental to the reintegration, and also due the lack of knowledge as to what peer systems exist. Therefore, the emphasis on evidence-based strategies to both prepare the peers for the student's reintegration, and also how to utilise peers to support the student following the reintegration, is likely to be particularly important.

Therefore, in terms of how the guideline document and the research findings may impact on practice, a functional document to support key stakeholders which takes into

account their views might, in itself, have a consequential positive impact on practice, as participants may feel that their voices are included and that the document is reflective of the LA. It seems that a circular relationship could exist in terms of participants' views shaping policy and guidelines, and also the guidelines shaping participants' views in relation to enhancing understanding and awareness-raising of evidence-based practice in this area. As a key finding was that participants perceived the issue of reintegration differently, continued consultation with key stakeholders throughout the development of the guideline document is likely to be of prime importance and benefit.

5.6 Directions for Future Research

This research employed a Q methodological approach in order to explore divergent viewpoints between MSS and PRU staff, and also included a thematic analysis to investigate perceived barriers to current reintegration processes within the focus LA. Certain themes which arose from the data, and an examination of the findings against existing literature, suggest the need for further research within this area.

An important direction for further research could involve exploration of the views held by students experiencing reintegration, particularly as this research highlighted the importance of the student having an active role in reintegration. A Q methodological study utilising child-friendly language may enhance and provide a unique contribution to existing research in this area. Investigation of the views of students undertaking reintegration may provide a useful insight, in addition to the potential positive benefits of involving the student in the research, which may help to increase their motivation and sense of agency. Furthermore, it may be beneficial to research the views of those students who have reintegrated 'successfully', with regards to factors which they felt particularly supported them during the process. Similarly, the importance of family engagement and active involvement has also been highlighted within this research, and therefore a qualitative approach, such as interviewing or IPA, may be beneficial in helping to understand the views and experiences of parents/carers and families in relation to reintegration. This could also be applied to other individuals or settings within the young person's ecosystem, such as an exploration of EPs' perceptions of their role within reintegration.

In addition, research focusing on the views of professionals working within settings which have high reintegration rates may also add to existing literature, in terms of

exploring factors deemed to be positive contributors to reintegration. As this research identified the potential existence of causal attributions and divergent perspectives towards reintegration, a valuable direction for further research may be to explore professionals' underlying attitudes towards inclusion using, for example, a research methodology such as vignettes or Personal Construct Psychology, in order to ascertain the impact which inclusive attitudes may have on successful reintegration.

While this research aimed to holistically explore the views of both PRU and MSS professionals as an entire participant group, there may be benefits in directly comparing and contrasting the views of these two groups in order to isolate factors important to professionals working within each setting. While the Q methodological findings may not justify this type of further research, there were differences in barriers identified between these two groups, which may warrant further exploration. Research exploring group dynamics and processes may be of value based on the findings from this research, such as exploring the nature and quality of interactions between individuals during reintegration meetings.

In addition to investigating group processes, it may be valuable to employ more experimental designs, such as Randomised Control Trials (RCTs), in order to examine specific aspects of reintegration processes identified as beneficial within this study. Suggestions within this area include investigating interventions to promote family engagement; the impact of Motivational Interviewing in increasing the student's motivation; measuring the impact of staff training on professionals' confidence in supporting reintegrating students; the impact of PRU professionals supporting the reintegrating student within the MSS; and the impact of resiliency-based reintegration programs. This is with a view to isolate specific strategies considered to support reintegration and develop the evidence base in these areas.

A logical next step for research in this area relates to improving the generalisability of the findings by conducting larger-scale research. Whilst larger-scale research within this area does exist within the evidence-base, a suggestion for further research would be to use the findings from this research to ascertain the level of agreement professionals have with the identified three viewpoints. In addition, unique supportive factors to reintegration identified within this study could be incorporated to enhance existing methodological approaches, such as shaping larger-scale questionnaires or surveys.

In addition to larger-scale research, longitudinal research would also add value to the existing research base. A suggestion which incorporates the findings of this research would be to include a follow-up element which examines the impact of this research on professional practice; for example, the impact of guidance produced based on the findings of this study on LA data or attitudes relating to successful reintegration. In this case, the Q-sort within this study could also be used again with participants either as an evaluation tool to measure the degree of attitude change, or to provide a reliability measure for the Q-set, particularly as this was highlighted as a concern by some participants within this research. In addition, a longitudinal case study approach which investigates a young person's experiences and trajectories pre-, post- and during reintegration would also add to existing research in this area.

Finally, a future direction for research could also be to investigate primary school reintegration, as this is an area which has scant existing literature and evidence. Therefore, directions for future research include consideration towards different participant groups, settings, methodologies, timescales and strategies, in order to develop the evidence-base within the area of reintegration.

5.7 Conclusions

The current research aimed to explore existing viewpoints regarding promotive factors and barriers to reintegration within the focus LA. Three distinct viewpoints were elicited from 47 mainstream secondary school and PRU professionals who completed a 60-item Q-sort. In addition, thematic analysis helped to identify six themes relating to perceived barriers to reintegration from participants' qualitative data. The research findings highlight divergence in views between not just MSS and PRU staff, but also individuals working in similar settings and in similar professional roles. This suggests that strategies, approaches and processes to support reintegration are not regarded equally by professionals within educational settings who are involved in reintegration.

The findings of this research provide a unique contribution to existing literature on reintegration. The use of Q methodology has supported the exploration of subjective views held by educational professionals involved in reintegration and has also helped to identify unique perceptions of the reintegration process, which can build on those

identified within previous research. These findings help to raise awareness of the different views, values and beliefs held by educational practitioners, and also offer a foundation for the development of reintegration processes within the focus LA, which could potentially be extrapolated more widely to LAs with similar contexts and demographics.

The use of Q methodology has helped to provide a detailed insight into the viewpoints held by participants, and the researcher argues that the richness of the data and findings could not have been gained through quantitative research alone. In addition, a further advantage of this methodology is that the perspectives of greater number of participants have been included than would have been possible within purely qualitative approaches. Q methodology was therefore considered an appropriate and valuable methodological approach in meeting the research aims and questions, and in generating useful findings. While certain limitations of the research have been acknowledged, the researcher endeavoured to provide clarity and transparency around methodological processes to increase the validity of the data and also to promote the replicability of the research.

The implications for educational professionals supporting students during reintegration primarily centre on effective development of reintegration processes with consideration to the differing views and beliefs held by those involved, and also the barriers which currently exist within the focus LA. Thematic analysis identified the need to acknowledge barriers relating to consistency; engagement and support; availability; attitudes and expectations; understanding; and communication, in relation to enhancing existing reintegration processes within the LA. In addition, a by-viewpoint discussion of professional implications included the need for processes which engage and support all involved within reintegration; promote shared understandings; draw on one another's resources; utilise effective whole-school approaches; and consolidate behaviourist and humanistic views towards behaviour management and emotional wellbeing. Further implications include gaining the perceptions of key stakeholders during the reintegration around effective strategies and their implementation, and for professionals to evade assumptions that all aspects of the reintegration process are viewed similarly by those involved, even those who share commonalities in professional roles or settings. This is just one of the areas which have implications for the EP role in reintegration, and a number of suggestions have been made where EP core skills and experience can help to support the effectiveness of the student's reintegration.

Directions for further research to develop the literature within this area have also been considered, and include the use of Q methodology with other groups within the student's ecosystem; with individuals and settings who have experienced 'successful' reintegration; to explore attitudes towards inclusion; and as a measure for attitude change. Additional suggestions for further research include larger-scale studies, longitudinal studies and perhaps experimental studies focusing on micro aspects of the reintegration, in order to develop the evidence-base in these areas.

This research provides an insight into the different viewpoints held by mainstream secondary school and PRU professionals in relation to reintegration. It is hoped that the interpretation of participants' viewpoints regarding factors to support reintegration, in addition to their perceptions of existing barriers, will help to enhance understanding and develop reintegration processes within the focus LA, in order to support the inclusion of students within mainstream schools.

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7. Appendices

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Appendix 1: Consideration of Other Research Methodologies

Q methodology was selected as the approach of choice after giving consideration to the reasons outlined in Chapter 3 and due the researcher's own epistemological standpoint. Q methodology also offers a unique contribution to the existing research base, as reintegration has yet to be studied through the use of this methodology. Previous research exploring perceptions around reintegration have typically used purely qualitative methodologies, such as surveys, interviews, focus groups and observation. However, other methodologies were also considered during the development of the research, including Discourse Analysis, Thematic Analysis and Interpretative Phenomenological Analysis (IPA).

When considering an appropriate methodology to use, the researcher found it useful to return to the purpose of research, which was to explore factors perceived as effective to reintegration. The use of the term 'explore' indicates that a qualitative, exploratory methodology should be used, and suggests that more experimental, positivist approaches would not be suitable for this research. However, many qualitative methodologies lend themselves to conducting research with only a small number of individuals. Discourse Analysis is an example of a methodology which requires small amounts of text or information which is then subject to detailed analysis (Robson, 2011). While Discourse Analysis sits well within a social constructionist epistemology, the researcher wanted to focus more holistically on 'perspectives' rather than the use of language, and therefore this methodology was not considered suitable for the purposes of the research.

Thematic Analysis was considered as potentially useful due to the rich detail this methodology can offer, and in order to identify themes and patters in the data (Braun and Clarke, 2006). However, this methodology has been adopted within several papers researching reintegration, and therefore the researcher questioned the unique contribution that this methodology could provide. Thematic Analysis also does not lend itself to researching the perspectives of a wide range of participants, and time constraints were considered a barrier to the use of this methodology. However, Thematic Analysis was used within this study on a smaller scale to analyse a small portion of qualitative data collected throughout the research.

IPA was also considered, and abandoned for similar reasons to those underpinning the discounting of thematic analysis. As IPA aims to explore lived experiences and investigate how an individual makes sense of their world (Smith and Osborn, 1997), the researcher reflected that this could be potentially useful if the aim of the research was to explore participants' experiences of reintegration, rather than their perspectives around effective factors to support reintegration. The researcher felt that this methodology might be valuable in exploring the lived experiences of students that have undergone reintegration from PRUs back into mainstream schools, but that other methodologies could obtain more detailed and useful information from a wider range of participants to benefit the LA and deepen discussion. As IPA positions the researcher in an active role within the research (Smith and Osborn, 1997), it was felt that the researcher would not be able to take an appropriately objective stance should this methodology be adopted.

The purpose of this research was to explore shared and divergent views, which suggests that an analysis involving correlation would be fit for this purpose. As the research should therefore both be exploratory and involve some statistical analysis, this suggests that a mixed methods approach would be appropriate. However, in typical correlational analyses within R Methodology, such as factor analysis, tests rather than persons are correlated, whereas Q methodology adopts by-person factor analysis (Van Exel and De Graaf, 2005). Q methodology therefore felt more appropriate for analysing perspectives. As Q methodology also combines both qualitative and quantitative aspects, Q methodology was chosen as the most valuable and appropriate methodology for the research.

Appendix 2: Online Questionnaire to Support Concourse Development



[LA Logo]

Thank you for agreeing to complete this questionnaire.

By completing this questionnaire, you are consenting (agreeing) for your answers to be used as information to help produce the statements to be used within the main part of the study. No personal data is required for this questionnaire. Please contact me at lpxha@nottingham.ac.uk if you would not like to take part in this questionnaire, or if you would like your data to be withdrawn or removed at any point.

The title of this research is ***'From Pupil Referral Units (PRUs) to mainstream education: A Q Methodological study exploring the perceptions of PRU and mainstream school staff on the reintegration process'.***

The research involves exploring of the views of young people who have previously reintegrated from Pupil Referral Units (PRUs) and mainstream school staff about what they feel would improve the reintegration process for pupils moving back into mainstream schooling.

The aim of this research is to promote and enhance understanding about the common factors that teachers and pupils feel are particularly relevant to the reintegration process, with a view that this information could be used to support reintegration interventions and improve the success of the process for all parties.

The study will involve both school staff and pupils undertaking a 'Q-sort', which involves sorting out statements on cards about what participants feel would help with reintegration and placing them on to a grid. The cards are placed by how important participants think each statement is, and is designed to be an interesting, interactive way for pupils and teachers to give their views. The answers that you give to this questionnaire will be important in helping to produce the statements that will be used in the Q-Sort.

Q6 **Are you a:**

- ○ Pupil
- ○ Teacher
- ○ Educational Psychologist
- ○ Other (please specify)

There are two open-ended questions for you to answer within this questionnaire. Please provide as much detail as you feel you can.

>>

What do you feel might be helpful in the reintegration process for pupils in PRUs moving back into mainstream schools?

What do you think is currently unhelpful, or a barrier, in the reintegration process for pupils in PRUs moving back into mainstream schools?

>>

I hope you have enjoyed completing this questionnaire. If you have any further questions about this activity that you did not have the opportunity to discuss, please do not hesitate to contact me. Your answers will now be used to produce the Q-Sort statements to be used within the main study.

The information from the study will then be written up as part of an Educational Psychology Doctoral thesis, which will be available on the University of Nottingham's website. If, for any reason, you would not like your information to be used within this study, please contact me.

If you are also interested in being a participant in this research (i.e. if you are a pupil or mainstream school staff member), please speak to the Head Teacher of your school, or contact me directly (lpxha@nottingham.ac.uk).

>>

Appendix 3: Concourse of Original Statements

1. The student believing in their own abilities (Daniels et al, 2003)	2. The student feeling that their exclusion was unfair (Daniels et al, 2003)
3. The student wanting to make a success of their reintegration (Daniels et al, 2003)	4. Involvement of the student within the reintegration process (Lawrence, 2011)
5. The student wanting to return to a mainstream school (Lawrence, 2011)	6. The student understanding the reintegration process (Lawrence, 2011)
7. The student having the reintegration process explained to them (Lawrence, 2011)	8. The student being able to reflect on their previous experiences (Lawrence, 2011)
9. The student having needs that can be met in a mainstream school (Lawrence, 2011)	10. Making sure the student is ready to return to a mainstream school (timey and flexible reintegration) (Lawrence, 2011)
11. A broad understanding of the student's needs (Lawrence, 2011)	12. The student to design their own reintegration processes (DfES, 2004b)
13. The student having supportive family members (Daniels et al, 2003)	14. The student having positive family members (Lawrence, 2011)
15. Family members having realistic hopes and expectations for the student's future (Lawrence, 2011)	16. Family members taking responsibility and ownership for their child's actions (Lawrence, 2011)
17. Family members being informed about the reintegration process (Lawrence, 2011)	18. Family members being involved in the reintegration process (Lawrence, 2011)
19. Schools to keep in contact with the pupil while they are at the PRU (DfES, 2004b)	20. Keeping pupils on roll at their school (DfES, 2004b)

21. Commitment among schools to equally distribute pupils who are reintegrating (DfES, 2004b)	22. Giving pupils rewards for improved behaviour in school following reintegration (DfES, 2004b)
23. Additional funding to be given to schools (DfES, 2004b)	24. Promoting staff awareness and understanding of the issues facing reintegrating pupils (DfES, 2004b)
25. The school having an inclusive ethos (DfES, 2004b)	26. Schools putting pupils at the centre of their reintegration (DfES, 2004b)
27. The student having access to school counselling in their new school (Parsons et al, 2001)	28. Involvement of the student's previous school in the reintegration to a new school (Parsons et al, 2001)
29. The new school to understand the student's needs (DfES, 2004b)	30. The new school having the resources to support reintegration (DfES, 2004b)
31. Flexibility within the new school's curriculum (DfES, 2004b)	32. The new school to make sure they try to meet the student's needs, rather than the student 'fitting in' to the new school (Lawrence, 2011)
33. The student being given a 'fresh start' at their new school (Lawrence, 2011)	34. The student having a key worker at their new school (Lawrence, 2011)
35. The student being able to access some small, off-site group work (Lawrence, 2011)	36. The student being able to access extracurricular activities that they find interesting (Lawrence, 2011)
37. The student's new school being very inclusive and willing to take the students (Daniels et al, 2003)	38. Effective assessment approaches (DfES, 2004b)
39. The new school taking responsibility for the reintegration	40. The new school to have positive and realistic expectations about the

process (Lawrence, 2011)	student (Lawrence, 2011)
41. Staff and teachers at the new school to have more training in working with students that are reintegrating from a PRU (Lawrence, 2011)	42. The student having ongoing support after their exclusion by a link worker (Daniels et al, 2003)
43. Having a key worker involved in the reintegration process (DfES, 2004b)	44. The student having supportive friends (Daniels et al, 2003)
45. The student already having friends in their new school (Lawrence, 2011)	46. The student being accepted by their peers in the new school (Lawrence, 2011)
47. A 'joined up' approach between the PRU and parents (Parsons et al, 2001)	48. Continued contact between the PRU and the new school (DfES, 2004b)
49. Communication between key agencies (DfES, 2004b)	50. Regular contact between the PRU and family members (Lawrence, 2011)
51. The student's family members, PRU and new school to have common goals (Lawrence, 2011)	52. Sharing information between different people and settings (DfES, 2004b)
53. Honest communication between family members, PRU and the new school (Lawrence, 2011)	54. Shared staff between PRUs and mainstream schools (Lawrence, 2011)
55. A close working relationship between the PRU and the new school (Lawrence, 2011)	56. The use of a profile for each student that is completed by the student's previous school and the PRU (Lawrence, 2011)
57. Early reintegration meetings that include the student and their family (Lawrence, 2011)	58. For inclusion to be successful it is vital for teachers, managers, local authority personnel, parents and pupils to be wholly committed, adequately trained and supported (Farrell and Tsakalidou, 1999)

59. Including 'reintegration' within wider inclusion policies within school (DfES, 2004b)	60. Having different agencies involved in the reintegration process (DfES, 2004b)
61. The new school receiving a high level of support from the Local Authority/external agencies (Daniels et al, 2003)	62. The PRU to help family members access external agencies (Lawrence, 2011)
63. Rapid identification of issues as they emerge during the reintegration process (DfES, 2004b)	64. Early and informed planning of the reintegration process (DfES, 2004b)
65. Making sure the reintegration process is broken down into smaller steps (phased) (DfES, 2004b)	66. Having relaxed rather than formal meetings about reintegration (Lawrence, 2011)
67. A reintegration package for each child, including elements such as developing peer relationships, access to a mentor and incorporation of the child's strengths and interests into the curriculum (Lawrence, 2011)	68. A similar curriculum to be delivered in the PRU as in mainstream schooling (e.g. more academic subjects) (Farrell and Tsakalidou,1999)
69. Using the language of 'transfer' rather than 'reintegration' (Parsons et al, 2001)	70. Key decisions about reintegration to be made by people who know the student the best, or have worked closely with them (Lawrence, 2011)
71. Less pressure from the government (e.g. to get good results, to have good/outstanding Ofsted inspections) (Farrell and Tsakalidou, 1999)	72. Closer links with mainstream schools would also help more PRUs to ensure reasonable curriculum coverage and to give priority to the aim of reintegration (DfEE, 1997)
73. PRUs taking a central role in	74. Teachers to be supportive of

reintegration (Meo and Parker, 2004)	inclusion (Croll and Moses (2000)
75. Reform of staff attitudes (Cole, Daniels, and Visser, 2003)	76. Reform of school ethos (Cole, Daniels, and Visser, 2003)
77. Reform of curriculum (Cole, Daniels, and Visser, 2003)	78. Development of staff skills (Cole, Daniels, and Visser, 2003)
79. School policy and practice underpinned by approaches to meeting individual needs (Cole, Visser and Daniels, 2003)	80. Using the language of 'reinclusion' rather than 'reintegration' (Thomas, 2015)
81. Pupils need to prove that they are ready to return to a mainstream school (Thomas, 1997)	82. Schools need to prove that they are ready to accept the pupil (Thomas, 1997)
83. Schools having the resources to support reintegration (Thomas, 1997)	84. Schools accepting pupils without additional caveats (McSherry, 2012)
85. Schools displaying a willingness to adapt their policies and procedures (McSherry, 2012)	86. Schools more willing to accept pupils with challenging behaviour (McSherry, 2012)
87. Pupils being given a 'label' of social, emotional and mental health needs (so schools will know how to prepare) (Lauchlan and Boyle, 2007)	88. School staff having positive perceptions of the pupil before they reintegrate into the school (Swinson, Woof, and Melling, 2003)
89. Staff feeling empowered to deal with challenging behaviour (Swinson, Woof, and Melling, 2003)	90. Positive relationships between pupils and school staff (Swinson, Woof, and Melling, 2003)
91. Schools offering a pupil a fresh start (Tootill and Spalding, 2000)	92. Reintegration process be planned and promoted as a positive experience (Tootill and Spalding, 2000)
93. Giving the pupil opportunity to	94. Staff to receive training before the

participate. (Tootill and Spalding, 2000)	pupil reintegrates into the school (Tootill and Spalding, 2000)
95. Staff to receive greater levels of in-school support (Tootill and Spalding, 2000)	96. Parents to have high expectations for the success of reintegration (Tootill and Spalding, 2000)
97. School staff to have high expectations for the success of reintegration (Tootill and Spalding, 2000)	98. Pupils to have high expectations for the success of reintegration (Tootill and Spalding, 2000)
99. Reintegration to be a focus from the outset of the pupil's time at the PRU (Tootill and Spalding, 2000)	100. Pupils to reintegrate into a completely new school (Tootill and Spalding, 2000)
101. Making sure that pupils feel that they have 'earned' their reintegration (Tootill and Spalding, 2000)	102. Having a member of staff from the PRU to temporarily support the pupil within their new school (Tootill and Spalding, 2000)
103. Mainstream staff having the opportunity to visit the pupil in the PRU (Tootill and Spalding, 2000)	104. Pupils making friends in their new school (Tootill and Spalding, 2000)
105. Training other pupils in the school in peer mentoring (Tootill and Spalding, 2000)	106. The PRU to develop pupils' organisation and independence skills (Tootill and Spalding, 2000)
107. School staff having good classroom management skills (Tootill and Spalding, 2000)	108. Support for pupils during unstructured times in schools (Tootill and Spalding, 2000)
109. School staff recognising the pupil's gaps in their learning (Tootill and Spalding, 2000)	110. Increasing communication between pupils and parents (Tootill and Spalding, 2000)
111. Schools including the pupil in extra curricular activities (Tootill and Spalding, 2000)	112. A school ethos that makes the pupil feel safe and secure (Tootill and Spalding, 2000)
113. School staff showing the pupil empathy (Tootill and Spalding,	114. Schools being offered a full support program by PRUs (Tootill

2000)	and Spalding, 2000)
115. Close links between the PRU and school (Tootill and Spalding, 2000)	116. INSET training by PRUs around reintegration (Tootill and Spalding, 2000)
117. Offering pupils part-time placements initially (Tootill and Spalding, 2000)	118. Parental support (MacLeod, 2001)
119. Cooperative parents (MacLeod, 2001)	120. Academic achievement (MacLeod, 2001)
121. Adherence to school behaviour policy (MacLeod, 2001)	122. Acceptance of school rules (MacLeod, 2001)
123. Partnership between home and school (MacLeod, 2001)	124. Comprehensive school strategies for returning pupils (MacLeod, 2001)
125. School staff sharing practice between one another (Visser, 2005)	126. Schools viewing the pupil as part of the school community (Visser, 2005)
127. Parents supporting the reintegration process (Thomas, 2015)	128. Schools having an inclusive ethos (Thomas, 2015)
129. A pupil being at the PRU for a short time before reintegrating (Thomas, 2015)	130. Staff training before the pupil reintegrates (Thomas, 2015)
131. Support from the PRU for pupils, parents and school staff (Thomas, 2015)	132. Pupils wanting to return to mainstream schooling (Thomas, 2015)
133. Pupils feeling positive about reintegration (Thomas, 2015)	134. Support given by the Local Authority (Thomas, 2015)
135. Schools having the resources to support the reintegration process (Thomas, 2015)	136. Pupils having good literacy levels (Thomas, 2015)
137. Pupils having good numeracy levels (Thomas, 2015)	138. The size of the school (Thomas, 2015)

139. The age of the pupil (Thomas, 2015)	140. The pupil having additional Special Educational Needs (Thomas, 2015)
141. The size of the classroom (Thomas, 2015)	142. The reputation of the pupil within the school (Thomas, 2015)
143. School provision to meet the individual needs of the pupil (Thomas, 2015)	144. A school staff member that is willing to advocate on behalf of the pupil (Thomas, 2015)
145. Schools to have a greater understanding of the possible reasons behind challenging behaviour (Thomas, 2015)	146. School staff to take a genuine interest in the pupil (Thomas, 2015)
147. Pupils to be able to accept the school rules (Thomas, 2015)	148. Pupils to be able to accept support (Thomas, 2015)
149. The parents of other children in school being accepting of the pupil reintegrating (Thomas, 2015)	150. Parents helping to develop the pupil's coping skills (Thomas, 2015)
151. Parents helping to develop pupil's self-esteem (Thomas, 2015)	152. The PRU to provide an experience which closely matches the pupil's experience within mainstream schools (Hill, 1997)
153. Clear guidance for schools on how to make reintegration a success (Hill, 1997)	154. Pupils being resilient (Hart, 2013)
155. PRUs 'looking like a school' (Hart, 2013)	156. Realistic expectations of the pupil by school staff (Hart, 2013)
157. Less pressure on schools to get good results (Farouk, 2014)	158. Pupils being given emotional support during the reintegration process (Pillay, Dunbar-Krige & Mostert, 2013)
159. Good cooperation between parents and school (Pillay, Dunbar-Krige & Mostert, 2013)	160. Parents to be involved in all parts of the reintegration process (Pillay, Dunbar-Krige & Mostert,

	2013)
161. The pupil and the family having positive relationships (Pillay, Dunbar-Krige & Mostert, 2013)	162. The pupil being given peer support in academic lessons in their new school (Pillay, Dunbar-Krige & Mostert, 2013)
163. The pupil making friends in their new school (Pillay, Dunbar-Krige & Mostert, 2013)	164. Pupils experiencing 'fairness' in their new school (Pillay, Dunbar-Krige & Mostert, 2013)
165. Pupils having positive relationships with members of staff (Pillay, Dunbar-Krige & Mostert, 2013)	166. Pupils feeling safe and secure in the school environment (Pillay, Dunbar-Krige & Mostert, 2013)
167. Mutual respect between the pupil and school staff (Pillay, Dunbar-Krige & Mostert, 2013)	168. Pupils to have social and emotional competence (Pillay, Dunbar-Krige & Mostert, 2013)
169. Flexibility in supporting the pupil in their new school (Pillay, Dunbar-Krige & Mostert, 2013)	170. Gradual reintegration into the new school (Pillay, Dunbar-Krige & Mostert, 2013)
171. Good communication between home and school (Pillay, Dunbar-Krige & Mostert, 2013)	172. Continued support from the PRU for a period of time after reintegration (Pillay, Dunbar-Krige & Mostert, 2013)
173. Placing the pupil in the correct sets in their new school (Pillay, Dunbar-Krige & Mostert, 2013)	174. The PRU and mainstream school providing a similar environment for the pupil (Pillay, Dunbar-Krige & Mostert, 2013)
175. Schools to be offered strategies or programs to help support reintegrating pupils (Pillay, Dunbar-Krige & Mostert, 2013)	176. Using a resilience based reintegration program (Pillay, Dunbar-Krige & Mostert, 2013)
177. Being given time to discuss the risk factors around reintegration (Pillay, Dunbar-Krige & Mostert,	178. Local Authorities to have clear policies on reintegration (Sherbourne, 1998)

2013)	
179. Everyone involved working towards a shared goal (Carlile, 2011)	180. School staff having a positive attitude towards reintegration (Farrell and Polat, 2003)
181. The PRU's curriculum to be similar to that of a mainstream school (Cooper, Smith and Upton, 1990)	182. A pupil returning to mainstream education quickly after being excluded (Osler, 2000)
183. Pupils being given control over the pace of reintegration (Vincent, Harris, Thomson, & Toalster, 2007)	184. The pupil being given increased support with their learning (Vincent, Harris, Thomson, & Toalster, 2007)
185. The pupil having a fresh start in a new school (Vincent, Harris, Thomson, & Toalster, 2007)	186. The original school undertaking preventative work (Vincent, Harris, Thomson, & Toalster, 2007)
187. Joint outdoor education initiatives between PRUs and mainstream schools (Fox & Avramidis, 2003)	188. Local authority policies for reintegration (Reid, 2004)
189. Families to have support from external agencies (e.g. education welfare officer) (Reid, 2004)	190. Pastoral support from a key adult in school (Reid, 2004)
191. Contact by the school during placement (Burton, Bartlett and Cuevas, 2009)	192. Schools being willing to re-accommodate the pupil (Burton, Bartlett and Cuevas, 2009)
193. Similarities between the routines, regulations and environment of the PRU and the school. (Burton, Bartlett and Cuevas, 2009)	194. Pupils supported by other agencies when they returned to school (Burton, Bartlett and Cuevas, 2009)
195. Schools having the human resources to meet the pupil's needs. (Burton, Bartlett and Cuevas, 2009)	196. Gradual reintegration into mainstream lessons that the pupil enjoys and is successful at (Burton, Bartlett and Cuevas,

	2009)
197. Team teaching as a strategy to facilitate successful reintegration. (Burton, Bartlett and Cuevas, 2009)	198. Time spent during the reintegration process focusing on 'solutions' rather than 'problems' (Fletcher-Campbell, 2001)
199. Target setting and review included in the reintegration process (Fletcher-Campbell, 2001)	200. Reviewing why the exclusion occurred in the first place (Fletcher-Campbell, 2001)
201. External agencies to pass on strategies to support the pupil (Fletcher-Campbell, 2001)	202. Sharing approaches between professionals which work well for the pupil (Fletcher-Campbell, 2001)
203. Clear criteria for the behaviour schools expect of pupils (Fletcher-Campbell, 2001)	204. Clear criteria as to what pupils are expected to learn (Fletcher-Campbell, 2001)
205. School staff having a greater understanding about why pupils might not be presenting appropriate behaviour (Fletcher-Campbell, 2001)	206. Time and value given to pastoral work (Fletcher-Campbell, 2001)
207. Recognising the pupil's achievements (Fletcher-Campbell, 2001)	208. A monitoring system to help recognise 'triggers' and areas of difficulty for the pupil (Fletcher-Campbell, 2001)
209. Pupils supported by caseworkers (Castle and Parsons, 1997)	210. Close communication between family and school (Panayiotopoulos and Kerfoot, 2007)
211. Multiagency working (Panayiotopoulos and Kerfoot, 2007)	212. Training of mainstream teachers (Garner, 2000)
213. Viewing pupil's difficulties as 'emotional' rather than	214. Trusting relationships between school staff and pupils

'behavioural' (Parsons et al, 2001)	(O'Riordan, 2011)
215. Pupils being able to reflect on their behaviour (Armstrong, 1999)	216. Positive attitudes by school staff towards reintegration (Avramidis ,Bayliss & Burden, 2002)
217. The PRU holding parent groups to support them with reintegration (Malberg, 2008)	218. School staff having group supervision (Malberg, 2008)
219. Good communication between school and PRU (Briggs, 2010)	220. The PRU being given the same status as schools, by schools (Briggs, 2010)
221. Parents giving students support (Pomerantz, Hughes and Thompson, 2007)	222. Pupils having a high level of intelligence (Pomerantz, Hughes and Thompson, 2007)
223. Pupils motivated to achieve goals (Pomerantz, Hughes and Thompson, 2007)	224. Peer relationships (Pomerantz, Hughes and Thompson, 2007)
225. Parental relationships (Pomerantz, Hughes and Thompson, 2007)	226. School-home relationships (Pomerantz, Hughes and Thompson, 2007)
227. Multiagency working (Pomerantz, Hughes and Thompson, 2007)	228. Clarification of professional roles and responsibilities of those involved (Pomerantz, Hughes and Thompson, 2007)
229. Pupils to be given support in maintaining basic skills while attending the PRU (Pomerantz, Hughes and Thompson, 2007)	230. Pupils to be involved in decision making (Pomerantz, Hughes and Thompson, 2007)
231. A key adult to champion the needs of the pupil (Pomerantz, Hughes and Thompson, 2007)	232. Pupils to be given adult emotional support during reintegration (Pomerantz, Hughes and Thompson, 2007)
233. Pupil cooperation and motivation (Wilkin et al, 2005)	234. Rigorous planning (Wilkin et al, 2005)

235. A clear programme for re-entry, support and monitoring. (Wilkin et al, 2005)	236. Parental involvement in supporting behaviour management (Wilkin et al, 2005)
237. Positive peer role models (Wilkin et al, 2005)	238. Having a positive reward chart (Wilkin et al, 2005)
239. In-class support from a learning mentor, teaching assistant and/or SENCO (Wilkin et al, 2005)	240. Part-time timetables (Wilkin et al, 2005)
241. A buddying system involving the pupil being paired with another pupil following the same timetable. (Wilkin et al, 2005)	242. Pupils that had been excluded because of a one-off incident or reactive behaviour (Wilkin et al, 2005)
243. The provision of a 'safe place' within school (Wilkin et al, 2005)	244. External agencies working individually with pupils (e.g. Educational Psychologists) (Soloman, 2011)
245. Schools understanding that reintegration is not always a smooth process (Soloman, 2011)	246. Having a plan that includes the pupil, parents and school (Soloman, 2011)
247. External agencies working with schools (Soloman, 2011)	248. Positive attitudes by schools towards pupils (Atkinson et al, 2003)
249. To draw attention to the anticipation of change for the pupil prior to reintegration (Wood, 2011)	250. Consistent approach to behaviour management across all settings (Rees, Davies and Roberts, 2015)
251. Schools maintaining close links with pupils while at the PRU (Rees, Davies and Roberts, 2015)	252. Pupils attending school regularly (e.g. one day a week) while attending the PRU (Rees, Davies and Roberts, 2015)
253. Regular liaison between school and PRU staff (Rees, Davies and Roberts, 2015)	254. Pupils understanding that the aim is to enable them to return to mainstream schooling (Rees, Davies and Roberts, 2015)

255. A written plan involving the pupil (Mahoney, 2013)	256. A key person in school to monitor the reintegration plan (Mahoney, 2013)
257. Supporting and building pupils self-esteem during the reintegration process (Banks, 1995)	258. Reintegration being considered at the pupil's pace (Jelly, Fuller and Byers, 2013)
259. Pupils involved in target setting (Jelly, Fuller and Byers, 2013)	260. Pupils feeling connected to the school (Bristow, 2013)
261. Developing a personalised curriculum for the pupil (Bristow, 2013)	262. Reintegration should take into account what motivates the pupil (Bristow, 2013)
263. Reintegration should take into account what the pupil believes they are capable of achieving (Bristow, 2013)	264. School staff having prior experience of the reintegration process (DfES, 2004b)
265. Clarity on the roles and responsibilities of individuals and agencies (DfES, 2004b)	266. Effective communications between key agencies (including limited information on a child's background/needs) (DfES, 2004b)
267. Continuity of contact (DfES, 2004b)	268. School willingness to accept pupils (DfES, 2004b)
269. Awareness of reintegrating pupils and their needs (DfES, 2004b)	270. Sufficient school resources to support reintegration (DfES, 2004b)
271. Support from parents or carers (DfES, 2004b)	272. Effective assessment processes (DfES, 2004b)
273. Well planned/timed reintegration (DfES, 2004b)	274. Access to external services (DfES, 2004b)
275. Panels for decision making (DfES, 2004b)	276. Local Authority securing school places and commitment (DfES, 2004b)
277. Key worker involvement (DfES, 2004b)	278. Phased reintegration (DfES, 2004b)

279. Inclusive school and LEA cultures (DfES, 2004b)	280. Commitment to responding to and meeting pupil needs (DfES, 2004b)
281. Ensuring the availability of appropriate support services (including staff) (DfES, 2004b)	282. Effective collaborative approaches between agencies (DfES, 2004b)
283. Involving parents/carers and pupils in planning and monitoring reintegration. (DfES, 2004b)	284. Effective and informed planning and consultation (DfES, 2004b)
285. Effective information collection and monitoring (DfES, 2004b)	286. Equitable approaches to securing school places (DfES, 2004b)
287. Keeping pupils on roll as far as possible (DfES, 2004b)	288. Rapid and individually tailored responses (DfES, 2004b)
289. Key worker/single contact points (DfES, 2004b)	290. A named Local Authority staff member or team taking a lead role in the reintegration process (DfES, 2004b)
291. Schools being given additional funding to support reintegrated pupils (DfES, 2004b)	292. Consistent admissions criteria across receiving schools (DfES, 2004b)
293. Monitoring of action plans (DfES, 2004b)	294. Diverse and differentiated curriculum in school (DfES, 2004b)
295. Positive relationship between schools and local authority (DfES, 2004b)	296. Sharing pupil records between settings (DfES, 2004b)
297. Engagement from pupil (DfES, 2004b)	298. Engagement from parents (DfES, 2004b)
299. Guidelines to standardise reintegration procedures and expectations by the Local Authority (DfES, 2004b)	300. Multiagency working (DfES, 2004b)
301. Systems to ensure all schools take	302. Changing the culture and ethos of

a role in provision for reintegration (DfES, 2004b)	some schools (DfES, 2004b)
303. Reintegration funding to follow pupils on admission (DfES, 2004b)	304. Changes in the league tables for attendance and attainment (DfES, 2004b)
305. More 'social skills' development work with pupils in schools (DfES, 2004b)	306. Legislation to establish the rights of pupils (DfES, 2004b)
307. Funding to allow staffing increases in both LEA and schools (DfES, 2004b)	308. Training to manage pupils with challenging behaviour for mainstream staff (DfES, 2004b)
309. Specialist staff in school (for challenging behaviour and pupils reintegrating) (DfES, 2004b)	310. Sharing good practice between schools (DfES, 2004b)
311. Effective monitoring to support inclusion (DfES, 2004b)	312. Schools having high expectations of the pupil (DfES, 2004b)
313. School awareness of the pupil and their needs (DfES, 2004b)	314. Staff continuity and consistency (DfES, 2004b)
315. Schools having the physical space for the reintegrating pupil (DfES, 2004b)	316. Good pastoral care systems (DfES, 2004b)
317. Schools providing the option of a vocational education (DfES, 2004b)	318. Clear roles and responsibilities of individuals and agencies (DfES, 2004b)
319. Effective lines of communication between key agencies (DfES, 2004b)	320. Contact between pupils and school (DfES, 2004b)
321. Effective assessment processes in the PRU to identify pupil needs (DfES, 2004b)	322. Making sure pupils are ready for reintegration (DfES, 2004b)
323. Making sure that pupils do not stay out of mainstream education for too long (DfES, 2004b)	324. Access to external services (e.g. CAMHS) (DfES, 2004b)

325. Funding incentives for schools to accept pupils (DfES, 2004b)	326. Using panel approaches for decision-making (DfES, 2004b)
327. Ensuring provision is geared towards reintegration from the outset (DfES, 2004b)	328. PRUs providing therapeutic input (DfES, 2004b)
329. Trial placements (DfES, 2004b)	330. Allowing reintegration to proceed at the pace of the pupil (DfES, 2004b)
331. Combining attendance at PRUs with a part-time return to mainstream schools (DfES, 2004b)	332. A whole-school commitment to providing appropriate educational opportunities for pupils across all pupil groups. (DfES, 2004b)
333. Individual school cultures that are conducive to learning and good behaviour more broadly. (DfES, 2004b)	334. Availability of additional learning support to help pupils catch up with their school work (DfES, 2004b)
335. A 'safety net' of external support throughout the reintegration process for schools (DfES, 2004b)	336. School staff understanding cultural differences for pupils (DfES, 2004b)
337. Ensuring responsibilities for reintegration are appropriately shared, understood and owned by different stakeholders (DfES, 2004b)	338. Reintegration policies in schools that provide guidance on dealing with underlying problems that some pupils will face (e.g. racist incidents, bullying). (DfES, 2004b)
339. External agency support in which negative parent/carer attitudes can be addressed. (DfES, 2004b)	340. Pupils designing their own reintegration solutions (DfES, 2004b)
341. Making sure the pupil is fully prepared for the reintegration (DfES, 2004b)	342. Making sure the school is fully prepared for the reintegration (DfES, 2004b)
343. Retaining pupils on school roll (DfES, 2004b)	344. Rapid identification and response to issues as they emerge during the

	reintegration process (DfES, 2004b)
345. Allowing the pupil opportunities for distance learning during reintegration (DfES, 2004b)	346. Allowing flexibility and choice in terms of curriculum options (DfES, 2004b)
347. Schools developing links with colleges to develop and implement progression routes for older pupils (DfES, 2004b)	348. Schools having a dedicated member of the school workforce who specialises in the administration of new or reintegrating pupils (DfES, 2004b)
349. Pupil receiving personal support through a key worker (DfES, 2004b)	350. Pupil receiving in-school support through a key worker (DfES, 2004b)
351. Governments allowing schools' commitment and involvement in reintegration to be factored into their value added scores on league tables. (DfES, 2004b)	352. OFSTED inspections to cover reintegration approaches with different pupil groups (DfES, 2004b)
353. Governments/LEAs 'fast tracking' pupil-linked funding (DfES, 2004b)	354. Schools evidencing the steps they have taken in reintegration approaches (DfES, 2004b)
355. Local Authorities to develop a shared definition of 'inclusion' (DfES, 2004b)	356. School staff open to flexibility in current practices (DfES, 2004b)
357. Opportunities for pupils to work 1:1 (Michael and Frederickson, 2013)	358. Smaller classroom sizes (Michael and Frederickson, 2013)
359. Reducing teacher's workload so they can focus on reintegration (Lloyd and Padfield, 1996)	360. High level of targeted financial support (Lloyd and Padfield, 1996)
361. Schools to have an ethos of reintegration (Lloyd and Padfield, 1996)	362. The pupil being suitable for reintegration into mainstream schools (Lloyd and Padfield,

	1996)
363. Having consistent guidelines around children who are considered appropriate for a return to mainstream schooling (Lloyd and Padfield, 1996)	364. Positive relationships between parents and receiving school (Lloyd and Padfield, 1996)
365. Developing systems of support within mainstream schools (Lloyd and Padfield, 1996)	366. A shared understanding of the roles of different agencies (Lloyd and Padfield, 1996)
367. Less of a school focus on examination results (Jenkins and Miller, 1995)	368. Less of a school focus on 'public image' (Jenkins and Miller, 1995)
369. PRU staff coming into schools to see how mainstream environments work (BAC Meeting)	370. Member of school staff at final meeting to greet pupil (Focus Group 1)
371. Member of PRU staff present on pupil's first day at school (Focus Group 1)	372. Support mentoring (key person) when back in mainstream – point of contact (Focus Group 1)
373. Monitoring processes for achievement and attendance (Focus Group 1)	374. Pastoral support in school (Focus Group 1)
375. Pupil having a report linked to tangible rewards (Focus Group 1)	376. School replicating personalised strategies found to be effective within the PRU (use of exit reports) (Focus Group 1)
377. Sharing of information about the pupil between staff members in schools (Focus Group 1)	378. Desire from school to make reintegration work for the pupil (Focus Group 1)
379. Schools giving pupils a 'fresh start' (Focus Group 1)	380. Initial 'welcome meeting' between school staff and reintegrating pupil (Focus Group 1)
381. Consistent additional support for	382. Pupil to have daily contact with

pupils in key lessons (Focus Group 1)	parents – linked to report, positive praise (Focus Group 1)
383. Parents to be engaged within the reintegration processes (Focus Group 1)	384. Contact between home and school (Focus Group 1)
385. School celebrating the pupil's successes (Focus Group 1)	386. Positive school ethos (Focus Group 1)
387. Positive attitude to pupil from the outset – shared by all staff members (Focus Group 1)	388. Pupil still feeling part of their school community while at the PRU (Focus Group 1)
389. School wanting the reintegration to be a success (Focus Group 1)	390. Appropriate demands placed on the pupil by school (curriculum, behavioural expectations) (Focus Group 1)
391. Consistency across school staff – approaches and ethos (Focus Group 1)	392. Well-planned (by pupil, parents and staff), bespoke reintegration program (Focus Group 1)
393. Pupil working on a part-time timetable and being able to access onsite behaviour support unit in schools (Focus Group 1)	394. Alternative packages in schools which offer vocational activities (Focus Group 1)
395. Schools being aware of what needs to change (Focus Group 1)	396. Schools having the resources to make change happen (Focus Group 1)
397. Opportunities for pupils to be able to build on their strengths in school (Focus Group 1)	398. Opportunities for schools to build their self-esteem as a learner (e.g. class sets) (Focus Group 1)
399. Pupil suitable for mainstream environment (Focus Group 2)	400. Regular meetings while pupil is in PRU between PRU staff and keyworker from school (Focus Group 2)
401. School being kept up-to-date with events in PRU (Focus Group 2)	402. Honest summary from PRU regarding appropriate provision

	and setting for the pupil (Focus Group 2)
403. Longer time spent in PRU (Focus Group 2)	404. Gradual reintegration (Focus Group 2)
405. Part-time timetable (Focus Group 2)	406. Longer term contact from PRU with pupil, school and family (Focus Group 2)
407. A PRU staff member to support the pupil in school (Focus Group 2)	408. Final meetings to be held in school rather than in the PRU (Focus Group 2)
409. School's having provision available to meet pupil's needs beyond the classroom (e.g. base units) (Focus Group 2)	410. Parental engagement (Focus Group 2)
411. Change of school following PRU (managed move to another school) (Focus Group 2)	412. More long-term alternative provision for KS3 pupils within the local authority (Focus Group 2)
413. Pupils being appropriate for short-stay PRUs (linked to range guidance) (Focus Group 2)	414. PRUs to act as early intervention for pupils who are at a lower range (prevention – PRU prevention place) (Focus Group 2)
415. PRU staff to visit specific pupils in mainstream school before and after PRU placement (Focus Group 2)	416. PRUs to have a better understanding of what success looks like in mainstream schools (Focus Group 2)
417. Involvement by PRU for longer or shorter periods tailored to the needs of individual pupils (Focus Group 2)	418. Partnership between school and PRU (Focus Group 2)
419. School staff to have a better understanding of the assessments that the PRU are using (Focus	420. Method of assessments consistent between the school and PRU (Focus Group 2)

Group 2)	
421. Gradual reintegration once back in school (Semi-structured interview: School Staff)	422. Having onsite provision in schools to help gradually reintegrate pupil (Semi-structured interview: School Staff)
423. Schools having resources available – staff and space (Semi-structured interview: School Staff)	424. Onsite provision catering specifically for pupils reintegrating from PRUs (Semi-structured interview: School Staff)
425. Experienced staff to support pupils (Semi-structured interview: School Staff)	426. School staff to have better understanding of reasons underpinning pupil's behaviour (Semi-structured interview: School Staff)
427. Positive relationships between school and parents (Semi-structured interview: School Staff)	428. Consistency between school and parents (Semi-structured interview: School Staff)
429. Communication with PRU – weekly reports, member of school staff to visit pupil, regular meetings (Semi-structured interview: School Staff)	430. Reintegration timescales personalised for pupil (Semi-structured interview: School Staff)
431. Flexibility with timescales at the PRU (Semi-structured interview: School Staff)	432. Increased resources and provision (Semi-structured interview: School Staff)
433. Teachers coming into the PRU to visit (Semi-structured interview: Student)	434. Getting rewarded for behaving well (e.g. trips) (Semi-structured interview: Student)
435. Students being put into lessons that they enjoy (Semi-structured interview: Student)	436. Students being put into lessons with people that they would behave well with (Semi-structured interview: Student)
437. Having on-site provision in school	438. Students getting back into school

(Semi-structured interview: Student)	slowly (e.g. part time timetable) (Semi-structured interview: Student)
439. Students getting used to going from having less people in their class to having more people (Semi-structured interview: Student)	440. Short days at the PRU (Semi-structured interview: Student)
441. 'Faded re-entry' (Semi-structured interview: Student)	442. Student deciding to 'get their head down' (Semi-structured interview: Student)
443. Student thinking about their future (Semi-structured interview: Student)	444. Parents taking things off student (as punishment) (Semi-structured interview: Student)
445. Parents lecturing student about messing up their future (Semi-structured interview: Student)	446. PRU to provide a respite for school staff (Focus Group 3)
447. PRU being a preventative placement (Focus Group 3)	448. Having own PRU in school(Focus Group 3)
449. PRU being used as a tool for assessment to see if environment is correct (Focus Group 3)	450. Reintegration plan between school and PRU (Focus Group 3)
451. PRU staff coming into school to see pupil after time in PRU (Focus Group 3)	452. Student having a mentor in school setting following PRU (Focus Group 3)
453. Immediate responses and communication between staff members for behaviour (Focus Group 3)	454. Student building positive relationships with the adults working with them (Focus Group 3)
455. PRU to serve as a good assessment for child's true learning ability (Focus Group 3)	456. Focus in PRU on reengagement with learning (Focus Group 3)
457. Fresh start at a new school (Focus Group 3)	458. PRU staff going back into school with children (Focus Group 4)

459. Mentor for student when back in school (Focus Group 4)	460. More funding for children when moving from PRU to mainstream school (Focus Group 4)
461. Schools helping to build student's confidence (Focus Group 4)	462. Children having EHCPs (Focus Group 4)
463. A small, supported environment within school (Focus Group 4)	464. Schools being monitored to ensure that things are being put into place (Focus Group 4)
465. School staff being empathetic to students' backgrounds (Focus Group 4)	466. School staff to regularly communicate with student's parents (Focus Group 4)
467. Good communication within schools between school staff (Focus Group 4)	468. Early identification of pupils' problems within primary school (Focus Group 4)
469. More time for pastoral care in secondary schools (Focus Group 4)	470. Parents being proactive regarding their child (Focus Group 4)
471. Mental health specialists being allocated to schools (Focus Group 5)	472. Mental health training for heads of year within schools (Focus Group 5)
473. Teacher training requirements for mental health training (Focus Group 5)	474. Students being given a 'fresh start' within their school (Focus Group 5)
475. Positive aspects within the PRU being passed on to mainstream staff (Focus Group 5)	476. Schools to have a mini PRU within school (Focus Group 5)
477. Designated point of contact in school (Online Questionnaire)	478. Communication between PRU staff and school to find trends in behaviour (Online Questionnaire)
479. Behaviour expectations (standards of school) are introduced by the PRU before reintegration (Online Questionnaire)	480. Transparent expectations of school set so pupil understands boundaries (Online Questionnaire)
481. Time out system put in place in	482. Weekly meetings set to discuss

school if struggling (Online Questionnaire)	progress(Online Questionnaire)
483. Phased return to enable a steady process. (Online Questionnaire)	484. A teaching assistant if possible as students often feel alone and helpless when they have missed so much work.(Online Questionnaire)
485. Coach/ mentor specifically assigned to young person before the move to the PRU, visits during and then assigned to young person once in the mainstream for less time over a period. (Online Questionnaire)	486. Greater collaboration between school and PRU and local authority. (Online Questionnaire)
487. Really unpicking and co-constructing SMART outcomes (Online Questionnaire)	488. Having useful and rich meetings which adopt a specific framework, for example, PATH or solution focused (Online Questionnaire)
489. Meeting with subject teachers so they are aware of the reintegration process (Online Questionnaire)	490. Being creative and exploring opportunities to deliver the curriculum in different ways.(Online Questionnaire)
491. Joint working between parents and school staff(Online Questionnaire)	492. Empathetic staff members(Online Questionnaire)
493. Seeking pupils' views on what would help them(Online Questionnaire)	494. Problem-solving with the mainstream school regarding what provision to put in place for the young person(Online Questionnaire)
495. Appropriately differentiated work(Online Questionnaire)	496. A restorative approach to behaviour(Online Questionnaire)
497. A carefully planned transition(Online Questionnaire)	498. Use of a key worker.(Online Questionnaire)
499. The emphasis on a fresh start(Online Questionnaire)	500. Ongoing, closely monitored support with behaviour

	management(Online Questionnaire)
501. The development of a sense of belonging(Online Questionnaire)	502. Development of resilience(Online Questionnaire)
503. Development of a sense of identity.(Online Questionnaire)	504. Strong communication between all parties - schools, PRU, parents, other agencies and young person to ensure that the child is at the centre. (Online Questionnaire)
505. Working as a system and involving the young person in the process. (Online Questionnaire)	506. Acknowledging that behaviour isn't personal against staff, parents, agencies etc. (Online Questionnaire)
507. Helping the child to feel valued and appreciated in process - gaining their views rather than doing this for them. (Online Questionnaire)	508. Lots of work around social inclusion when in PRU to help the student feel valued and provide them with the skills and resilience to cope in stressful situations.(Online Questionnaire)
509. The engagement of staff from the mainstream school acting as a champion for the young person (Online Questionnaire)	510. Engagement of parents/carers in the process (Online Questionnaire)
511. A clear understanding of the young person's needs (Online Questionnaire)	512. A clear understanding of the young person's views and wishes(Online Questionnaire)
513. A clear, co-constructed, transition plan with accommodations and support (Online Questionnaire)	514. Regular review and adjustments(Online Questionnaire)
515. Systems which clearly define the PRU with this as its aim (Online Questionnaire)	516. Links between PRU and mainstream that are maintained (Online Questionnaire)
517. Co-location of PRU with a	518. Outreach role of PRU (Online

mainstream setting so that child continues to access mainstream opportunities and positive role models. (Online Questionnaire)	Questionnaire)
519. Parent support as an integral part of PRU role (Online Questionnaire)	520. Multi-agency teams to gain an understanding of a child's needs and how they can be met in mainstream. (Online Questionnaire)
521. Access to this support throughout transition to mainstream. (Online Questionnaire)	522. Using peer support systems to facilitate return (e.g. Circle of Friends) (Online Questionnaire)
523. A LA policy which supports the inclusion of children with SEMH in mainstream and promotes and rewards this. (Online Questionnaire)	524. Selecting appropriate mainstream setting for return.(Online Questionnaire)
525. Longer run in times in terms of the phased re - entry (Online Questionnaire)	526. Positive attitude of the receiving school (Online Questionnaire)
527. Intensive and extensive work with parents to recognise the value of education (Online Questionnaire)	528. A move in PRUs away from extra-curricular activities to a mimic of the conditions the pupil will be returning to (Online Questionnaire)
529. A consideration of the peer group the pupil will be returning to (Online Questionnaire)	530. Honest and open discussion with any members of staff who were involved in the initial exclusion to ensure that the pupil is not returning to an environment where it is a fait accompli that they will fail again (Online Questionnaire)
531. Provision in mainstream that is	532. Parental engagement (Online

actually in place with an agreed review time longer than 2/3 weeks(Online Questionnaire)	Questionnaire)
533. Access to counselling and/or mentoring (Online Questionnaire)	534. More flexibility in the school day (Online Questionnaire)
535. Wider curriculum (Online Questionnaire)	536. A focus on rewarding good behaviours and attitudes(Online Questionnaire)
537. Communication between the PRU and mainstream setting (Online Questionnaire)	538. Communication with parents (Online Questionnaire)
539. Reintegration plan involving the pupil (Online Questionnaire)	540. Preparing the pupil to reintegrate - what will they say when others ask about where they have come from? (Online Questionnaire)
541. Pre-reintegration visits for pupil - opportunity to meet staff (Online Questionnaire)	542. Key worker (Online Questionnaire)
543. Information sharing (Online Questionnaire)	544. Regular monitoring (Online Questionnaire)
545. Phased reintegration process (Online Questionnaire)	546. Support gradually decreased to encourage independence(Online Questionnaire)
547. External agencies (e.g. EPs) to work with teachers, support staff and pupils to give the child a chance of having a successful return(Online Questionnaire)	548. Data on the child's strengths and weaknesses...what type of approach works and what does not. (Online Questionnaire)
549. Quality of teachers and teaching staff need to be considered (for example, the most complex children are often taught/supported by the least trained and	550. Keeping links between mainstream school and PRU (Online Questionnaire)

experienced) (Online Questionnaire)	
551. Using PRU to build therapeutic keyworker relationship for staff in m/s school (Online Questionnaire)	552. Ensuring some continuity of provision e.g. maintain group work programmes and personal development programmes (Online Questionnaire)
553. Using wellbeing tracking tools to maintain momentum(Online Questionnaire)	554. Ensure pupils maintain or enhance literacy and numeracy skills so they don't fall behind in secondary school (Online Questionnaire)
555. Keep online learning links and review these at PRU(Online Questionnaire)	556. The child should be at the heart of the process when identifying their academic, social and emotional needs. (Online Questionnaire)
557. Regular planning and evaluation meeting with all parties to make sure the provision is actually able to meet the child needs as they phase back into school. (Online Questionnaire)	558. There should be a shared understanding between school staff and a consistent approach across home and school when making key decisions. (Online Questionnaire)
559. Whilst the child is attending the PRU, they should continue to have weekly 'stay in touch days' with the school in order to help the child maintain key relationships with staff and peers. This could help reduce the child's anxiety when making their key transition back into mainstream provision.(Online Questionnaire)	560. A more joined up approach between the school and the PRU could be used to share the child's goals and what has been working in the PRU that could possibly be transferred back into the schools environment. (Online Questionnaire)

561. The child could access a key individual that communicates the current situation to key members of the management team to help reduce multiple contacts, especially if it is regarding sanctions. (Online Questionnaire)	562. A representative from Social Care, Health, Education and CAMHS should be part of the child's transition and on-going provision plan rather than individual teams being contacted when there is a problem.(Online Questionnaire)
563. Transition key worker who supports the learner in mainstream lessons which then is phased out.(Online Questionnaire)	564. A gradual collaborative approach to reintegration (Online Questionnaire)
565. Staff from both settings allowed to accompany the child to the settings to provide stability and continuity until the child is back in mainstream full-time. (Online Questionnaire)	566. Quality of communication between PRU's and mainstream also affects how well children reintegrate. (Online Questionnaire)
567. PRUs need to pass on as much information to school as possible regarding the problems/successes they've faced and strategies that have worked/not worked.(Online Questionnaire)	568. Effective communication between staff from both settings including opportunities to observe child in PRU, discuss strategies, review IEP/equivalent together. (Online Questionnaire)
569. Opportunities for PRU staff to visit the child in the mainstream school and be able to work with mainstream staff. (Online Questionnaire)	570. Child to be actively involved in the process; sharing their views, hopes, expectations. (Online Questionnaire)
571. Flexible approach to the curriculum - ensuring child's interests and needs are understood and supported by their timetable,	572. Entering a PRU with clear outcomes/objectives and a time frame so that staff and the child is aware of their reintegration and

even if it is just in a short term capacity. (Online Questionnaire)	what they are working towards.(Online Questionnaire)
573. On-going communication between the PRU and mainstream school throughout the pupil's placement at the PRU. (Online Questionnaire)	574. Regular and consistent visits for the pupil to their mainstream school. (Online Questionnaire)
575. On-going contact from the mainstream school to the pupil. (Online Questionnaire)	576. Establishment of a key person at the PRU and mainstream school for the pupil (Online Questionnaire)
577. Enhanced transition plan for the pupil's reintegration to the mainstream school which includes the sharing of strategies and approaches which the PRU have found to work well with the pupil (Online Questionnaire)	578. Clear and consistent procedures for the sharing of information between the two settings.(Online Questionnaire)
579. Support from the PRU, with a member of their staff to help the transition.(Online Questionnaire)	580. Links with PRU as student returns, much like the meetings with mainstream staff at the PRU for the duration of the placement. However there are capacity issues in this. (Online Questionnaire)
581. Context - student may do well in the smaller setting away from peers - how are they skilled up to return? (Online Questionnaire)	582. More specialised programmes in PRU- less focused on academic work and more focused on the behaviour issues which have led to the placement(Online Questionnaire)
583. Clear strategies on what works for the pupils. Sometimes there is a lack of information and the pupils are simply thrown back into	584. More part-time timetables and clear intervention group work would support their reintegration.(Online

mainstream where they are set up to fail. (Online Questionnaire)	Questionnaire)
585. Schools to maintain regular contact with students throughout the PRU placement. (Online Questionnaire)	586. Students on a prevention placement should feel that schools want them to make a successful return. (Online Questionnaire)
587. Students should still feel like they are a part of the school community. (Online Questionnaire)	588. SLT/Inclusion team to share reintegration plan with all stake holders. (Online Questionnaire)
589. SLT/Inclusion team to share strategies with all stake holders. (Online Questionnaire)	590. If the placement is successful, students should be made to feel like they are given a 'fresh start' on return. (Online Questionnaire)
591. Improve home/school relationships. Regular contact with parents (Online Questionnaire)	592. School focus on positive elements of the reintegration process.(Online Questionnaire)
593. It depends on the young person, I think a gradual transition back to mainstream works well for some, while others may prefer to return straight away. (Online Questionnaire)	594. School accepts that the young person returns to school with a clean slate (Online Questionnaire)
595. Staff support the young person as much as possible with their transition back to school.(Online Questionnaire)	596. Dialogue with the student on what difficulties the students had back at school (Online Questionnaire)
597. A plan put in place before review, perhaps during school visits.(Online Questionnaire)	598. A mentor in school - someone to give student one to one attention. (Online Questionnaire)
599. Report in school - a daily report which holds to student accountable for their behaviour (Online Questionnaire)	600. Regular contact with home e.g. positive phone calls home. (Online Questionnaire)

601. Positive rewards in line with school policy. (Online Questionnaire)	602. A visitor from the school attending the student's exit meeting. (Online Questionnaire)
603. A reintegration programme or part-time table or time in the school's BSU etc. (Online Questionnaire)	604. Bespoke curriculum package, especially for students who are in KS4 (Online Questionnaire)
605. Lots of communication between PRU and school regarding very specific expectations for the student. At PRU expectations are made explicitly clear with target sheets/points/weekly reports etc., would be beneficial to maintain this level of structure in mainstream school.(Online Questionnaire)	606. Maybe taking their target sheet with them back into mainstream classrooms.(Online Questionnaire)
607. Support/ information passed on to all staff working with student.(Online Questionnaire)	608. A Behaviour Support Worker from the PRU to spend a few days with the student to help settle them back in to school. (Online Questionnaire)
609. PRU liaise with school staff to ensure agreed reintegration plans have been put in place. (Online Questionnaire)	610. Schools to make sure the student is feeling supported and given a fresh start.(Online Questionnaire)
611. An understanding of what students can expect on their return...i.e. new classes or unit etc. If this information is given earlier students will be better prepared. (Online Questionnaire)	612. An opportunity for students to still feedback to staff at PRU - close relationships have been established and can be maintained...this would allow students to air their issues in a sensible manner - mainstream struggle to afford the time for

	this.(Online Questionnaire)
613. Understanding of the constraints of mainstream schools to meet suggestions following on from a PRU place e.g. small settings, key workers (Online Questionnaire)	

Appendix 4: Final Q-set Grouped by Themes

The student being actively involved in the reintegration process

The student being motivated to make a success of their reintegration

The student having needs that can be met within a mainstream school

Positive engagement of the family within the reintegration process

Regular, positive contact between the family and the student

Family members having realistic hopes and expectations for the student's future

Schools keeping in direct contact with the student while they are at the PRU

Schools using a behavioural reward system for students who have reintegrated

All directly-involved school staff having an awareness of the student's strengths, needs and background

The school having an inclusive ethos which is shared by all members of staff

The school having the resources to support the student's reintegration

Flexibility within the mainstream school's curriculum to meet the student's needs

The student being offered a 'fresh start' on their return to school

A mainstream 'key worker' to support the student on their return to school

On-site separate centres in mainstream schools which students are able to access for a period following their reintegration

The mainstream school having clear, realistic expectations for the student

Training for school staff to help them in supporting students who are reintegrating

School staff feeling empowered to manage challenging behaviour

The student having in-school support from a PRU staff member following the reintegration

The students having acceptance from their peers within the mainstream school

Regular sharing of information between professionals and settings

Participation and support within the reintegration process from external agencies

A positive relationship between the students' family and the mainstream school

Schools and Local Authorities to have clear policies around reintegration

Co-constructed and shared goals between all parties involved within the reintegration process

A specific reintegration package tailored to the needs of each student

The PRU providing an experience and curriculum which closely matches the student's experience within mainstream schools

Using language such as 'transfer' or 'reinclusion' rather than 'reintegration' within the process

Students being given a 'diagnosis' of Social, Emotional and Mental Health needs

Mutual respect between the student and school staff

In-school supervision for mainstream school staff who are working directly with the reintegrating student

Reintegration being planned and promoted as a positive experience from the outset of the student's time at the PRU

Students reintegrating into a completely new school

Mainstream school staff showing the student empathy

Students having academic ability in line with age-related expectations

The student having an Education, Health and Care plan

The student being accepting of the school rules

The PRU helping to develop the student's resilience

Students being offered emotional support during the reintegration process

Students feeling safe and secure within the school environment

Students having the ability to reflect on their behaviour

Consideration of the peer and academic groupings within mainstream lessons

Gradual reintegration into lessons that the student enjoys

Reviewing the factors around why the exclusion occurred in the first place during the reintegration process

The student's achievements being valued by schools

The student being able to access a part-time timetable in school following their reintegration

External agencies working with schools and individual students (e.g. Educational Psychologists, Behaviour Support Workers, CAMHS)

The student continuing to attend school on a regular basis while at the PRU

Clarification of the roles and responsibilities of those involved within the reintegration process

Shared assessment processes between the PRU and school to identify the student's needs

Action plans and targets to be evidenced, monitored and reviewed regularly

Opportunities to share good practice between schools

A shared definition of 'inclusion' developed by the Local Authority

A reduction in the workload of school staff so they can focus on reintegration

Schools replicating strategies found to be effective within the PRU

PRU staff visiting mainstream schools to understand the environment that the students are reintegrating into

Specific consequences for behaviour developed for students reintegrating into mainstream schools

Reintegration meetings which are structured through specific frameworks

The use of peer support systems to facilitate the student's return to a mainstream school

A Local Authority policy which rewards the inclusion of students with Social, Emotional and Mental Health needs within mainstream schools

Themes:

Funding and provision

Positive relationships

Structures and systems

Inclusion

Within child factors

Empowerment, capacity building and support

Effective communication

School connectedness

Participation within the reintegration process

Appendix 5: Stakeholder Information Letter

[LA Logo]



School of Psychology
The University of Nottingham
University Park
Nottingham
NG7 2RD
tel: +44 (0)115 846 7403 or (0)115 951 4344

Dear Sir/Madam,

My name is Hayley Armstrong and I am a first year Trainee Educational Psychologist from the University of Nottingham, currently on placement with XXX Educational Psychology Service. I am writing to you regarding a piece of research that XXX Educational Psychology Service has been commissioned to undertake, and which I hope will also be of benefit to both staff and students within your school.

The research involves exploring the views of educational professionals working with students who have previously reintegrated from Pupil Referral Units, about what they feel would improve the reintegration process for pupils moving back into mainstream schooling.

The title of this research is *'From Pupil Referral Units (PRUs) to mainstream education: A Q Methodological study exploring the perceptions of PRU and mainstream school staff on the reintegration process*'.

The aim of this research is to promote understanding about the common factors that educational professionals feel are particularly relevant to the reintegration process, with a view that this information could be used to support reintegration interventions and improve the success of the process for all parties.

The study would involve participants undertaking a 'Q-sort', which involves sorting out statements on cards about what participants feel would help with reintegration and placing them on to a grid. The cards are placed by how important participants think each statement is. The entire process will last around an hour for each participant (multiple participants can also complete the Q-sort at the same time), and is designed to be an interesting, interactive way for PRU and school staff members to give their views.

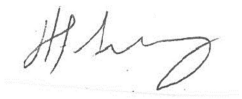
The proposed benefits to school staff is that the outcomes of this study may help to support understanding of factors that are relevant to both PRU and mainstream school staff within the reintegration process, in order to make this a smoother process for all involved. Undertaking the Q-sort itself may also help staff to reflect on their own practice, and could be considered as a CPD opportunity. Furthermore, training or a 'good practice guide' will be offered following the study for schools that participate, and this will include the findings of the research and suggest ways these factors can be incorporated within reintegration processes.

The details of the participants involved will be kept confidential and anonymous through the use of pseudonyms, and informed consent would be obtained. The data from this study will contribute to a thesis submission, which would be accessible from the University of Nottingham's website.

I am wondering if this would be of interest to yourself or your school community, and whether there are any PRU or school staff members (including yourself) who would be interested in participating in this research. I am hoping that this study would take place in the summer term of June-July 2016, and I am happy to arrange a meeting with the head teacher and any other interested parties to discuss the research further prior to this date.

If you are interested in your school being involved in this research, please could you sign below to indicate your interest in this study, and send this back to me (this is not necessary if you have already provided your details in person). I would highly value your involvement within this research, and hope that the findings of this study would be of interest and benefit to you.

Yours faithfully,



Hayley Armstrong
Trainee Educational Psychologist

[Contact Details Provided]

I would like to indicate my interest in my school's involvement within your research: 'From Pupil Referral Units (PRUs) to mainstream education: A Q Methodological study exploring the perceptions of young people and school staff on the reintegration process'.

Name:

Email Address:

Contact Number:

Signature: Date:

Name of School:

Professional Role within School:

Appendix 6: Expression of Interest Form

Name	Email Address	Contact Number	Name of School	Interested in (please tick):	
				Focus Group	Main Study

Appendix 7: General Instruction Sheet

General Instructions

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 factor would support the reintegration of pupils from short-stay PRUs back into mainstream schools', 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. 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 Hayley.

Appendix 8: Participant Information Sheet

[LA Logo]

The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

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The University of Nottingham
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Title of Project: ***From Pupil Referral Units (PRUs) to mainstream education: A Q Methodological study exploring the perceptions of both mainstream school and PRU staff on the reintegration process.***

Ethics Approval Number: 806R

Researcher: Hayley Armstrong (Trainee Educational Psychologist)

Supervisor: Sarah Atkinson

Contact Details: lpxha@nottingham.ac.uk

This is an invitation to take part in a research study involving the exploration of the views of staff working in both Pupil Referral Units and mainstream schools about what they feel would improve the reintegration process for pupils moving back into mainstream schooling. 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.

This research would give you the opportunity to make your voice heard, and the research aims to make the reintegration process a smoother process for all parties. Therefore, the experience and perspectives you bring would be invaluable in

promoting an understanding of the factors considered most important to both school and PRU staff in terms of 'what works' in reintegration.

You will be asked to complete an activity called a Q-sort, which involves sorting out statements on cards about what you feel would help with reintegration and placing them on to a grid. The cards are placed by how important you think each statement is. An example of a statement might be "Pupils should be paired with another student in their new school to help them settle in". If you think this statement is important, you would place it to one side of the grid; if not, you would place it at the other side. There will be 60 statements a bit like this one for you to sort in the same way.

After this, you will be asked to complete a short written interview. This will include giving a few details about yourself (e.g. your professional role, length of time employed) and discussing your views and how you found the activity. There will also be time at the end for you to ask any questions you would like to, and debriefing will be provided through an explanation of the study and how your information will be used.

The whole procedure will last around an hour, and is designed to be an interesting, interactive way for you to give your views. Following this, you may be contacted to see if you would like to take part in a short follow-up interview at a later date.

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. It will be stored in compliance with the Data Protection Act.

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.

If you have any complaints about the study, please contact:

Stephen Jackson (Chair of Ethics Committee)

stephen.jackson@nottingham.ac.uk

Appendix 9: Participant Consent Form

[LA Logo]



School of Psychology
The University of Nottingham
University Park
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NG7 2RD
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Title of Project: ***From Pupil Referral Units (PRUs) to mainstream education: A Q Methodological study exploring the perceptions of both mainstream school and PRU staff on the reintegration process.***

Ethics Approval Number: 806R

Researcher: Hayley Armstrong [lpxha@nottingham.ac.uk]
Supervisor: Sarah Atkinson [lpasa3@exmail.nottingham.ac.uk]

The participant should answer these questions independently:

- Have you read and understood the Information Sheet? YES/NO
- Have you had the opportunity to ask questions about the study? YES/NO
- Have all your questions been answered satisfactorily? YES/NO
- Do you understand that you are free to withdraw from the study? YES/NO (at any time and without giving a reason)
- I give permission for my data from this study to be shared with other researchers provided that my anonymity is completely protected. 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:

Appendix 10: Activity Instruction Sheet

These instructions were adapted from those developed by Hallam (2014).

ACTIVITY INSTRUCTION SHEET

From Pupil Referral Units (PRUs) to mainstream education: A Q Methodological study exploring the perceptions of both mainstream school and PRU staff on the reintegration process.

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 factor would support the reintegration of pupils from short-stay PRUs back into mainstream schools' 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 factor would support the reintegration of pupils from short-stay PRUs back into mainstream schools' 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 factors that some people have said might be helpful in the reintegration of students from Pupil Referral Units (PRUs) back into mainstream schools. (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 question, 'This factor would support the reintegration of pupils from short-stay PRUs back into mainstream schools'. As you read the statements, sort them into 3 provisional ranking piles:

- On the right – those that you agree might support the reintegration of students from PRUs back into mainstream schools.
- On the left – those that you disagree, or agree with much less, might support the reintegration of students from PRUs back into mainstream schools.
- 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.

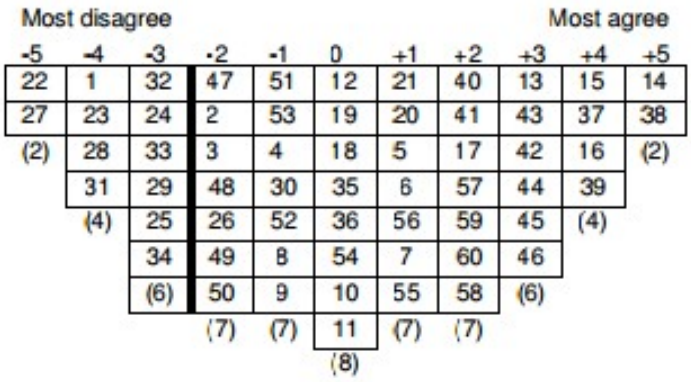
8. From the pile on the left, choose 4 statements to place in the second column from the left.

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.



13. Please complete sheet 8, the Post Activity Questionnaire, as honestly as possible.

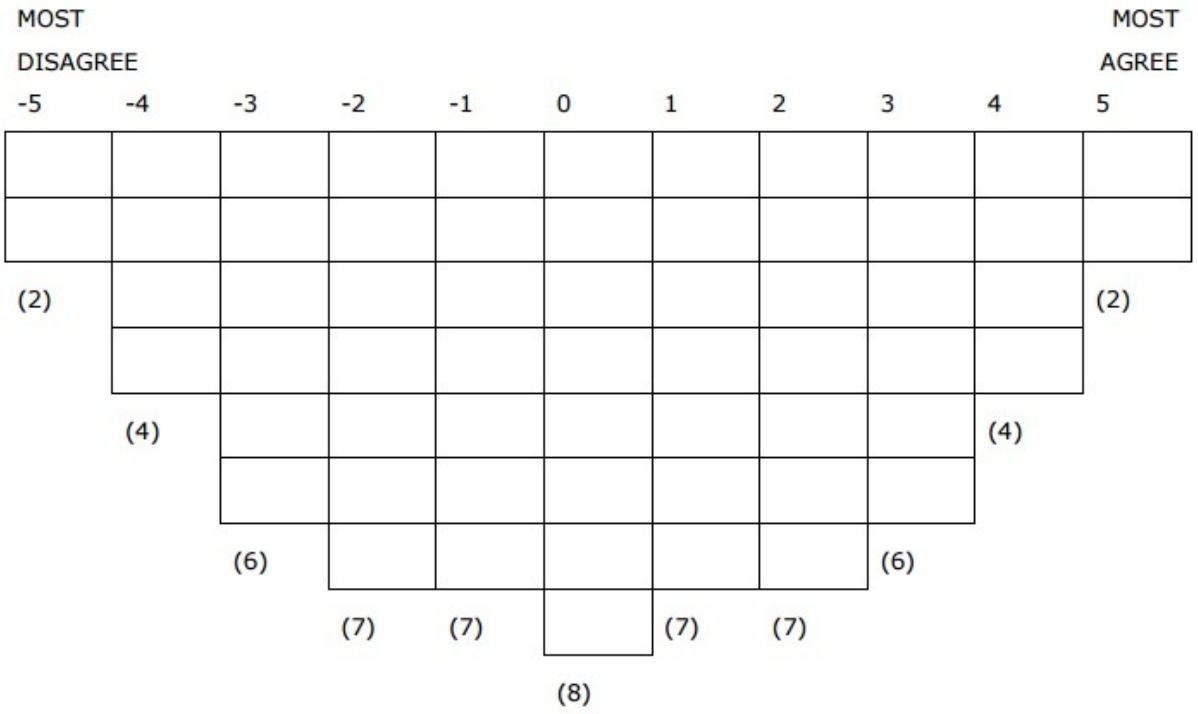
14. Please collect a debrief sheet from the researcher before you leave.

Appendix 11: Condition of Instruction

This factor would support the reintegration of pupils from short-stay PRUs back into mainstream schools

MOST DISAGREE									MOST AGREE
-5	-4	-3	-2	-1	0	1	2	3	4	5
2 Cards	4 Cards	6 Cards	7 Cards	7 Cards	8 Cards	7 Cards	7 Cards	6 Cards	4 Cards	2 Cards

Appendix 12: Blank Q-sort Grid



Appendix 13: Post-Sorting Questionnaire

[LA Logo]

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Post Q-sort Questionnaire

Do you work in a PRU / Mainstream School? (Please delete as appropriate)

Age:_____

Gender:_____

What is the title of your professional role? _____

How long have you worked in this role for?

_____

What are your general views about current reintegration processes?

Which statement/s did you most agree with and why?

Which statement/s did you disagree most with and why?

Are there any other statements that you think should have been included?

Are there any comments that you did not understand or that did not make sense?

What did you think about the process of completing the Q-sort?

Any other comments?

Appendix 14: Debrief Form

[LA Logo]

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Dear Sir/Madam,

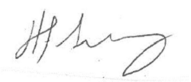
Thank you for taking part in this research. The information gathered from this study aims to identify a range of viewpoints both within and between groups of participants (mainstream school teachers and PRU staff) about what they feel are the most important factors in the reintegration process.

This information will now be written up as part of an Educational Psychology Doctoral thesis, which will be available on the University of Nottingham's website. If, for any reason, you would not like your information to be included as part of the study, please contact me at the address below. The information you have given me will be stored in a locked filing cabinet, and will be destroyed after 7 years.

I hope you have enjoyed taking part in the study. If you have any further questions about the research that you did not have the opportunity to discuss, please do not hesitate to contact me.

Yours sincerely,

Hayley Armstrong



Trainee Educational Psychologist

[Contact Details]

Appendix 15: Ethics Approval Letter

(Please Note: The research title and participant group changed between ethics approval and carrying out the research. However, as the research design, procedures and primary participant group remained the same, resubmission to the ethics committee was not necessary).



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T: +44 (0)115 8467403 or (0)115 9514344

SJ/wb
Ref: 806R

Friday, 11 March 2016

Dear Hayley Armstrong & Sarah Atkinson,

Ethics Committee Review

Thank you for submitting an account of your proposed research 'From Pupil Referral Units (PRUs) to mainstream education: A Q Methodological study exploring the perceptions of young people and school staff on the reintegration process'.

That proposal has now been reviewed by the Ethics Committee and I am pleased to tell you that your submission has met with the committee's approval.

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. The Committee should be informed immediately should any participant complaints or adverse events arise during the study.

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



Professor Stephen Jackson
Chair, Ethics Committee

Appendix 16: Combined or Separate Analyses?

When making decisions relating to methods of producing the most meaningful findings, analysing the data both as a complete set and between groups was considered at length. Both combined and separate analyses were conducted on the data and consideration was given to preliminary factor interpretations. When analysing the data separately, the researcher came up against several methodological hurdles. As the participant numbers for the PRU group were relatively low (N=16) in comparison to the number of statements, this meant that the criteria within the literature for participant numbers would not be adhered to (Kline, 1994; Stainton Rogers, 1995). While it is acceptable to conduct studies with fewer participants, this meant that not as many participants loaded on to each factor, meaning that the factors produced would be on the basis of a limited number of Q-sorts. Within the PRU group, the variance was also lower than the minimum threshold of 35-40% cited as appropriate within the literature (Watts and Stenner, 2012), meaning that the factors would not have captured as much of the meaning and variability that exists in the data.

Furthermore, consideration was also given to the theoretical and ethical underpinnings of the research questions, particularly in relation to the benefits or costs of highlighting the differences between groups, and what this adds to the existing research base and to the Local Authority. While there may be value in looking for disparities in order to improve reintegration processes, it was felt that there may be more benefits in exploring the common views of the adults who support the young person across the settings, in order to highlight shared goals and unpick aspects that both groups find helpful. By conducting separate analyses, there is also the assumption that both groups hold different views. However, when examining the qualitative data provided by the participants, viewpoints appeared to vary considerably between staff working in different MSS and PRU settings, and between individual professionals working in the same settings. Therefore, it was felt that it would be more interesting and valuable to explore how the views of the adults supporting the young person in educational settings correlated, and a combined analysis was undertaken. However, it was evident during the data collection that there were views about *existing* reintegration processes within the Local Authority between school and PRU staff that were not captured in the Q-sort. As this qualitative data is likely to be of benefit to the Local Authority and in order to highlight disparities between current and idealised reintegration processes, a thematic

analysis was undertaken of views held around the barriers to current reintegration processes, which also helped to frame the research questions.

Appendix 17: Crib Sheets

Factor 1:

Items ranked at +5

4 Positive engagement of the family within the reintegration process

40 Students feeling safe and secure within the school environment

Items ranked higher in F1 than other factor arrays

1 The student being actively involved in the reintegration process (+4)

6 Family members having realistic hopes and expectations for the student's future (+3)

7 Schools keeping in direct contact with the student while they are at the PRU (+2)

16 The mainstream school having clear, realistic expectations for the student (+3)

19 Regular, positive contact between the family and the student (+2)

23 A positive relationship between the students' family and the mainstream school (+4)

25 Co-constructed and shared goals between all parties involved (0)

26 Participation and support within the reintegration process from external agencies (1)

33 The student having in-school support from a PRU staff member following the reintegration (3)

38 The PRU helping to develop the student's resilience (+2)

45 Reviewing the factors around why the exclusion occurred in the first place (+4)

47 External agencies working with schools and individual students (+2)

50 Shared assessment processes between the PRU and school (+2)

51 Action plans and targets to be evidenced, monitored and reviewed regularly (+1)

56 PRU staff visiting mainstream schools to understand the environment that the students are reintegrating into (+3)

59 The PRU providing an experience and curriculum which closely matches the student's experience within mainstream schools (+4)

Items ranked lower in F1 than other factor arrays

3 Regular sharing of information between professionals and settings (0)

13 The student being offered a 'fresh start' on their return to school (0)

14 A mainstream ‘key worker’ to support the student on their return to school (0)

17 Training for school staff to help them to support students who are reintegrating (-2)

18 Students being given a ‘diagnosis’ of social, emotional and mental health needs (-2)

20 The students having acceptance from their peers within the mainstream school (-3)

21 The student having needs that can be met within a mainstream school (-1)

27 The use of peer support systems to facilitate the student’s return to a mainstream school (-3)

29 Flexibility within the mainstream school’s curriculum to meet the student’s needs (-1)

30 All directly-involved school staff having an awareness of the student’s strengths, needs and background (-1)

31 In-school supervision for mainstream school staff who are working directly with the reintegrating student (-4)

34 Mainstream school staff showing the student empathy (-2)

49 Clarification of the roles and responsibilities of those involved within the reintegration process (-1)

52 Consideration of the peer and academic groupings within mainstream lessons (-2)

54 A reduction in the workload of school staff so they can focus on reintegration (-4)

58 On-site separate centres in mainstream schools which students are able to access for a period following their reintegration (-2)

Items ranked at -5

28 Using language such as ‘transfer’ or ‘reinclusion’

39 The student continuing to attend school on a regular basis while at the PRU

Distinguishing statements:

59 The PRU providing an experience and curriculum which closely matches the student’s experience within mainstream schools

45 Reviewing the factors around why the exclusion occurred in the first place

56 PRU staff visiting mainstream schools to understand the environment that the students are reintegrating into

33 The student having in-school support from a PRU staff member following the reintegration

22 A specific reintegration package tailored to the needs of each student

6 Family members having realistic hopes and expectations for the student's future

50 Shared assessment processes between the PRU and school to identify the student's needs

47 External agencies working with schools and individual students

55 Schools replicating strategies found to be effective within the PRU

13 The student being offered a 'fresh start' on their return to school

14 A mainstream 'key worker' to support the student on their return to school

10 The school having an inclusive ethos which is shared by all members of staff

12 School staff feeling empowered to manage challenging behaviour

42 Opportunities to share good practice between schools

57 Specific consequences for behaviour developed for students reintegrating into mainstream schools

46 The student being able to access a part-time timetable in school following their reintegration

29 Flexibility within the mainstream school's curriculum to meet the student's needs

30 All directly-involved school staff having an awareness of the student's strengths, needs and background

2 Schools and Local Authorities to have clear policies around reintegration

34 Mainstream school staff showing the student empathy

35 Students having academic ability in line with age-related expectations

17 Training for school staff to help them to support students who are reintegrating

31 In-school supervision for mainstream school staff who are working directly with the reintegrating student

54 A reduction in the workload of school staff so they can focus on reintegration

18 Students being given a 'diagnosis' of social, emotional and mental health needs

Factor 2:

Items ranked at +5

13 The student being offered a ‘fresh start’ on their return to school

4 Positive engagement of the family within the reintegration process

Items ranked higher in F2 than other factor arrays

1 The student being actively involved in the reintegration process (+4)

2 Schools and Local Authorities to have clear policies around reintegration (+1)

3 Regular sharing of information between professionals and settings (+3)

9 Mutual respect between the student and school staff (+2)

10 The school having an inclusive ethos which is shared by all members of staff (+2)

11 The school having the resources to support the student’s reintegration (+3)

12 School staff feeling empowered to manage challenging behaviour (+2)

14 A mainstream ‘key worker’ to support the student on their return to school (+3)

16 The mainstream school having clear, realistic expectations for the student (+3)

17 Training for school staff to help them to support students who are reintegrating (+4)

18 Students being given a ‘diagnosis’ of social, emotional and mental health needs (+2)

26 Participation and support within the reintegration process from external agencies (+1)

29 Flexibility within the mainstream school’s curriculum to meet the student’s needs (+1)

34 Mainstream school staff showing the student empathy (+3)

36 The student having an Education, Health and Care plan (+2)

46 The student being able to access a part-time timetable in school (+2)

48 Students being offered emotional support during the reintegration process (+4)

49 Clarification of the roles and responsibilities of those involved within the reintegration process (+1)

60 A Local Authority policy which rewards the inclusion of students with Social, Emotional and Mental Health needs within mainstream schools (0)

Items ranked lower in F2 than other factor arrays

5 Students reintegrating into a completely new school (-4)

6 Family members having realistic hopes and expectations for the student’s future (-1)

7 Schools keeping in direct contact with the student while they are at the PRU (0)

8 Schools using a behavioural reward system for students who have reintegrated (-3)

19 Regular, positive contact between the family and the student (0)

25 Co-constructed and shared goals between all parties involved (-1)

27 The use of peer support systems to facilitate the student's return to a mainstream school (-3)

32 Reintegration being planned and promoted as a positive experience from the outset of the student's time at the PRU (-2)

35 Students having academic ability in line with age-related expectations (-4)

37 The student being accepting of the school rules (0)

41 Students having the ability to reflect on their behaviour (-2)

42 Opportunities to share good practice between schools (-3)

43 Gradual reintegration into lessons that the student enjoys (-4)

50 Shared assessment processes between the PRU and school to identify the student's needs (-2)

53 A shared definition of 'inclusion' developed by the Local Authority (-3)

55 Schools replicating strategies found to be effective within the PRU (-3)

57 Specific consequences for behaviour developed for students reintegrating into mainstream schools (-4)

59 The PRU providing an experience and curriculum which closely matches the student's experience within mainstream schools (-1)

Items ranked at -5

39 The student continuing to attend school on a regular basis while at the PRU

28 Using language such as 'transfer' or 'reinclusion' rather than 'reintegration' within the process

Distinguishing statements:

48 Students being offered emotional support during the reintegration process

17 Training for school staff to help them to support students who are reintegrating

3 Regular sharing of information between professionals and settings

18 Students being given a 'diagnosis' of social, emotional and mental health needs

30 All directly-involved school staff having an awareness of the student's strengths, needs and background

36 The student having an Education, Health and Care plan

12 School staff feeling empowered to manage challenging behaviour

46 The student being able to access a part-time timetable in school following their reintegration

49 Clarification of the roles and responsibilities of those involved within the reintegration process

2 Schools and Local Authorities to have clear policies around reintegration

23 A positive relationship between the students' family and the mainstream school

22 A specific reintegration package tailored to the needs of each student

60 A Local Authority policy which rewards the inclusion of students with Social, Emotional and Mental Health needs within mainstream schools

47 External agencies working with schools and individual students

32 Reintegration being planned and promoted as a positive experience from the outset of the student's time at the PRU

51 Action plans and targets to be evidenced, monitored and reviewed regularly

55 Schools replicating strategies found to be effective within the PRU

57 Specific consequences for behaviour developed for students reintegrating into mainstream schools

5 Students reintegrating into a completely new school

Factor 3:

Items ranked at +5

13 The student being offered a 'fresh start' on their return to school

22 A specific reintegration package tailored to the needs of each student

Items ranked higher in F3 than other factor arrays

7 Schools keeping in direct contact with the student while they are at the PRU (+2)

8 Schools using a behavioural reward system for students who have reintegrated (+4)

10 The school having an inclusive ethos which is shared by all members of staff (+2)

14 A mainstream 'key worker' to support the student on their return to school (+3)

21 The student having needs that can be met within a mainstream school (+3)

24 The student being motivated to make a success of their reintegration (+4)

27 The use of peer support systems to facilitate the student's return to school (0)

29 Flexibility within the mainstream school's curriculum to meet the student's needs (+1)

30 All directly-involved school staff having an awareness of the student's strengths, needs and background (+4)

32 Reintegration being planned and promoted as a positive experience from the outset of the student's time at the PRU (+2)

34 Mainstream school staff showing the student empathy (+3)

37 The student being accepting of the school rules (+2)

41 Students having the ability to reflect on their behaviour (+2)

43 Gradual reintegration into lessons that the student enjoys (0)

44 The student's achievements being valued by schools (+3)

52 Consideration of the peer and academic groupings within mainstream lessons (1)

55 Schools replicating strategies found to be effective within the PRU (+4)

58 On-site separate centres in mainstream schools which students are able to access for a period following their reintegration (+1)

Items ranked lower in F3 than other factor arrays

3 Regular sharing of information between professionals and settings (0)

12 School staff feeling empowered to manage challenging behaviour (-1)

15 Reintegration meetings which are structured through specific frameworks (-4)

26 Participation and support within the reintegration process from external agencies (-3)

33 The student having in-school support from a PRU staff member following the reintegration (-2)

35 Students having academic ability in line with age-related expectations (-4)

36 The student having an Education, Health and Care plan (-4)

38 The PRU helping to develop the student's resilience (-1)

45 Reviewing the factors around why the exclusion occurred in the first place (-1)

46 The student being able to access a part-time timetable in school following their reintegration (-2)

47 External agencies working with schools and individual students (-3)

48 Students being offered emotional support during the reintegration (0)

49 Clarification of the roles and responsibilities of those involved within the reintegration process (-1)

50 Shared assessment processes between the PRU and school to identify the student's needs (-2)

53 A shared definition of 'inclusion' developed by the Local Authority (-3)

56 PRU staff visiting mainstream schools to understand the environment that the students are reintegrating into (-3)

59 The PRU providing an experience and curriculum which closely matches the student's experience within mainstream schools (-1)

Items ranked at -5

2 Schools and Local Authorities to have clear policies around reintegration

60 A Local Authority policy which rewards the inclusion of students with Social, Emotional and Mental Health needs within mainstream schools

Distinguishing Statements:

22 A specific reintegration package tailored to the needs of each student

8 Schools using a behavioural reward system for students who have reintegrated

30 All directly-involved school staff having an awareness of the student's strengths, needs and background

55 Schools replicating strategies found to be effective within the PRU

21 The student having needs that can be met within a mainstream school

4 Positive engagement of the family within the reintegration process

41 Students having the ability to reflect on their behaviour

40 Students feeling safe and secure within the school environment

52 Consideration of the peer and academic groupings within mainstream lessons

27 The use of peer support systems to facilitate the student's return to school

43 Gradual reintegration into lessons that the student enjoys

17 Training for school staff to help them to support students who are reintegrating

39 The student continuing to attend school on a regular basis while at the PRU

38 The PRU helping to develop the student's resilience

12 School staff feeling empowered to manage challenging behaviour

57 Specific consequences for behaviour developed for students reintegrating into mainstream schools

46 The student being able to access a part-time timetable in school

47 External agencies working with schools and individual students

26 Participation and support within the reintegration process from external agencies

18 Students being given a 'diagnosis' of social, emotional and mental health needs

28 Using language such as 'transfer' or 'reinclusion' rather than 'reintegration' within the process

2 Schools and Local Authorities to have clear policies around reintegration

Appendix 18: Participants' Attitudes Towards Completing the Q-sort

Attitudes towards completing the Q-sort:

Participants were asked the question 'What did you think of the process of completing the Q-sort?' Participants responded to this question with either one-word responses or several sentences. Some participants did not provide a response to this question. The following key words and phrases have been extracted from the responses participants gave to this question:

Difficult (11)	Interesting (6)	Hard (4)
Thought-provoking (3)	Frustrating (2)	Good (2)
Positive (2)	Forces you to be specific (1)	Excellent (1)
Confusing (1)	Tedious but prompted reflection (1)	Okay (1)
Complex (1)	Too many statements (1)	Fine (1)
Appropriate (1)	Easy (1)	Wieldy (1)

The range of responses highlight the different attitudes participants had towards the use of this methodology. Interestingly, both positive and negative responses were often given in relation to the necessity to prioritise their answers; some participants felt that this was interesting and thought-provoking, while others found it difficult and frustrating. Participants also reported that they found that they agreed with the majority of the statements, and some expressed that a few of the statements were too similar, which may reflect a limitation of the Q-set.

Absent Statements:

Participants were also asked 'Were there any other statements that you feel should have been included? Six participants made the following suggestions about statements they think should have been included within the Q-set:

School Staff (4):

'What happens if the student fails?'

'More support for students at KS2'

‘Easier access to EP support or EHCP where appropriate’

‘Should there be more PRUs in the Local Authority?’

‘Should there be more funding for schools to set up their own PRUs?’

‘Exploration of the antecedents of student’s behaviour and consideration of how the environment impacts on this’

PRU Staff (2):

‘Frequency of visits/reviews’

‘Timescales which can be implemented during some of the process’

‘School visiting students at set dates at PRU – and showing up to them!’

Ease of understanding the statements:

Participants were asked the question ‘Were there any comments that you did not understand or that did not make sense?’ Five participants felt that the following statements were difficult to understand:

Two participants found that Statement 21 (‘The student having needs that can be met within a mainstream school’) difficult to understand. One participant expressed that ‘the wording did not make sense to me’. This was addressed and explained while the participant was undertaking the Q-sort. Another felt that ‘the needs of a student can be met by changing and adapting the environment, curriculum etc. So it shouldn’t matter’. The researcher perceived this response as a statement of disagreement rather than an issue around understanding. Therefore, it was felt that this would have been unlikely to have affected the participant’s completed Q-sort.

Another participant reported that they found Statements 28 (‘Using language such as ‘transfer’ or ‘reinclusion’ rather than ‘reintegration’ within the process’) and 5 (‘Students reintegrating into a completely new school’) difficult to understand. This was raised and clarified during the Q-sort process.

One participant expressed that they found Statement 54 ('A reduction in the workload of school staff so they can focus on reintegration') difficult to understand as 'reintegration would be the specific task of designated school staff as part of their role in school'. Again, this response was perceived as being based on the participant's own experience within this particular school rather than as an issue around understanding the wording or content of the statement, so this Q-sort was also included.

One participant who was a staff member within a PRU responded 'Just that some statements I could not comment about as [I] don't know what goes on in mainstream and as the schools that feed into PRUs are vastly difficult'. This comment raised a potentially important viewpoint about the understanding of adults working with reintegrating students in terms of the environment they are likely to be accessing. As this participant has the expertise and knowledge of working with reintegrating students within in a PRU setting and liaising with schools, it was felt this participant's viewpoint was still valuable and their Q-sort was included.

Divide between most and least agreed-with statements

Following the Q-sort, participants were asked to indicate on their completed sort where the divide was between agreed-with and least agreed-with statements. The majority of participants marked their line as separating agreed statements from least agree, or neutral, as being between the -4 to -3 columns. However, responses ranged from -5 to -4 to +1 to +2, indicating that there is disparity between participants in the general levels of agreement they felt toward the statements.

Appendix 19: Participant Perceptions Relating to Supportive Factors and Barriers within the Reintegration Process

Views of school staff:

Perceptions around supportive/effective approaches and strategies:

'More structure'

'Holding reintegration at child's school'

'Each child's chances of success will depend on a tailored model for them'

'It would be useful if PRUs and schools used the same measures'

'There needs to be more links made between PRU and mainstream'

'PRU fine tune behaviour and work on the student's mindset in preparation for mainstream'

'Avoid revolving door scenario i.e. students being removed from mainstream regularly'

'[Students] need support'

'Flexibility of realistic but high expectations'

'It would have been better to have more communication about (the student's) progress and strategies used'

'For the PRU to reflect how we operated for behaviour'

'For our school to allow us to adopt the PRU's techniques even if they clash with policy'

'Small, realistic goals should be progressively given'

'The student needs support from all agencies of staff'

'Personalising the process depending on the specific needs of each student'

'We are actively involved in the PRUs'

‘Individual plans for students on their return’

‘Recently (this year) some success with reintegration where a careful plan has been created – considering strengths, weaknesses of student and areas for SEMH development’

‘Phased return to mainstream curriculum’

‘A fresh start at another school can be best’

‘Most important factor is the ‘buy in’ from the young person’

‘The school having a realistic view’

‘Building of positive family contact’

‘Having an allocated key worker who also has mainstream experience’

Barriers:

‘PRU targets are not set in line with behaviours seen in school’

‘I think that there needs to be a clearer picture of what the aims of the students that go to the PRU are. There is a lot of confusion about what is said on a review visit to what is in a final report about the exit from PRU’

‘It is almost impossible to match the timetable provided by the PRU’

‘Not enough emphasis is placed on the importance of this process’

‘I feel that it is a predominately one sided process with schools making regular visits to the PRU with little/none support/visits from the PRU to the school when the student is reintegrating’

‘I find that most prefer to be at PRU and prefer the smaller class sizes and the attention that brings. And then struggle back in mainstream’

‘Student’s behaviour or desire to change has not been apparent’

‘PRU is so different to mainstream. Students can succeed in smaller environments but are unable to cope in mainstream and some where the other students have not ‘allowed’ the student to change’

‘There is no longer any support offered to mainstream once a child has finished at the PRU. There is a requirement for us to visit the PRU several times throughout the placement but not for them to follow through with us’

‘Doesn’t seem to have any long-term effect – students continue to revert back to same behaviour’

‘Sometimes I do not agree with data given to school e.g. how can a child make five years progress in 6/8 weeks’

‘There is not enough support for the child from the PRU. It seems once the child completes the agreed time they are sent back with no PRU-staff support’

‘Vulnerable students back to school where they have failed’

‘Little knowledge in school about what happens in PRU’

‘Lack of support upon return’

‘Lack of flexibility in school behaviour policies to adopt PRU strategies’

‘Lack of support/resources’

‘Students are often expected to ‘fit back in’ with little support or planning’

‘Families expect that PRU will have magically made any issues disappear’

‘Students can find it difficult to settle back into a large setting, following school rules when they have spent a lot of time within a much smaller setting and at times with 1:1 support’

‘Other students do not always allow the reintegrated student a fresh start’

‘It is quite difficult to get the empathy and support of some mainstream staff’

‘The young person needs to realise that there is not always the flexibility etc. which they may desire within a mainstream setting’

Views of PRU Staff

Perceptions around supportive/effective approaches and strategies:

‘Support workers should be made part of the process on entry and exit as they work closely with the student at all times and would help the student settle quicker. Especially when going back to a new school’

‘Continued input from PRU staff after student has reintegrated’

‘Regular contact after reintegration would benefit student and help to maintain good progress made whilst in PRU’

‘We don’t get to see how the student is getting on in school once they have left. Would be good to have a day with them six months later and see how they are progressing and remind them of targets’

Barriers:

‘Schools are too busy to put a proper reintegration package into place’

‘Students going back to schools with a ‘sink or swim’ attitude’

‘Not enough follow up/communication with schools re. reintegration’

‘Seemingly very school dependent regarding their interest and availability to monitor PRU placement’

‘Not enough done by mainstream schools due to lack of shared inclusive attitude/practice’

‘I think that young people should get a fresh start when returning back to school; unfortunately I don’t think they always get one’

‘I don’t even think the young people have the appropriate support’

‘Parents expect schools to offer the same experience – which is often unrealistic’

‘Poor communication between parties has a real impact – schools often don’t engage parents until it’s too late’

‘Once a student leaves us we don’t see them again. The only time you hear about them is when they have failed. If we continued to work with them maybe this wouldn’t happen’

‘Practice between schools varies significantly; some create bespoke packages for young people, others simply return students full time back into lessons. This seems to be dictated by school resources rather than pupil need’

‘It’s not always positive for the student’

Appendix 20: Thematic Analysis Codes, Sub-Themes and Themes

Codes relating to perceived barriers:

Mismatch in targets between PRU and MSS

Mismatch in data between PRU and MSS

Clarity of aims for students attending PRU

Mismatch between communication on review visits and in PRU report

Lack of importance placed on process

Differences between PRU and MSS timetables

Mismatch between MSS and PRU staff visits between settings

Differences in class sizes and environments between PRU and MSS

Student motivation for change

Peers preventing student change

Peers preventing a fresh start for student

No PRU follow-up after reintegration

No PRU in-school support for student following reintegration

Reintegrating into a MSS where pupils have previously failed

Understanding of PRU environment by MSS

Understanding of MSS environment by PRU

Lack of flexibility in MSS behaviour policies

Lack of resources

Lack of planning for student's reintegration

Students being able to follow MSS rules

Students not being shown empathy by mainstream MSS staff

Student not understanding the restrictions of mainstream MSS environments

MSS's time constraints

MSS expecting student to fit back in

Communication between MSS and PRU

MSS's interest in monitoring PRU placement

MSS having an inclusive attitude

Students not being given a 'fresh start' by MSSs

Parental expectations on MSSs

Communication between MSSs and parents

Varied practice between MSSs

MSS resources

Sub-themes:

Disparity between data and targets between PRU and MSS

Disparity between verbal and written communication by PRU

Purposes and aims for students attending the PRU

PRU and MSS Environment

Importance placed on reintegration process

Peer influences

Regular visits by MSS and PRU staff to the other's setting

Student motivation and understanding

Student attitudes towards MSS

MSS expectations and attitudes towards student

PRU in-MSS support and follow-up after reintegration

PRU and MSS professionals' understanding of one another's setting

Resources

Flexibility

Time constraints

Communication between parties

Inclusive attitudes

Parental expectations

Overall themes:

Communication

Consistency

Engagement and support

Availability

Attitudes and Expectations

Planning

Appendix 21: The Researcher's Reflections on Promotive Factors to Reintegration

The researcher's general reflections on the reintegration process are as follows:

- An inclusive ethos within settings, shared between all staff members, is key in promoting successful reintegration.
- Where an inclusive ethos exists, it is felt that many of the strategies and approaches listed within the Q-set would be more successfully and willingly undertaken (e.g. flexibility in approaches, the student being shown empathy).
- The student should be offered a fresh start following the reintegration in order that the student feels a sense of belonging, builds secure, trusting relationships with staff and peers, and any shame that they may feel is minimised.
- It is more beneficial for strategies or approaches to concentrate on and target aspects of the student's environment; therefore, within-child factors, such as perceived 'intelligence' and 'diagnoses' are less useful to prioritise highly.
- A key part of the role as a TEP should be to facilitate collaborative working between settings and agencies.

The researcher's completed Q-sort showed a preference for inclusive practice, supporting both the student's and professionals' emotional wellbeing, along with active involvement of both the student and the family within the reintegration process. The zero point of interest was placed between -3 and -2, and statements placed below this line related to within-child constructs, punitive behaviourist approaches, and financial incentives for schools accepting reintegrating students.

-5	**-4**	**-3**	**-2**	**-1**	**0**	**1**	**2**	**3**	**4**	**5**
35	21	5	46	11	30	6	44	24	34	10
18	37	36	58	49	28	51	25	12	48	13
	60	41	39	50	9	55	7	17	1	
	57	20	52	47	16	27	19	40	22	
		54	8	26	32	38	23	29		
		59	43	15	53	31	14	4		
			2	56	3	42	33			
					45					