Supporting Pupils Exhibiting Emotionally Based School Refusal to Attend School More Regularly: An Interpretative Phenomenological Analysis Exploring the Experiences of Secondary School Staff

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Abstract

The majority of research exploring emotionally based school refusal (EBSR) has focussed primarily on risk factors for this behaviour and the negative trajectory for these pupils (Flakierska-praquin, Lindstrsm, & Gillberg, 1997; Van Eck, Johnson, Bettencourt, & Lindstrom-Johnson, 2017). An emerging base of literature has begun to explore school-based strategies to support pupils exhibiting EBSR to attend school more regularly, however, this base of research is currently limited and there is a lack of research focussing on 'success stories' of pupils exhibiting EBSR feeling able to attend school more regularly.

This study uses Interpretative Phenomenological Analysis (IPA) to explore how eight secondary school staff made sense of their experience of successfully supporting three pupils exhibiting EBSR to attend school more regularly. This was done in order to elicit their perspectives on what worked well when supporting these pupils, in the hope that this may inform future practice. The focus was placed on secondary schools in line with the majority of research in this domain and the interests of the author's host local authority (LA). Semi-structured interviews were undertaken and data analysed following the principles of IPA.

Seven master themes were identified; the presence of key adult support for these pupils, working in partnership with the pupils and their parents/carers, providing the pupils with a base away from the main school, working in partnership with school staff, the pupils' access to peer support, the emotional impact of supporting a pupil exhibiting EBSR and making amendments to the school day in light of the pupils' individual needs.

This research has implications for LAs, Educational Psychologists and secondary schools around potential strategies to be implemented in the future to support pupils exhibiting EBSR, the importance of developing teams of staff to work with these pupils and the importance of supporting the wellbeing of staff engaging in this work . Potential areas for future research are also illuminated.

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1.Introduction to the Thesis

The aim of this research is twofold. First, to provide an insight into how secondary school staff experience supporting pupils exhibiting emotionally based school refusal (EBSR). Second, to illustrate how positive psychology and interpretative phenomenological analysis (IPA) can be used to elicit information of potential utility to school staff when supporting these young people.

This study uses the term emotionally based school refusal (EBSR) when referring to young people who are struggling to attend school, emotionally distressed, not hiding their difficulties from their parents/carers and not embarking in anti-social behaviour.

Although some research has been undertaken around how to support pupils exhibiting EBSR, much of this has focussed on manualised interventions (King, Tonge, Heyne, & Ollendick, 2000) or approaches to assessment (Kearney & Silverman, 1990) as opposed to personalised, less structured strategies to be implemented within school. An emerging base of research has begun to explore the experiences of pupils exhibiting EBSR and those around them when considering appropriate interventions for this population, however this is limited. A small base of literature exploring the use of positive psychology within schools has suggested this branch of psychology would lend itself to being applied when exploring how to increase the attendance of pupils exhibiting EBSR (Terjesen, Jacofsky, Froh, & DiGiuseppe, 2004).

In more recent years IPA has been used within literature exploring school refusal to illicit the perceptions of school refusers, their families and professionals, in an attempt to identify best practice in supporting these pupils (Baker & Bishop, 2015; Gregory & Purcell, 2014). The present study follows on from this literature, taking an IPA approach to focus in on how *school staff alone* made sense of their experiences of successfully supporting a pupil exhibiting ESBR. Principles of positive psychology are also used, placing the focus on what went well during these experiences.

1.1. Personal and Professional Interest

The author has a broad personal and professional interest in social, emotional and mental health (SEMH) and supporting young people who fall under this category of need, outlined within the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years (Department for Education & Department of Health, 2015). Through working as a Trainee Educational Psychologist (TEP) within a local authority (LA) Educational Psychology Team the author has experienced working with school staff to develop an action plan to support a pupil exhibiting EBSR and developing training for schools around EBSR. This has developed an appreciation of the difficulty of supporting pupils exhibiting EBSR and the lack of guidance for schools around how best to do this. This work has developed the author's understanding of this population, igniting a passion to be able to improve outcomes for these pupils by increasing their confidence and willingness to return to school.

1.2. Interests of the Local Authority

Initial considerations around this research were also informed by the interests of the author's host LA. At the time of designing the research the LA had a specific interest in exploring how best to support pupils who were out of school, particularly as a result of school refusal. In light of this and the author's interests EBSR was identified as an interesting area of focus within doctoral research. The LA identified secondary-aged pupils who were out of school as a particular concern, as the number of these young people was at a high level, questioning the efficacy of the support being put in place for them. The author discussed the current research with senior EPs and the Educational Psychology Team Strategic Lead and received support for this to go ahead.

1.3. National and Local Context

It is suggested that the term 'school refusal' is characterised by unauthorised, persistent and prolonged absence from school (Hughes, Gullone, Dudley, & Tonge, 2010). School refusal behaviour has been identified as a significant concern for educational professionals in the UK, as it is a legal requirement for young people to be in education between five and sixteen years old, and complete training or further education up to the age of eighteen (Katz, Leith, & Paliokosta, 2015).

In 2015 the UK Department for Education announced a decrease in the threshold for persistent absence from school from 15% to 10% (Department for Education, 2018a). Although in the years since 2010 there has been an overall downward trend in persistent absence in state-funded schools, the most recent attendance data for the academic year beginning September 2017 and that from the previous academic year, noted persistent absence is again increasing (Department for Education, 2018b, 2019). In fact, in the academic year beginning September 2017 persistent absence made up 38.4% of all recorded absences in state-funded schools (Department for Education, 2019). Although this figure encompasses both authorised and unauthorised absences, that is absence without permission from school staff (Department for Education, 2018a), it has been found that in this same school year persistent absentees represented 54.1% of all unauthorised absences which in themselves accounted for 1.6% of all absences, the highest rate since records began (Department for Education, 2019). Although the Department for Education (2018b) suggested this can be attributed to an increase in unauthorised holidays during term time, school refusal will have also contributed to this statistic. As the reasons for unauthorised absence have not been detailed the rates of school refusal within this category are unknown.

1.4. Distinctive Contribution of this Research

The appropriateness of this research is highlighted when considering the broader national and local context around persistent and unauthorised absence which are features of school refusal (Hughes et al., 2010) and the current aims of the LA the author works within. Although there is some research available around supporting pupils exhibiting EBSR this is limited and has, in most cases, not focussed *specifically* on strategies employed by *school staff* which have worked well in the past. Additionally, IPA has been used in research aiming to identify best practice when supporting pupils exhibiting EBSR, however, this has not concentrated on the viewpoints of school staff alone.

This research will offer a unique contribution to the current base of literature exploring school refusal, using the principles of positive psychology and IPA to

produce an in-depth exploration of the lived experiences of secondary school staff supporting pupils exhibiting EBSR to attend school more regularly, providing an insight into what worked well.

2. Literature Review

2.1. National Context

2.2.1 Government Policy and Legislation

The Education Act of 1870 was the first to outline the compulsory nature of school attendance from the age of five (Katz et al., 2015), indicating the responsibility of parents to ensure their child was in education. A minority of young people began to display school refusal behaviours, triggering the decision first outlined in the Education Act of 1996, to enforce legal action upon parents of pupils who were persistently absent in the form of fines and the possibility of a prison sentence (Katz et al., 2015; Sheppard, 2010).

Persistent absence in the UK is defined as missing 10% or more of compulsory education (Department for Education, 2017), decreasing from a threshold of 15% absence in 2015 and prior to this a threshold of 20% absence in 2011 (Department for Education, 2011, 2017). The rapid reduction in this threshold can be understood when considering the UK Government's focus on improving the attendance levels of children and young people (Reid, 2010). This focus has been informed by evidence within research reports highlighting the relationship between non-attendance and both reduced academic attainment and anti-social behaviour (Sheppard, 2010). The governmental interest in improving attendance levels has increased pressure on schools to ensure the regular attendance of young people, with guidance being developed by the Department for Education (2016b) around how best to maintain good levels of attendance. Additionally school staff are subject to pressure around increasing attendance from within school, especially as a result of the importance placed on performing well on school league tables (Reid, 2010).

Guidance for schools and LAs presented by the Department for Education (2016b) suggests taking an attendance register twice daily is of great importance in promoting and maintaining pupils' attendance, as by doing this the risk of persistent absenteeism can be identified early. Further guidance for supporting children missing education generated by the Department for Education (2016a) suggests schools have a responsibility to inform the LA when a pupil is persistently absent and when legal action against their parents may be necessary.

2.2. Defining and Conceptualising School Refusal

2.2.1 Issues in the Conceptualisation of School Refusal

Although the term 'school refusal' has been used thus far in this literature review there have been, and continues to be, a plethora of terms used to describe and conceptualise this behaviour. This has resulted in a lack of understanding around how best to define the behaviour and describe those exhibiting it (Carroll, 2015). Additionally, there appears to be a variety of meanings behind some of the terms utilised, creating further confusion within this literature (Pellegrini, 2007).

Pellegrini (2007) and Carroll (2015) argued that the abundance of terms used in this domain have slowed the process of gaining a shared understanding of school refusal. This argument supports the earlier assertions of Kearney and Albano (2004) that expansive terminology has created difficulty in being able to generate a consensus around the characteristics of school refusers and potential variations and subgroups within this population. This highlights the length of time academics have called for a fixed, clear and exhaustive definition of school refusal to be developed.

Kearney (2008) asserted that a further issue resulting from difficulties in conceptualising school refusal is the way this has impacted upon the ability to compare and contrast the findings of research within this domain. It can be suggested this may lead to opportunities for advances in knowledge and understanding of school refusal being missed as a result of studies generating similar findings around similar populations not being compared due to the utilisation of differing terms to describe the population of focus. Both Kearney and Albano (2004) and Kearney (2008) argued this is a shortcoming not only for researchers looking to extend their knowledge of school refusal, but also professionals working with these young people as the variety of terms used to define these pupils may result in difficulty recognising or finding relevant information around assessing and supporting pupils struggling to attend school. It must be recognised, however, that these assertions are theoretical in nature and therefore may not reliably represent the experiences of professionals utilising research literature to support their practice.

In order to gain a deeper understanding of the similarities and differences between the terminology used to describe this population the terms identified within literature in this area will be discussed with reference to their proposed meaning.

2.2.2 Terminology Used to Define School Refusal

School Phobia

Historically, terminology such as 'school phobia' was widely used within literature discussing pupils who were refusing to attend school (Last & Strauss, 1990). This term refers to pupils who appear to have a phobia of the school environment or a specific stimulus within school, consequently avoiding attendance (Hughes et al., 2010; Kearney, 2008). The term school phobia is now utilised far less in research exploring this population. Pellegrini (2007) argued this may be a result of the connotations of psychopathology associated with this terminology. Additionally, this may be an effect of umbrella terms being used more often, conceptualising young people who struggle to attend school as a whole group regardless of their motivation (Kearney, 2008).

Anxiety-Based School Refusal

'Anxiety-based school refusal', a term describing pupils struggling to attend school due to experiencing anxiety resulting from a recognised anxiety disorder (Hansen, Sanders, Massaro, & Last, 1998), is also observed more frequently in literature published before the turn of the century. More recent research has dismissed this term on the basis that it ignores pupils without diagnosed anxiety disorders, but still experience symptoms of worry and anxiety (Nuttall & Woods, 2013). This term has also been conceptualised under broader umbrella terms (Kearney & Albano, 2004).

School Refusal

'School refusal' is an umbrella term coined by Kearney and Silverman (1990) that is commonly defined as child-motivated problems to attend school or remain in school for an entire day (Kearney, 2008; Richards & Hadwin, 2011). There is some ambiguity around this term as there are inconsistencies within the literature as to which young people it represents (Havik, Bru, & Ertesvåg, 2015). Katz et al.(2015) and Bahali, Tahiroglu and Seydaoglu (2011) have suggested this term encompasses

pupils avoiding school due to emotional distress, who are not displaying anti-social behaviours and whose parents are aware of this refusal, unlike truants. However, differently to this, Kearney himself asserted there are many subtypes of non-attenders represented within the term school refusal including truants (Kearney, 2007). The ambiguous nature of this term highlights the difficulty with using it in research in this field, as through adopting this terminology the population of young people being discussed may be unclear. Therefore, it can be suggested that although this term is arguably the most widely used in this area of research, it has become unhelpful (Carroll, 2015). Additionally, Pellegrini (2007) argued the use of this term may be inappropriate as the language infers non-attendance is a choice.

Truancy

Although there is some confusion around the inclusion of 'truancy' within the definition of school refusal, this term itself has been clearly defined. Truancy describes a population of young people who avoid school for reasons other than emotional distress, whose parents are unaware of their absenteeism and who may engage in anti-social behaviour (Hughes et al., 2010; Kearney, 2008).

Extended School Non-Attendance

The term 'extended school non-attendance' has been utilised in more recent research, following Pellegrini's (2007) suggestion that it should be adopted in replacement of school refusal as it does not provide connotations of wilfulness on the young person's part. Extended school non-attendance is defined in the same way as school refusal; a broad term encompassing all young people with problems attending school.

Child-Motivated Absenteeism

'Child-motivated absenteeism' has also been adopted in more recent research as an alternative to school refusal (Richards & Hadwin, 2011).

Emotionally Based School Refusal

The term 'EBSR' was developed by West Sussex Educational Psychology Service (2004) as a way to conceptualise the population of young people struggling to attend

school regularly as a result of emotional distress, in a way that is not restrictive to those who do not have diagnosed mental health problems (Pellegrini, 2007).

West Sussex Educational Psychology Service (2004) suggested the term EBSR can be defined as referring to young people who are:

- Struggling to attend school
- Emotionally distressed which may include showing signs of misery, anxiety or depression
- Usually not hiding their absence from parents/carers
- Not considered to frequently embark in anti-social behaviour

It is felt the term EBSR best fits the target population in this research and has therefore been adopted by the researcher. This decision was made as EBSR is a clearly defined term which encompasses all pupils who are struggling to attend school on an emotional basis, as it is not restrictive of the form or severity of a young person's emotional distress. It was felt this indicated the suitability of this term for this study over more ambiguous terms such as 'school refusal' and 'extended school non-attendance' and those focussing on young people with diagnosed anxiety disorders such as 'anxiety-based school refusal'. Additionally, it was felt that the definition of EBSR best represented the population of young people struggling to attend school as described by the authors host LA during the process of designing the present study and therefore was the most suitable terminology in this instance.

The definition of EBSR as developed by West Sussex Educational Psychology Service (2004) suggests that in most cases, the parents/carers of young people meeting with this definition are aware of their difficulty attending school as they are often informed of this by school staff and as usually these young people stay at home when absent from school (West Sussex County Council EPS, 2004). The current study recognises that in some cases young people may struggle to attend school as a result of emotional distress and not embark in anti-social behaviour, yet their parents may not be aware of this. Young people in this situation will not be excluded from the present study, in line with West Sussex Educational Psychology Services (2004)

caveat that the parents of young people exhibiting EBSR are only 'usually' aware of this.

In light of the array of terms identified within this section, the term EBSR will be adopted throughout the remaining sections of this literature review when discussing research around young people who meet the definition of EBSR (West Sussex County Council EPS, 2004).

2.2.3 Prevalence of EBSR in the UK

The prevalence of EBSR in the UK is relatively unknown. Research conducted in the UK has made little inference as to the prevalence of EBSR, with most researchers suggesting what is known is only that these pupils make up a small percentage of young people aged between five and sixteen (Pellegrini, 2007). A UK based study by Katz et al. (2015) suggested the number of pupils exhibiting EBSR could be estimated at 1-5% of all children. Although this cannot be considered as a highly reliable inference, it can be compared with suggested prevalence rates of 1-5% of all children in Australia (Hughes et al., 2010; Sewell, 2008) highlighting its potential relevance.

Pellegrini (2007) suggested EBSR is a heterogeneous phenomenon which cannot be categorised by sex, gender, race and socio-economic background. However, Pellegrini (2007) added EBSR does appear to be more common during transitional points in a young person's schooling; between the ages of five and six years old when they begin primary school and the ages of eleven and thirteen following transition to secondary school. Similarly, King et al. (2000) mentioned peak ages for EBSR in young people educated in the USA were between five and six years old and ten and eleven years old, transition points in the US education system. This provides support for Pellegrini's assertions that transitional points in education are influential in school refusal and suggests this is not age specific but dependent on the age in which school transitions occur.

2.3. Risk Factors for Emotionally Based School Refusal

Risk factors for EBSR have been explored extensively within research in this domain, with most of this identifying within-child (Ek & Eriksson, 2013), familial (Bahali et al., 2011) and more recently school-based risk factors for this behaviour (Van Eck, Johnson, Bettencourt, & Lindstrom Johnson, 2017). It appears a consensus has emerged within the majority of contemporary literature that the causes of EBSR are individual and greatly complex (Dube & Orpinas, 2009; Inglés, Gonzálvez-maciá, García-fernández, Vicent, & Martínez-Monteagudo, 2015). However, in most cases this research continues to accept that the most prominent risk factors are related to individual factors, familial issues and negative school experiences (Gren-landell, Allvin, Bradley, Andersson, & Andersson, 2015).

2.3.1 Within Child Risk Factors for Emotionally Based School Refusal

West Sussex Educational Psychology Service's definition of EBSR as being characterised by emotional distress (2004) suggests there is a within-child element to this behaviour. Research into risk factors for EBSR has suggested a number of factors external to the young person may impact upon and generate this emotional distress. However, it cannot be ignored that mental health difficulties have also been identified as a risk factor (Ek & Eriksson, 2013; King et al., 2000).

Katz et al. (2015) argued that common triggers for EBSR are anxiety disorders and depression. Although the validity of Katz et al's. (2015) assertions can be questioned as they are theoretical and may not accurately reflect the mental health status of these young people, a study by Bahali et al. (2011) provides empirical evidence for the link between mental health problems and EBSR. Bahali et al. (2011) investigated the impact of genetic predisposition to psychological difficulties and mental health problems on the exhibition of EBSR through assessing the psychological symptoms of fifty-five sets of parents and pupils and comparing these to the psychological symptoms of a control group. Here it was concluded that parents of pupils exhibiting EBSR had higher levels of anxiety and depression than parents in the control group and that seventy-five percent of pupils exhibiting EBSR had a diagnosis of separation anxiety disorder with all others having diagnoses of other anxiety disorders, obsessive compulsive disorder and depression. These findings suggest that

a genetic predisposition to mental health difficulties and diagnosis of mental health disorders, in particular anxiety disorders, may be risk factors for pupils exhibiting EBSR.

Although the findings of Bahali et al.'s study can be considered as more generalisable to the wider population of pupils exhibiting EBSR as a result of the large sample used, and more reliable and valid due to the presence of a control group, it can be suggested that as the participants had been referred to a clinic in response to their difficulty attending school they may not be representative of all young people exhibiting EBSR. Despite this, in a systematic review of the literature exploring EBSR King and Bernstein (2008) argued that although most research investigating the impact of psychological difficulties on EBSR had used samples of young people who had been referred to clinics, one study reviewed, which can be considered as more reliable and valid due to the use of a large sample of pupils exhibiting EBSR and a control group, used a more representative group of participants. This study, by Berg et al. (1993), found over half of participants taken from a 'normal' school population of pupils exhibiting EBSR had a mental health disorder compared to only one tenth of the control group. This provides further evidence for the suggestion that mental health difficulties may be a risk factor for EBSR. It must be noted however, that Gren-Landell et al. (2015) questioned this argument, suggesting that as the majority of the studies noting the relationship between EBSR and mental health problems have taken place following the onset of EBSR causality cannot be inferred, with poor mental health potentially being an outcome of this behaviour.

2.3.2 Home and Family Influences on Emotionally Based School Refusal

It has been suggested within a number of studies exploring triggers for EBSR that familial factors such as: parental mental health or illness, family break-ups, poor parental care giving, domestic violence, parental substance abuse and poor parental involvement in schooling are influential in the onset of EBSR (Cook, Dodge, Gifford, & Schulting, 2017; Katz et al., 2015). However, the majority of this research is not empirical and therefore the reliability of this assertion is questionable (Kearney, 2008).

Nevertheless, Gren-Landell et al. (2015) in an empirical study of teachers views on risk factors for EBSR found familial factors such as negative home situation, parental mental health problems, parental substance abuse and poor parenting to be rated as most influential in this behaviour, providing support for the theoretical argument that home and family circumstances are a large contributor to EBSR. Despite this, the validity of these findings can be questioned as a small sample of teachers was used and data was collected through self-report. Additionally, it can be suggested that as teachers also rated school factors to be the least influential in school refusal, they may have attributed this behaviour to factors beyond their control, shifting the responsibility for EBSR away from themselves, further questioning the validity of the study.

Although Gren-Landell et al. (2015) concluded that adverse familial experiences are a trigger for EBSR, Stempel, Cox-Martin, Bronsert, Dickinson and Allison (2017) generated evidence contrasting to this. Here, the relationship between EBSR and adverse childhood experiences including parental divorce, family bereavement, the witnessing of domestic violence, parental mental health difficulties and parental substance abuse was explored through analysing data collected in a national survey of children's health. When considering data for 2765 pupils meeting criteria for EBSR it was found that no adverse childhood experiences relating to the home or family were identified as having a significant impact upon this behaviour. This evidence, which is strengthened by the large sample size, differs to the opinions of many researchers in this domain. However, the conclusions of Stempel et al. (2017) can be critiqued. Firstly, the data used in the study was cross sectional and therefore causality cannot be established. Secondly, as the data was from a national survey carried out in the USA which was optional in nature, it cannot be assumed that the home and familial experiences of all young people exhibiting EBSR in the USA were accounted for. Finally, it can be suggested that respondents to the self-report survey may have been more likely to provide socially desirable answers, suggesting in some cases negative home and familial experiences of young people exhibiting EBSR may have been missed.

2.3.3 School Based Influences on Emotionally Based School Refusal

More recent studies have emerged exploring the role of the school in provoking and maintaining EBSR (Pellegrini, 2007). Kearney (2008) argued that poor school climate, most notably in terms of a lack of flexibility in academic demands, rigid disciplinary measures, issues within teacher-student relationships and student perceptions of a lack of safety and respect can be considered as a significant risk factor for EBSR. The theoretical assertions of Kearney (2008) are supported by empirical data generated by Van Eck et al. (2017) on the influence of perceived school climate on non-attendance. Here, 10568 young people from 121 schools completed a survey on school climate, with the results of this survey being analysed in light of the data around their attendance. Van Eck et al. (2017) concluded that pupils who reported a negative school climate were more likely to also be persistently absent from school, a characteristic of EBSR. Although the findings of this study can be considered as of greater worth due to the large sample size, as the data was collected from schools in one district in the USA the generalisability of the findings can be questioned, alongside their applicability to pupils exhibiting EBSR as the causes of the persistent absence measured were not established. Additionally, as the findings are only indicative of a relationship, causality cannot be inferred, suggesting perceptions of negative school climate could occur, in fact, following EBSR.

2.3.4 Emotionally Based School Refusal is the Product of an Interaction Between Risk Factors

As indicated above, some research in this domain has focussed on within-child, familial and school-based risk factors for EBSR separately. However, the majority of literature has taken an interactionist perspective, examining the impact of multiple factors from a range of sources on EBSR, concluding EBSR is the product of a complex interaction between these factors (Dube & Orpinas, 2009).

West Sussex Educational Psychology Service (2004) suggested EBSR usually manifests as a result of a combination of events, experiences and predisposing factors within the young person, their home or school, which generates feelings of anxiety or emotional distress. This idea is compounded in research by Corville-Smith, Ryan, Adams and Dalicandro (1998), who, when comparing data collected

from 27 pupils exhibiting EBSR and 27 pupils with average attendance, found pupils exhibiting EBSR scored lower on measures of self-concept, self-esteem, social competence, school satisfaction, parental behaviour and family environment than the control group, with school dissatisfaction being identified as the most commonly rated factor for these pupils. This suggests a combination of personal characteristics often linked to emotional distress, familial issues and school dissatisfaction can be considered as a risk factor for EBSR. However, as this study is dated and utilised a small sample, it can be suggested the findings may not be applicable to a wider, contemporary population. Similarly, Hansen et al. (1998), interviewed 76 pupils exhibiting EBSR with anxiety disorders, concluding issues within school and an unsupportive family were predictors of school refusal, further suggesting a combination of within-child, familial and school-based factors can be attributed to this behaviour. However once again, the dated nature of this study questions the generalisability of the findings to modern-day pupils exhibiting EBSR.

2.4. Outcomes for Emotionally Based School Refusers

Research in this domain has focussed heavily on outcomes for pupils exhibiting EBSR, with much of this suggesting the trajectory for this population is negative (Richards & Hadwin, 2011). Both the immediate and long-term effects of EBSR have been theorised and explored, allowing an in-depth picture of the outcomes for this population to be developed (Hughes et al., 2010).

2.4.1 Short-Term Outcomes

There appears to be a consensus within the literature around EBSR as to the short term outcomes of this behaviour, which can be categorised into four areas; health of pupils exhibiting EBSR, distress for caregivers, social issues and educational issues (Dube & Orpinas, 2009; Katz et al., 2015; Kearney, 2007, 2008; Kearney & Bensaheb, 2006; King et al., 2000).

Health of Pupils exhibiting EBSR

- Physical health problems
- Anxiety disorders
- Depression

- Suicide attempts

Distress for Family of Pupils exhibiting EBSR

- Breakdown in family relationships
- Family disruption
- Legal and financial issues for caregivers
- Missed time from work for caregivers
- Conflict between home and school

Social Issues

- Breakdown of peer relationships
- Isolation from peers
- Risky behaviours
- Anti-social behaviour
- Substance abuse
- Violence
- Teenage pregnancy

Educational Issues

- School dropout
- Lower academic achievement
- Incomplete qualifications

However, despite the consensus within the literature around short-term outcomes of EBSR, these assertions are in the most part theoretical. Therefore, their validity can be questioned as cause and effect cannot be established.

2.4.2 Long-Term Outcomes

There is also a consensus within theoretical papers in this area of study around the long-term outcomes of EBSR. These can be categorised into social issues and health

issues (Dube & Orpinas, 2009; Katz et al., 2015; Kearney, 2007; Kearney & Bensaheb, 2006; King et al., 2000).

Social Issues

- Reduced employability
- Relationship and marital issues
- Family conflict
- Anti-social behaviour
- Financial hardship
- Social adjustment problems

Health Issues

- Increased risk of mental health problems

As most literature exploring long-term outcomes of EBSR is theoretical in nature it can be suggested it may not accurately represent the population of adults who displayed EBSR at school. Despite this, the conclusions of this literature have been supported by empirical research. Flakierska-Praquin et al. (1997) found in a follow-up study conducted 20 to 29 years after the researchers initial contact with participants, that adults who had exhibited EBSR had experienced more turbulent family lives and mental health problems than those in a control group. However, it can be suggested that due to the small sample of participants who had all been diagnosed with an anxiety disorder during their EBSR, the findings cannot be applied reliably to the wider population of pupils exhibiting this behaviour. Berg and Jackson (1985) also completed a follow-up study, ten years on, of a much larger sample of 168 pupils exhibiting EBSR, again finding that as adults these participants experienced more mental health and social problems than a control group. Although these studies provide empirical evidence for some long-term outcomes of EBSR, they can be considered as dated and therefore it can be questioned if they are representative of modern-day pupils exhibiting EBSR on their journey into adulthood.

2.5. Supporting Emotionally Based School Refusers to Attend School

Literature exploring how pupils exhibiting EBSR can be supported to attend school more regularly is limited when compared to that exploring risk factors and outcomes of this behaviour (King & Bernstein, 2008). Currently there are few studies focussing on effective interventions for these pupils (Maynard et al., 2015) and those which do are centred around the use of behavioural approaches to assessment and intervention, and interventions using cognitive behavioural therapy (CBT). This has led to a widespread acceptance that behavioural techniques and CBT are most important in the effective support of pupils exhibiting EBSR(Katz et al., 2015).

2.5.1 Behaviourist Approaches to Assessment and Intervention

Before the 1990s responses to EBSR were based upon the symptomology of this behaviour (Lauchlan, 2003). Researchers such as Kearney and Silverman (1990) disputed this way of working, arguing that utilising the assumptions of the behaviourist theory of operant learning to gain an understanding of the reasons why a young person is struggling to attend school, would generate information assisting the development of more effective approaches to intervention (Dube & Orpinas, 2009; Lauchlan, 2003). Operant learning theory assumes all behaviour has a stimulus and the function of gaining a positive or negative reinforcement (Gresham, 2004; Gresham, Watson, & Skinner, 2001). Kearney and Silverman (1990) used operant learning theory to develop their Functional Model of School Refusal Behaviour, suggesting there are four main functions of EBSR which act as positive and negative reinforcers for this behaviour (Dube & Orpinas, 2009; Richards & Hadwin, 2011). These were hypothesised to be (Kearney & Albano, 2004; Kearney & Silverman, 1990):

- To avoid stimuli within school that creates emotional disturbance
- To escape the school environment
- To gain attention from significant others
- To gain positive reinforcement outside of school

Kearney and Silverman (1990) suggested that to best understand the reasons behind a EBSR, a functional assessment should be carried out, utilising a range of strategies

such as interviews, observation and a School Refusal Assessment Scale (Kearney & Silverman, 1990; Lauchlan, 2003). This is illustrated in a later study by Kearney (2007) where pupils exhibiting EBSR were assessed using both traditional methods of analysing the form of the behaviour and a functional assessment. Here it was concluded that identifying the functions of this behaviour allowed the researcher to gain a far more comprehensive understanding of EBSR. However, as this study did not use a control group of pupils exhibiting EBSR being assessed in terms of the form of their behaviour alone, the reliability and validity of this assertion can be questioned.

Papers by Kearney (2008), Kearney and Albano (2004) and Kearney and Bensaheb (2006) have argued data gathered in the functional assessment of EBSR is of great utility in developing the most effective intervention for a young person. This argument is based around the assumption that generating individualised strategies to support a pupil exhibiting EBSR is more effective in addressing and reducing this behaviour than providing pupils with a generic intervention which may not target what is maintaining this behaviour (Lauchlan, 2003).

Although much of the research exploring effective ways to support these pupils has highlighted the benefits of Kearney and Silverman's (1990) approach to assessment and intervention, this is mainly theoretical in nature and therefore the validity of this approach can be questioned. Moreover, it can be argued that through focussing on the four main functions of EBSR as theorised by Kearney and Silverman (1990) when assessing pupils exhibiting EBSR other potential causes of this behaviour which require intervention may be ignored. It must also be acknowledged that a great deal of literature highlighting the utility of this method of assessment and intervention has been generated by Kearney, who co-developed the Functional Model of School Refusal Behaviour (Kearney and Silverman, 1990) and therefore may be influenced by researcher bias.

2.5.2 Cognitive Behavioural Therapy as an Intervention for EBSR

CBT is a form of therapeutic intervention focussed on changing and restructuring negative and irrational automatic thoughts (Ek & Eriksson, 2013; Pellegrini, 2007), which has been found to be efficacious when used to support individuals

experiencing emotional distress, highlighting its potential applicability to EBSR (Ek & Eriksson, 2013). Indeed, a number of studies into effective interventions for pupils exhibiting EBSR have suggested CBT based interventions are of great worth (Maric, Heyne, MacKinnon, Van Wildenfelt, & Westenberg, 2013). King et al. (1998) conducted an evaluation of a CBT based intervention for seventeen pupils exhibiting EBSR, comparing results to a wait-list control group. King et al. (1998) concluded that both immediately following the intervention and three months after its close, attendance had significantly improved for participants receiving the intervention, emphasising the efficacy of CBT based interventions for this population. However, the small sample used in this study and its dated nature suggest these findings may not be applicable to the wider modern population of pupils exhibiting EBSR. Additionally, although the effects of this intervention after three months were established, as there is no data after this the long-term impact of this intervention cannot be inferred.

A systematic review of literature evaluating CBT based interventions for pupils exhibiting EBSR also found these interventions to be in the most part to be efficacious (Maynard et al., 2015). These findings can be considered as more valid as the results of multiple studies were considered. However, this research paper did suggest that although on average CBT interventions were useful, some studies reported this form of intervention appeared to have no impact (Maynard et al., 2015), suggesting CBT may not be appropriate for all pupils exhibiting EBSR. This finding supports an argument presented by Kearney (2008) and Kearney and Bensaheb (2006) that manualised interventions such as CBT are not consistently effective for pupils exhibiting EBSR as they will not always address the reasons behind this behaviour. Additionally, Maynard et al. (2015) also highlighted the lack of research exploring interventions for EBSR other than those based on CBT and suggested the rigour of the current CBT focussed research itself can be questioned, implying the conclusions of this review should be accepted tentatively.

2.5.3 Future Directions of Research into Supporting Pupils exhibiting EBSR

It has been recognised within more recent literature that as of yet there has been little investigation into specific interventions for pupils exhibiting EBSR that are not manualised, can be adapted to meet the individual needs of pupils and can be applied

within the every-day school environment (Katz et al., 2015; Pellegrini, 2007). This lack of research makes it difficult to generate firm conclusions around the way in which pupils exhibiting EBSR can be most effectively supported. Therefore, a great deal of further research is required both into behavioural and CBT based interventions and alternative support strategies for these young people (King & Bernstein, 2008; Maynard et al., 2015; Pellegrini, 2007).

2.6. Positive Psychology and its Application to Education

2.6.1 What is Positive Psychology?

Positive psychology is a fairly recent branch of psychology which came to fruition following the publication of a special edition journal dedicated to this area of study in 2000 (Gable & Haidt, 2005). Positive psychology can be defined as the study of elements which contribute to and influence the success of individuals, groups and organisations. In short, the study of what makes things go well (Seligman & Csikszentmihalyi, 2000). Positive psychology emerged from the realisation following World War Two that psychological research had focussed principally on investigating pathology, damage and disorder and understanding the abnormal in order to bring about change (Gable & Haidt, 2005). Seligman and Csikszentmihalyi (2000) argued positive psychology was not developed in criticism of this form of psychological research or to suggest this is negative in nature, but, to address the imbalance within the focus of study in psychology through examining the ordinary strengths and successes of the human race (Sheldon & King, 2001).

Key theorists within the field of positive psychology such as Seligman and Csikszentmihalyi (2000) have argued the study of success and strengths can be of great use in recognising how to make improvements in situations which are not working well (Chafouleas & Bray, 2004). Gable and Haidt (2005) furthered this idea, suggesting that although human nature leads us to believe knowledge about the 'bad' is stronger than that around the 'good' when endeavouring to make changes to an area of concern, an understanding of what has worked well previously can be applied in order to provoke positive results.

As this field is fairly new there are currently no large research bases providing evidence for the theoretical assertion around the utility of positive psychology studies in furthering our understanding around how best to improve upon what is negative. However, research using positive psychology is beginning to emerge, particularly around the study of health and wellbeing (Chafouleas & Bray, 2004), highlighting the perceived worth of research underpinned by positive psychology.

As with all branches of psychology, positive psychology has been subject to some criticism. It has been suggested the very nature and focus of positive psychology draws a divide between itself and research which explores other than what is successful, deeming this to be negative and suggesting it is of little use (Gable & Haidt, 2005). However, positive psychology aims simply to address an area of focus which is as of yet untouched in psychological research, as opposed to providing evidence refuting that which already exists (Sheldon & King, 2001). A further criticism of this area of study is that researchers using positive psychology are unrealistic in their assumptions, ignoring the negative parts of life and taking an overly optimistic viewpoint (Gable & Haidt, 2005). However, Gable and Haidt (2005) questioned this criticism suggesting positive psychology acknowledges the presence of the negative in human experience and what we know about the negative aspects of a phenomenon and attempts to generate evidence complimenting this.

2.6.2 The application of Positive Psychology to Schools

In the time since Seligman and Csikszentmihalyi (2000) published their seminal article on positive psychology the assumptions of this field have begun to emerge within research and practice in a number of areas, including, education (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). Most interest in the application of positive psychology in education has been around its use in schools by School Psychologists in America to bring about positive change (Akin-Little, Little, & Delligatti, 2004). Terjesen et al. (2004) suggested positive psychology should be used by School Psychologists to move away from traditional problem-focussed ways of working, assessing and intervening with young people's areas of difficulty, instead identifying and building upon their strengths to allow them to reach their potential. Additionally, Terjesen et al. (2004) and Akin-Little et al.(2004)

highlighted the potential utility of positive psychology in school psychology consultation, arguing that increasing school staff and parents abilities to recognise areas of strength and potential in young people that can be built upon is effective in encouraging changes to be made which support the progress of these pupils. These arguments highlight the utility positive psychology could have if applied in schools by EPs.

2.6.2.1 Positive Psychology and School Refusal

It has been suggested by Terjesen et al. (2004) that the principles of positive psychology (Seligman & Csikszentmihalyi, 2000), may be helpful in identifying ways to support pupils exhibiting EBSR. Terjesen et al. (2004) argued an effective method of increasing the attendance of these pupils could be to consider the factors supporting the majority of young people to attend school from their perspectives and the perspectives of those around them and apply these to those exhibiting EBSR, highlighting a possible way in which positive psychology can be used to promote attendance.

2.7. Systematic Literature Review

2.7.1 Introduction

Considering the topics of discussion in this literature review thus far, it appears an exploration of studies which have endeavoured to identify successful support strategies which can be applied in the everyday school setting for pupils exhibiting EBSR would be of use. Especially as the current research around the perspectives of pupils exhibiting EBSR and those around them as to what is helpful in supporting them has not yet been touched upon in this chapter. A systematic literature review is subsequently carried out in order to establish what current literature around the experiences and perceptions of pupils exhibiting EBSR and those around them tells us about effective school-based support strategies for increasing the attendance of these pupils.

Systematic literature reviews are carried out with the purpose of synthesising and exploring the existing literature on a given topic comprehensively and determining the quality of this research in order to generate reliable conclusions around a

research question (Andrews, 2005). Historically, systematic literature reviews have concentrated on the synthesis of quantitative research, paying little attention to integrating the findings of qualitative research, as such impacting upon our knowledge and understanding of a range of topics (Sandelowski, Docherty, & Emden, 1997). However, in more recent years the utility of systematic literature reviews of qualitative research has been acknowledged in response to the notion that exploring perceptions and views on a topic increases knowledge and understanding of this subject through providing alternative means of evidence to quantitative data (Noyes, Popay, Pearson, Hannes, & Booth, 2008).

One method of exploring and synthesising qualitative research is through conducting a qualitative synthesis. Here, the findings from a group of qualitative studies are synthesised and analysed to identify common themes based on the researchers' third-party interpretation (Erwin, Brotherson, & Summers, 2011). This allows a deeper insight into the area of exploration to be gained as the synthesising of research moves beyond the descriptive to generating new interpretations (Aspfors & Fransson, 2015). A qualitative synthesis will be completed in this review.

This review will be carried out with reference to stages for conducting a systematic literature review as outlined by Gough (2007), creating a systematic map of current research activity and systematically synthesising research evidence. These stages are highlighted in figure 2.1.

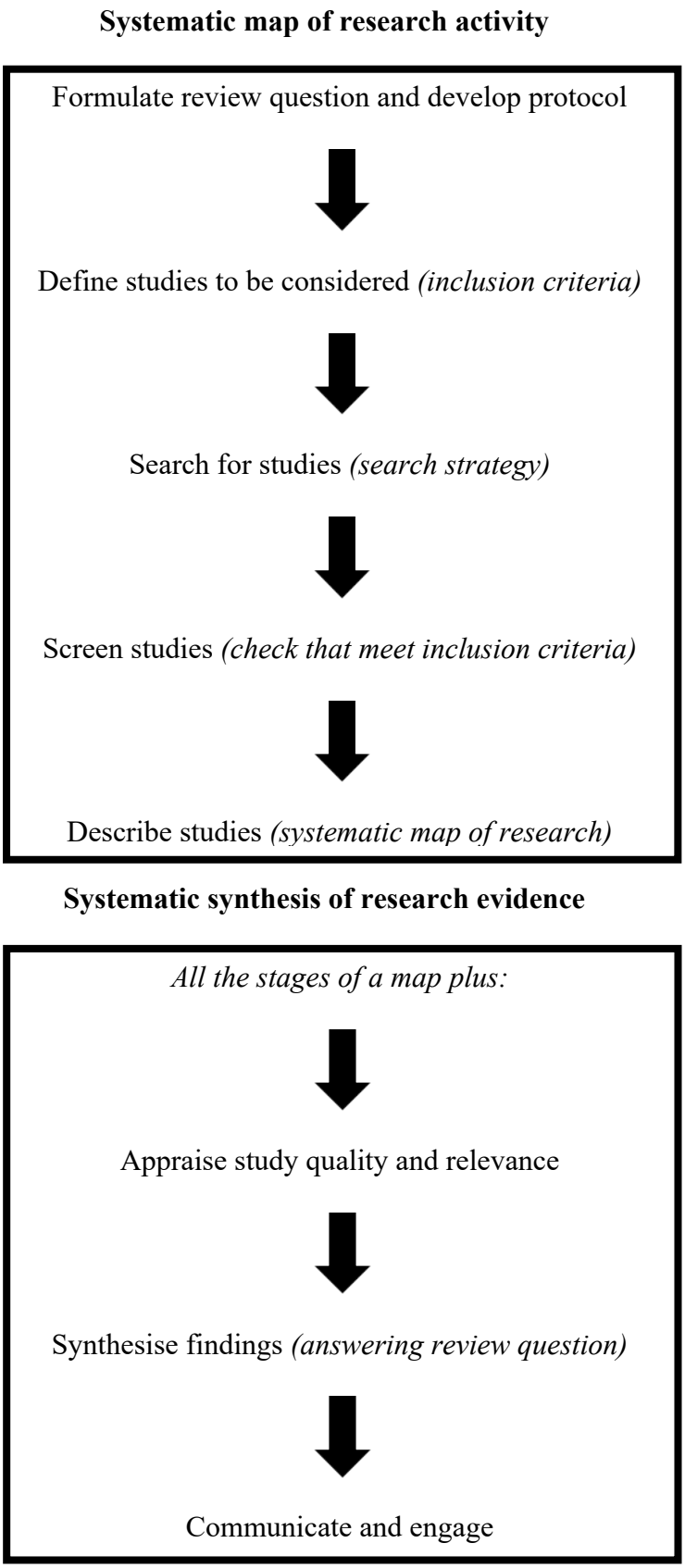


Figure 2. 1 Stages for carrying out a systematic literature review as outlined by Gough (2007)

2.7.2 Purpose and Review Question

The purpose of this systematic literature review is to synthesise and explore current research around the perceptions and views of pupils exhibiting EBSR and those supporting them on effective strategies and interventions used within schools to support them. This will be done in order to gain a deeper insight into how pupils exhibiting EBSR can be supported by schools to attend more regularly. Therefore, the central question this systematic literature review aims to address is:

> **What do the experiences and perceptions of pupils exhibiting EBSR and the people around them tell us about effective school-based support strategies for increasing the attendance of these pupils?**

2.7.3 Inclusion Criteria

The inclusion and exclusion criteria utilised when completing the systematic search for research literature relating to the research question is defined and outlined in table 2.1

	Inclusion Criteria	Exclusion Criteria	Rationale
Type of Study	• Studies written in English • Peer reviewed studies • Considered to be a high-quality study following appraisal	• Studies written in a language other than English • Studies that have not been peer reviewed • Books, book reviews, dissertations and theses • Found to be low in quality following appraisal	• The author is literate in English • Peer reviewed articles were included in the systematic literature review in order to ensure the findings were based on work deemed to be high quality by external assessors. This was done in an attempt to increase the quality of the findings of the review • It was decided to include only research appraised to be high in quality in an attempt to

			increase the quality of the findings of the review
Research Design	• Qualitative research	• Research gathering quantitative methods	• The systematic literature review is focussed on understanding the experiences and perceptions of pupils exhibiting EBSR and those around them. Data of this kind is, in most cases, collected using qualitative methods
Participants	• pupils exhibiting EBSR AND/OR • The parent/carers of pupils exhibiting EBSR	• Individuals who are not pupils exhibiting EBSR AND/OR • Individuals who have not experienced	• The review concentrates on establishing effective school-based strategies for supporting pupils exhibiting

	AND/OR • Peers of pupils exhibiting EBSR AND/OR • School staff working with and supporting or who know the pupils exhibiting EBSR well AND/OR • Other professionals working with and supporting the pupils exhibiting EBSR	supporting or do not know the pupils exhibiting EBSR of focus within the study	EBSR through exploring experiences of using these strategies and/or perceptions of these strategies. Therefore, participants must have experienced these strategies themselves or have been able to observe the impact of these strategies on the pupils exhibiting EBSR
Outcomes	• Qualitative data providing an insight into possibly effective school-based strategies to support pupils exhibiting	• Qualitative data that does not provide an insight into possibly effective school-based support	• This systematic literature review is exploring the experiences and perceptions of pupils

	EBSR to attend school more regularly	strategies for EBSR	exhibiting EBSR and the people around them to learn about effective school-based support strategies for increasing the attendance of these pupils. Therefore, outcomes of the studies selected must touch upon perceived effective support strategies for these young people

Table 2. 1. The inclusion and exclusion criteria adopted in the systematic literature review

2.7.4 Appraisal of Studies

For the purpose of this review, it was decided that Mays and Pope's (2000) checklist of criteria for assessing the quality of qualitative research would be used. This decision was made as this checklist was not developed for the appraisal of evaluation studies alone, was thorough in its appraisal of studies and as it had been used in other systematic literature reviews with review questions around the experiences and perceptions of a particular phenomenon and considered to be useful in these instances (Metcalfe, Coad, Plumridge, Gill, & Farndon, 2008; Robinson & Spilsbury, 2008).

Mays and Pope (2000) outline a checklist of seven criteria a study should meet in order to be considered of the highest quality and relevance. As Mays and Pope (2000) did not present fixed guidelines to establish when a study should be defined as high or low quality (Robinson & Spilsbury, 2008) the author made the decision that a study would be considered as high quality if it met with five of the seven criteria outlined in the checklist. Mays and Pope's (2000) checklist of criteria for assessing the quality of qualitative research is outlined in appendix 8.1.

In order to increase the robustness of the appraisal of the quality and relevance of the studies included in this systematic literature review, the author carefully considered what was meant by each of the seven criteria laid out by Mays and Pope (2000) before beginning the scoring process. Each study was carefully appraised by the author on one day in an attempt to ensure that the scoring was as similar as possible for each study and not influenced by the passing of time. The appraisal process for each study was then repeated by the researcher on a second occasion in order to ensure that their score remained the same.

2.7.5 Search Strategy

2.7.5.1 Search Terms

When conducting the search of databases, the following search terms were applied: 'perceptions', 'views', 'experience*', 'Parent*', 'carer*', 'peer*', 'professionals', 'staff', 'teacher', 'school refus*', 'school non-attend*', 'school phobia', 'absente*', 'support', 'interventions', 'strategies' and 'school'. The author considered these

search terms to be both clear and exhaustive of the possible language that may be used in relevant studies and it was therefore felt the search terms used increased the chances of identifying all the relevant literature.

2.7.5.2 Database Search

In order to conduct a thorough and comprehensive search for relevant studies, multiple databases (Google Scholar, PsychINFO and PsychARTICLES) were searched.

2.7.6 Results

2.7.6.1 Results of the Database Search and Screening Process

173 studies were identified in the initial database search on 07/07/18. Following the exclusion of duplicate studies 161 papers remained. These were screened using their titles and abstracts in order to exclude studies that were irrelevant to the review. In most cases, studies were excluded as they did not focus on pupils exhibiting EBSR or were not qualitative. This process eliminated a further 152 studies. 9 studies were read in full to determine those which met with the inclusion criteria and here 4 studies were eliminated. Appendix 8.2 details the reasons behind the exclusion of these studies. 5 studies were identified as meeting the inclusion criteria and are therefore included in the systematic review. This search and screening process is summarised in figure 2.2. The initial database search was repeated on 15/04/2019 to allow any further studies published between searches to be identified. Here, no further studies were found.

It can be suggested that one of the five studies identified in the database search and screening process, that by Finning et al. (2018), bares some similarities to the present research. Similarly to the present study, Finning et al. (2018) aimed to explore school staff's experiences of working with pupils exhibiting EBSR and consider strategies used to support these pupils. This study was published after work on the present study had begun, and therefore the researcher was unaware of it during the process of designing the present research.

Despite these similarities, it can be suggested that the present study continues to offer a unique insight into how secondary school staff make sense of their successful experiences of supporting pupils exhibiting EBSR to attend school more regularly and strategies of potential use in supporting these pupils in future practice. Firstly, the method of data collection and analysis in the present study differs from that used by Finning et al (2018). The present study uses IPA to explore the meaning making of secondary school staff around their experience of supporting pupils exhibiting EBSR, using data gathered in interviews between the researcher and individual school staff; whereas, Finning et al. (2018) analysed data collected in focus groups of school staff using Braun and Clarke's (2006) thematic analysis.

It is suggested by Smith, Flowers and Larkin (2009) that the nature of the data collected in focus groups and interviews naturally differs, as discussion on a one-to-one level often leads to the sharing of more detailed information whereas discussion in focus groups is often less in-depth and based upon the groups shared attitudes and opinions. Therefore, it can be suggested that the data collection method used in the present study invites the generation of more in-depth data focussed on the experience of one individual differing to that collected by Finning et al. (2018). Additionally, it can be suggested that the use of IPA in the present study indicates differing perspectives taken to analysis between the studies, as IPA focusses specifically on understanding how individuals make sense of an experience, unlike thematic analysis which aims to identify common patterns and themes within data which assists the understanding of a phenomenon (Braun and Clarke, 2006).

A further difference which can be noted between the present study and that by Finning et al. (2018) is the emphasis the present study places on the assumptions of positive psychology, explicitly focussing on how participants made sense of experiences which were successful in nature and considering what worked well during these experiences. Differently to this, Finning et al. (2018) recruited participants who had experience of working with pupils exhibiting EBSR regardless of if these experiences were successful and guided the discussion in the focus groups towards talking about both successes and difficulties.

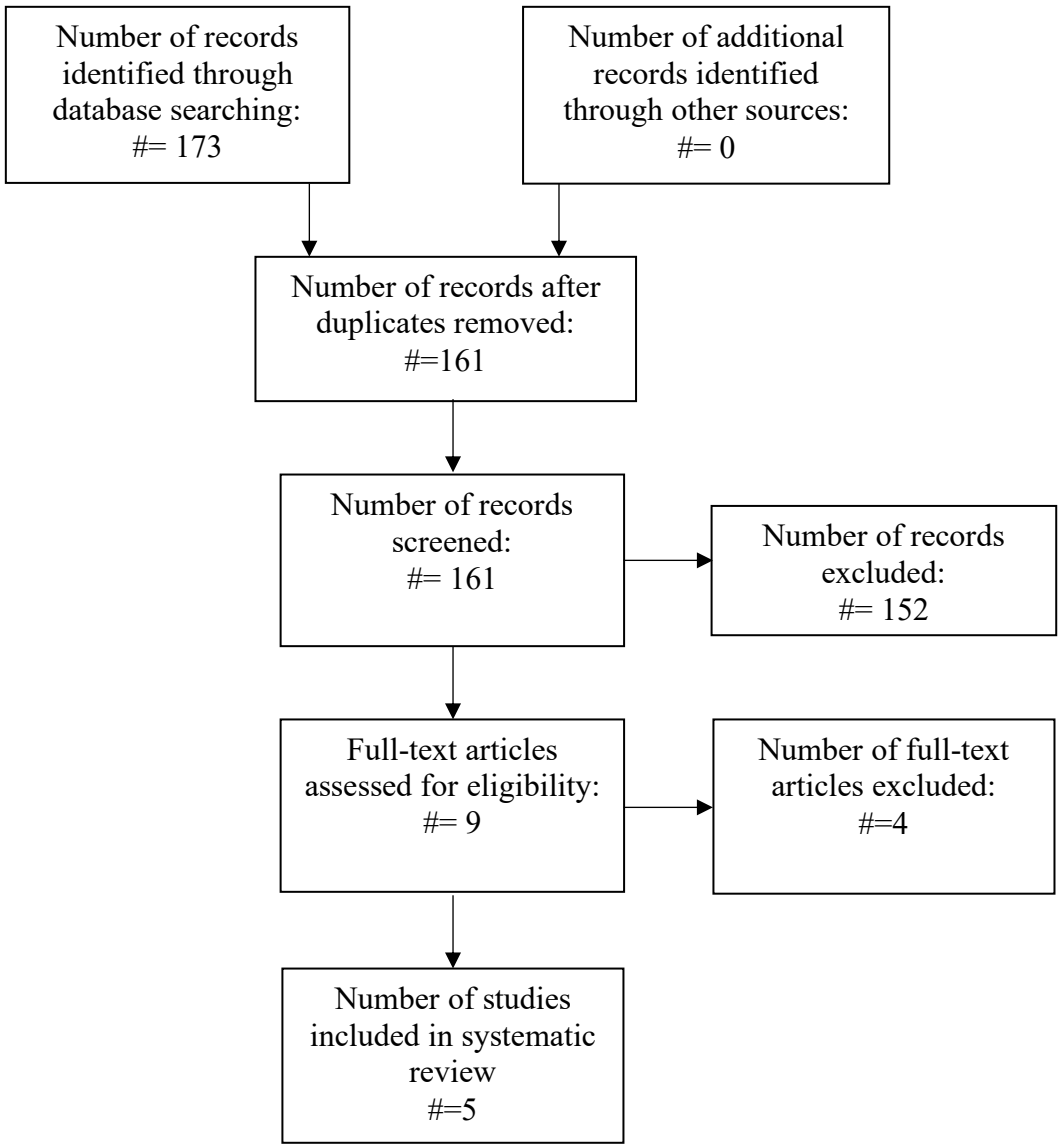


Figure 2. 2 PRISMA flow diagram of the search strategy employed in this systematic review (Moher et al., 2015)

2.7.6.2 Studies Included in the Qualitative Synthesis

The five studies identified as appropriate for inclusion in this systematic literature review are summarised in table 2.2

Study	Aim and Research Questions	Participants	Research Design/Method	Main Outcomes
Nuttall and Woods (2013)	Research question 1: What factors are perceived to have been effective in supporting children and young people who have anxiety/fear which is leading to school refusal behaviours and why? Research question 2: What might have led to more success or earlier success in the effective support of the school refusal behaviour?	• Two secondary school aged young people, described as successful cases as they were school refusers whose attendance had increased, meeting with the following criteria: -Anxiety was the cause of their school refusal -Reported reduction in anxiety -Attendance had returned to 80% or more for at least one term -There had been multi-professional involvement in intervention	• Exploratory case-study design • Data gathered from semi-structured interviews with the two focus young people, their parents, school staff and other professionals involved. Eight interviews were completed for each case • Case records for each case (eg. attendance data) were analysed • Interviews were analysed using Braun and Clarke's (2006) thematic analysis	• In both cases the interaction of factors supporting the young people was thought to be important • Emergent themes were grouped into four clusters: -Psychological factors -Support for psychological factors -Factors supporting the family -Role of professionals

		-Professional involvement had been within previous two years -Young person was not within two months of formal examinations -Young person not currently experiencing familial changes or bereavement -No current stress for the young person or their family • Parents of the young people • School staff • Other professionals involved with young person		
Gregory and Purcell (2014)	Aim 1: to identity the key concerns and experiences of extended school	• The families of five secondary-aged extended non-attenders who were on the register for elective	• Semi-structured interviews were held with parents and young people around their	• Recurring themes were identified and grouped into the following clusters - Current situation

	non-attenders and their families Aim 2: to use the findings to inform service delivery Research question: Can the views and experiences of extended school non-attenders and their families be elicited in order to inform best practice in Educational Psychology Services?	home education following their school non-attendance • This included five parents and three young people described as extended non-attenders	experiences of extended non-attendance • Data was analysed using IPA	- Medical - Social - School experience - Emotional responses - Childs voice - The future • The data gathered was used to generate recommendations for best practice to be used by schools and Educational Psychology Services
Baker and Bishop (2015)	Research question 1: How do children who have been absent long-term from school make sense of their experience? Research question 2: How might this inform	• Four secondary-aged young people who met with the following criteria: - Aged 11-16 - Had difficulties with non-attendance lasting one term or more - Currently receiving support from home	• Semi-structured interviews were held around participant's experiences of extended non-attendance • Data was analysed using IPA	• Seven master themes were identified to be: -Initial school experiences -Participants perceptions of the causes of non-attendance -School and other support experiences -Punishment, blame and control

	professionals seeking to support them?	education service or being home educated as a result of non-attendance		-Friendship and belonging -The future -Impact on the child's phenomenon • The data gathered was used to generate implications for school and EP practice around supporting extended non-attenders
Havik, Bru and Ertesvag (2015)	Aim: To gain an understanding of the role of school factors in school refusal by exploring how parents with children suffering or who have suffered school refusal problems have experienced the children's situation in school	• Seventeen parents of children who are or have been school refusers	• Semi-structured interviews were held with participants around experiences of their child's situation in school • The data was analysed using Braun and Clarke's (2006) thematic analysis	• Five main themes were identified from the data collected: -Demanding factors in school -Teacher support -Support from fellow students -Other supportive factors at the school level
Finning et al. (2018)	Research question 1: What are secondary school	• Sixteen teaching and non-teaching educational	• Data were collected through holding a focus group with	• Main themes relating to research question 1 were:

	educational practitioners' experiences of working with pupils with attendance problems? Research question 2: What are secondary school educational practitioners' experiences of interventions for students with school attendance problems?	practitioners from three secondary schools with experience of working with pupils with attendance problems	each school taking part in the study around experiences of working with pupils with attendance problems. Here a semi-structured topic guide was used • Data gathered in the focus groups was analysed using Braun and Clarke's (2006) thematic analysis	-Limited resources -Resilience required -One size doesn't fit all • Main themes relating to research question 2 were: -Adapting to the school context -Providing emotional support -Attendance problems are a shared responsibility

Table 2. 2 A summary of the studies included in the systematic literature review

2.7.6.3 Reliability and Validity

The reliability and validity of each of the studies deemed appropriate for inclusion in the systematic literature review has been subject to appraisal and is presented in table 2.3

Study	Reliability and Validity
Nuttall and Woods (2013)	• Inter-coder agreement was established with two interveiw transcripts being independently coded by an EP, increasing the reliability of the study. Inter-coder agreement was found to be at 97% on one transcript and 100% on the other • Identified themes were reviewed with an EP to ensure they reflected the data accurately increasing the reliability and construct validity of the study • Data gathered from multiple sources, increasing the validity of the findings • Small sample size used from within one LA reduces the generalisability of the findings to the wider population • Perceptions were gathered sometime after the intervention period, suggesting the data may have been influenced by a retrospective view, memory or additional knowledge on the intervention, reducing the validity of the findings • Lack of quotes illustrating the themes, reducing the validity of the study
Gregory and Purcell (2014)	• A high number of quotes utilised to illustrate themes increasing validity • Small sample size used of families of extended non-attenders in the same LA reduces the generalisability of the findings to the wider population • Potential sample bias as there was a low response rate to take part in the study, could be suggested that those with negative views on the education system and schools may have been more likely to participate • Only investigates one group of extended non-attenders who are now home educated, this may reduce the generalisability of the findings to all Pupils exhibiting EBSR

	• Researchers gathered data separately yet analysed it together, increasing the reliability of the findings. However inter-rater agreement was not established for the codes and themes decided upon reducing the overall reliability and validity of the findings
Baker and Bishop (2015)	• A high number of quotes utilised to illustrate themes, increasing validity • Small sample size used from one LA reduces the generalisability of the findings to the wider population • Participants were approached about participation by a professional known to them, this may have influenced their decision to agree to take part in the study. Additionally, participants who were deemed as most appropriate or more likely to engage with the study may have been selected by professionals, potentially reducing the validity of the findings and creating a sample bias • Inter-rater agreement was not established for the codes and themes decided upon reducing the overall reliability and validity of the findings • Only pupils who had been or were accessing support from the home education service were included in the study, this may reduce the generalisability of the findings to all pupils exhibiting EBSR
Havik, Bru and Ertesvag (2015)	• Participants were from different areas in Norway increasing the generalisability of the findings to the wider population • A high number of quotes utilised to illustrate themes, increasing validity • As participants were discussing school refusal that was currently at different stages the data may have been influenced by a retrospective view impacting upon participants memory of events and reducing the validity of the findings • Small sample size reduces the generalisability of the findings to the wider population • Potential sample bias as some participants were recruited from an organisation for parents of pupils who are refusing school and therefore participants with similar viewpoints wishing to share specific arguments may have agreed to take part in the study. Additionally, it could be suggested that the perceptions of these participants may have been influenced by the perceptions of the wider organisation reducing the validity of the data collected

	• Inter-rater agreement was not established for the codes and themes decided upon reducing the overall reliability and validity of the findings
Finning et al. (2018)	• A high number of quotes utilised to illustrate themes increasing validity Small sample size of participants from three schools within one LA reduces the generalisability of the findings to the wider population • Potential sample bias as all participants recruited had expressed an interest and held knowledge around school attendance problems • Focus groups were made up of school staff with a variety of different job roles working at different levels. It can therefore be suggested some participants may have felt less able to express their views, reducing the validity of the data collected • Inter-rater agreement was not established for the codes and themes decided upon reducing the overall reliability and validity of the findings

Table 2. 3 Considerations around the reliability and validity of the studies included in the systematic literature review

2.7.6.4 Appraisal of Studies

Table 2.4 illustrates the appraisal of each study included in the systematic literature review, using Mays and Pope's (2000) checklist of criteria for assessing the quality of qualitative research. Studies meeting with at least five of the seven criteria are considered to be of high quality.

Criteria	Nuttall and Woods (2013)	Gregory and Purcell (2014)	Baker and Bishop (2015)	Havik, Bru and Ertesvag (2015)	Finning et al. (2018)
Worth or relevance: *was this piece of work worth doing at all? Has it contributed usefully to knowledge?*	Yes	Yes	Yes	Yes	Yes
Clarity of research question: *If not at the outset of the study, by the end of the research process was the research question clear? Was the researcher able to set aside his or her research preconceptions?*	Yes	Yes	Yes	No	Yes
Appropriateness of the design to the question: *Would a different method have been more appropriate? For example, if a causal hypothesis was being tested, was a qualitative approach really appropriate?*	Yes	Yes	Yes	Yes	Yes

Context: *Is the context or setting adequately described so that the reader could relate the findings to other settings?*	Yes	No	Yes	Yes	Yes
Sampling: *Did the sample include the full range of possible cases or settings so that conceptual rather than statistical generalisations could be made (that is, more than convenience sampling)? If appropriate, were efforts made to obtain data that might contradict or modify the analysis by extending the sample (for example, to a different type of area)?*	No	Yes	Yes	Yes	Yes
Data collection and analysis: *Were the data collection and analysis procedures systematic? Was an "audit trail" provided such that someone else could repeat each stage, including the analysis? How well did the analysis succeed in incorporating all the observations? To what extent did the analysis develop concepts and categories capable of*	Yes	Yes	Yes	Yes	Yes

explaining key processes or respondents' accounts or observations? Was it possible to follow the iteration between data and the explanations for the data (theory)? Did the researcher search for disconfirming cases?					
Reflexivity of the account: *Did the researcher self-consciously assess the likely impact of the methods used on the data obtained? Were sufficient data included in the reports of the study to provide sufficient evidence for readers to assess whether analytical criteria had been met?*	Yes	Yes	Yes	Yes	Yes

Table 2. 4 The checklist of criteria for assessing the quality of qualitative research developed by Mays and Pope (2000) completed for each of the studies included in the systematic literature review

2.7.6.5 Qualitative Synthesis of Included Studies

The studies suitable for inclusion in the systematic literature review were read multiple times to ensure the author gained an in-depth understanding of the findings. Outcomes relating to potentially effective school-based support strategies for increasing the attendance of pupils exhibiting EBSR within the included studies will subsequently be discussed, in terms of common themes identified across these studies. Common themes were identified to be; a nurturing approach to supporting pupils exhibiting EBSR, developing and maintaining friendships, a flexible approach to education, communication and development of staff knowledge and understanding around EBSR.

A Nurturing Approach to Supporting Pupils exhibiting EBSR

Three studies in the current review mentioned the role of nurture in supporting pupils exhibiting EBSR to attend school. School staff proposed building strong, positive and nurturing relationships between staff and pupils exhibiting EBSR appeared to be an effective support strategy for these pupils (Finning et al., 2018; Nuttall & Woods, 2013). One member of school staff suggested a positive relationship with *"a key adult who was available "* made a *"huge difference"* in meeting the needs of an EBSR through developing trust and feelings of safety, increasing confidence to attend school (Nuttall & Woods, 2013). Similarly, Finning et al. (2018) noted that when asked what would *"get them in"* referring to pupils exhibiting EBSR, multiple school staff suggested *"pastoral support"* and *"nurture"* would be effective. Additionally, a parent commented that in order to support her son, school staff should *"make contact to build a good relationship that would make him feel safe"* (Havik et al., 2015).

Feeling secure and nurtured within the school environment through being provided with a safe space was also considered to be a supportive factor in increasing the attendance of pupils exhibiting EBSR, as reported by school staff. A teacher suggested providing a *"small welcoming space"* increased feelings of safety and security emphasising this inference (Nuttall & Woods, 2013).

Developing and Maintaining Friendships

Four studies emphasised the positive influence of schools taking a role in developing new friendships or ensuring established friendships were maintained when supporting pupils exhibiting EBSR (Baker & Bishop, 2015; Gregory & Purcell, 2014; Havik et al., 2015; Nuttall & Woods, 2013). This was noted by the pupils themselves, as illustrated by a pupil who stated having friends *"gave me something to look forward to"* (Nuttall & Woods, 2013). Baker and Bishop (2015) also argued the perceptions of pupils exhibiting EBSR of their own experiences emphasised the importance of schools ensuing social opportunities are provided for them. The perceptions of parents around their experience of EBSR also emphasised the role of schools in providing opportunities to build friendships when supporting these pupils, as argued by Gregory and Purcell (2014) and Havik et al. (2015).

A Flexible Approach to Education

Four studies argued an effective school based support strategy to increase the attendance of pupils exhibiting EBSR was adopting a flexible approach to providing these pupils with education (Finning et al., 2018; Gregory & Purcell, 2014; Havik et al., 2015; Nuttall & Woods, 2013). School staff argued adapting and adjusting the expectations of school and being flexible in the approach taken to encourage pupils exhibiting EBSR to attend is effective in increasing their attendance. This is evidenced in the quotation *"if we bring them in for too much too soon, it breaks down"* referring to the use of individualised reduced timetables for pupils exhibiting EBSR(Nuttall & Woods, 2013) and the assertion of a school principal, described by Finning et al. (2018), that various adjustments for pupils exhibiting EBSR such as reduced timetables and additional academic support were regarded as helpful in increasing their attendance. Additionally, parents suggested that in order to promote the attendance of pupils exhibiting EBSR, academic demands must be *"very adapted"*, encouraging Havik et al. (2015) to conclude these pupils should be offered a more flexible curriculum to promote their attendance.

Communication

Communication was also identified as a theme within four of the five studies included in this systematic literature review (Baker & Bishop, 2015; Finning et al., 2018; Havik et al., 2015; Nuttall & Woods, 2013). Under further analysis, it

appeared this theme could be split into two sub-themes: positive communication between home and school and communication between and within school staff.

Positive Communication Between Home and School

All four studies mentioning the importance of communication in the support of pupils exhibiting EBSR, suggested that one of the most vital strategies in increasing the attendance of these pupils was maintaining good levels of communication between school and home. A member of school staff mentioned an essential part of supporting pupils exhibiting EBSR was *"keep contacting that parent, keep letting them know how things are going, keep letting them know what the next stage is, and again that requires an enormous amount of resilience and a huge chunk of time on a daily basis. . .but it's what you have to do because it's got to be kept at the forefront hasn't it, that child's attendance and that child's opportunities"* adding *" I'd phone mum every day, is she coming in? She coming? I couldn't have left it for weeks and weeks, you couldn't, you can't do that"* (Finning et al., 2018), suggesting this increased the engagement of this pupil's mother in recognising and striving for the opportunities given to her daughter in school. Similarly, both Havik et al. (2015) and Baker and Bishop (2015) when reflecting on the perceptions of pupils exhibiting EBSR and their parents concluded these viewpoints highlighted the importance of positive communication between school and home in promoting the attendance and success of these pupils.

Communication Between School Staff

Nuttall and Woods (2013) and Havik et al. (2015) emphasised the efficacy of good communication between school staff around the needs of a pupil exhibiting EBSR in supporting that pupil to attend school. A member of school staff suggested *"a consistent approach"* and effective communication between school staff was effective in allowing the needs of pupils exhibiting EBSR to be understood and met. Additionally, Havik et al. (2015) highlighted the argument of a parent that a factor maintaining her child's EBSR was lack of communication around the support to be put in place *"Our [Kenneth's parents'] main concern it to make a system which is not dependent on only the class teacher, because they [school's leadership] said she [class teacher] had too much to do, and they [school] did not send information. Because she was sick, it was dependent on one person [the teacher]"*. This

highlights the perceived need for clear and effective communication between adults within a school to ensure the needs of pupils exhibiting EBSR are understood and agreed actions are carried out by all staff.

Development of Staff Knowledge and Understanding Around EBSR

Four studies also made links between the development of school staff's knowledge and understanding of EBSR and the increased attendance of these pupils (Baker & Bishop, 2015; Gregory & Purcell, 2014; Havik et al., 2015; Nuttall & Woods, 2013). This is evidenced in a member of school staff's argument that a learning mentor's *"personality, knowledge, skills and experience"* was useful in her ability to reflect upon and react to the needs of a pupil exhibiting EBSR. Gregory and Purcell (2014), Baker and Bishop (2015) and Havik et al. (2015) also emphasised the value of school staff having an awareness and understanding of EBSR to effectively support these pupils and the need for staff to receive training on this in response to feedback from pupils exhibiting EBSR and their parents around their experiences in school. An example of this is a parent stating *"As far as I know, Kare did not have a bad relationship with his teaches… They simply did not know how to handle him or the situation"* (Havik et al., 2015).

2.7.7 Summary

Although the research included in this systematic literature review highlighted the individual differences of pupils exhibiting EBSR in how they respond to support strategies, some common themes were identifiable. When considering the review question; what do the experiences and perceptions of pupils exhibiting EBSR and the people around them tell us about effective school-based support strategies for increasing the attendance of these pupils, it can be argued the perceptions of pupils exhibiting EBSR, their parents and school staff have provided useful information that can be used to identify support strategies of potential efficacy when utilised in schools.

Having a nurturing approach to supporting pupils exhibiting EBSR, working to develop and maintain friendships, taking a flexible approach to developing a timetable for and delivering the curriculum to these pupils, ensuring good

communication between home and school and between school staff is maintained and developing staff's knowledge and understanding of EBSR can be considered as effective school-based interventions in light of the outcomes of the studies in the systematic literature review.

Although there are very few studies available exploring successful interventions for pupils exhibiting EBSR, the recent publication of the studies included in this review highlights the contemporary relevance of the review question. The commonality within the findings of the studies suggest this systematic literature review can be considered as providing a tentative insight into the ways in which pupils exhibiting EBSR can be successfully supported to attend school more regularly.

2.7.8 Limitations

A limitation of this systematic review is that it was conducted by one author and could therefore be considered as potentially subjective towards the opinions of that author. As a result of this, appraisal of studies in terms of their quality and reliability and validity can be considered as subjective. Similarly, the identification of themes within the study can be considered as subjective.

A further limitation of this review lies in the nature of the studies. As the inclusion criteria called for peer-reviewed articles to be included in the review, unpublished papers were not included. It can be suggested that perhaps further evidence relevant to the review question could have been located within unpublished articles providing further weight to the conclusions of the review.

2.9 Rationale and Aims for the Current Study

Although there is no clear data on the prevalence of EBSR, researchers such as Katz et al. (2015) have suggested between 1-5% of all young people in the UK can be described using this term at some point in their schooling. Although it is widely agreed that multiple risk factors interrelate to promote EBSR, available research has suggested some of the most prominent factors are issues within school (Van Eck et al., 2017). Therefore, it can be argued that schools are well placed to make adaptions

to encourage the attendance of pupils exhibiting EBSR, working to reduce the impact school-based factors may be having on this behaviour.

Literature within this domain has also suggested outcomes for pupils exhibiting EBSR are often negative (Flakierska-praquin et al., 1997). This can be interpreted as a further indication that it is important these young people feel able to return to school as soon as possible.

The research explored in the systematic literature review has begun to identify successful strategies for improving the attendance of pupils exhibiting EBSR through considering their perceptions and experiences and the perceptions of those around them, providing valuable outcomes. However, as only a small number of studies have been completed in this area, further research is necessary to develop sound conclusions. Additionally, there is a lack of research considering success stories of pupils exhibiting EBSR feeling able to attend school more regularly, using the assumptions of positive psychology to identify elements that made these situations successful that could be applied with other young people.

This study will endeavour to begin to bridge the gaps within current research, by exploring secondary school staff's experiences of successfully supporting pupils exhibiting EBSR to attend school more regularly. This study aims to illuminate how secondary school staff make sense of these experiences in order to elicit their perspectives on what worked well when supporting these pupils. It is hoped these perspectives will inform future practice in secondary schools. This evidence may be of use to the LA the author is based within, in developing guidance on best practice in this area to be shared with secondary schools.

In this study, the term 'successful' is used to describe situations in which a sustained improvement has been seen in the attendance of an EBSR. This will be where a young person has previously refused to attend school for at least one half- term, and at the time of this study was currently attending school full-time or attending an increased number of lessons on a reduced timetable than they were when first identified as an EBSR, having maintained this improvement for at least one term.

The phrase ‘more regularly’ is used throughout this paper to describe the improvement explained previously.

2.10 Research Questions

The research questions for the current study are:

1, How do secondary school staff make sense of their successful experiences of supporting pupils exhibiting EBSR to attend school more regularly?

2, How can the views and perceptions of secondary school staff around their successful experience of supporting pupils exhibiting EBSR to attend school more regularly be used to inform future practice in secondary schools?

3. Methodology

3.1 Ontological and Epistemological Position

3.1.1 Ontology

Ontology is the position a study takes in understanding the nature of the world (Willig, 2008). The current study, situated within the constructivist paradigm, takes a broadly constructivist ontological standpoint, accepting there is no one objective truth as reality is individually constructed (Mertens, 2010).

Ontological assumptions underpinning psychological research lie on a continuum between realist and relativist (Guba & Lincoln, 1998). A realist position assumes there is one reality and therefore all phenomena are perceived and experienced in the same manner by individuals (Willig, 2008). Relativism rejects this, assuming individual interpretations of the meaning of phenomena are diverse, in light of individual differences in thoughts, beliefs, expectations and judgements (Willig, 2008).

The current study adopts a relativist ontology accepting the meaning created around participant's experiences of supporting pupils exhibiting EBSR to attend school more regularly is individual to them. This study accepts that as reality is individually constructed, the researcher will form their own interpretation of participant's experiences.

3.1.2 Epistemology

Epistemology is concerned with the nature of knowledge; that is, what we can know about reality and how we know this (Guba & Lincoln, 1998). The epistemological standpoint of a study can be considered as sitting along a continuum between realist and relativist. A realist epistemological stance assumes data collected in a study provides us with objective knowledge of the world. A relativist epistemological stance assumes knowledge is informed by participant's perceptions and experiences and the way in which these are constructed by the researcher, and therefore such knowledge is not objective (Willig, 2008).

The current study takes a phenomenological epistemological position, accepting participant's experiences of supporting pupils exhibiting EBSR are subject to individual interpretation and construction and are subjective, yet always represent what is true to that individual (Willig, 2008). This position includes elements of relativism as it assumes knowledge generated is based on the perspectives of individuals and is constructed in light of the researcher's own perceptions. Concurrently this standpoint accepts that multiple individual accounts of lived experiences can be cross-referenced and interpreted in order to gain knowledge around how others may experience the same phenomena, adding a realist element to this stance (Larkin, Watts, & Clifton, 2006; Smith, 2004; Willig, 2008).

3.2 Interpretative Phenomenological Analysis

IPA is a research methodology in line with the ontological and epistemological stances highlighted above, concerned with exploring how individuals make sense of their lived experiences (Reid, Flowers, & Larkin, 2005). Grounded in the philosophical ideas of phenomenology, ideography and hermeneutics, IPA aims to gain an understanding of individual perceptions of a phenomenon while accounting for the role of the researcher's own interpretations in generating this understanding (Smith, 2004).

IPA has two primary aims. First, to generate a description of participant's experiences that is as close to what it was like for this participant as possible. This aim takes into account the researcher's role in generating this account and assumes the product of IPA is a description *co-constructed* by the participant and researcher (Larkin et al., 2006). The second aim of IPA is to interpret the experiences of participants in light of a wider context, considering the overarching meaning of lived experiences for participants and how this can inform an understanding of other's experiences of the same phenomenon (Larkin et al., 2006).

3.2.1 Phenomenology

Phenomenology is a philosophical ideology concerned with the lived experiences of human-beings (Smith, Flowers, & Larkin, 2009). It assumes that in order for a good understanding of an experience to be gained individuals' accounts of entire

experiences should be subject to detailed examination and analysis (Smith, 2011). IPA is informed by the works of a number of prominent phenomenological philosophers including Husserl and Heidegger whose influence on IPA is discussed below (Smith et al., 2009).

3.2.1.1 Husserl

The ideas of Husserl, the founder of phenomenology, have greatly influenced the development of IPA (Larkin et al., 2006). Husserl was concerned with gaining an understanding of a lived experience which was so detailed that the central essence of that experience could be identified (Smith et al., 2009). Extending upon this idea he suggested the core essence of a unique experience may exist beyond the specific circumstances around that experience and therefore could highlight what experiences are like, in terms of their central meaning, for others experiencing the same phenomenon (Smith et al., 2009).

Husserl recognised that an element of human nature is to categorise and interpret experiences in line with pre-existing structures, formed in response to past experience (Smith et al., 2009). He suggested in order to generate a full understanding of the core essence of an individual experience, a researcher should consider the experience in its own terms, acknowledging that it is unique to the individual who lived it and disengaging with their own pre-defined methods of categorisation and what they take for granted in day-to-day life (Smith, 2017). In order to do this Husserl developed a phenomenological method known as eidetic reduction. Here, preconceptions and presumptions are bracketed, encouraging detailed, unbiased descriptions and reflections to be made for each part of a conscious experience (Smith et al., 2009). This work, focussing on how best to gain a full, pure understanding of an individuals' lived experience and the central essence of said experience can be considered as influential in the development of IPA. It highlights the importance of a researcher describing and reflecting upon all elements of an experience while, as far as possible, being detached from their own thoughts and feelings, in order to fully 'know' that experience (Smith et al., 2009).

3.2.1.2 Heidegger

The phenomenological assumptions of Heidegger have also impacted upon the foundations of IPA, highlighting the importance of considering the influence that relationships, language, objects and culture have on meaning-making around lived experiences (Smith, 2017). Although Husserl suggested experiences are informed by individual perceptions, Heidegger argued humans are worldly in nature, that is, entwined with all aspects of the world and influenced by relationships with objects and culture (Larkin et al., 2006). He suggested individuals are unable to separate themselves from the world during their existence, only facing death alone, and therefore the meaning attributed to experiences is always impacted upon by outside influences (Larkin et al., 2006).

Although this idea- that meanings given to experiences are influenced by external sources, contrasts with Husserl's suggestions, Heidegger's work has also contributed to IPA. His suggestion that humans are consistently influenced by the world around them has informed key considerations to be made in IPA research. In that, the impact objects, relationships, language and culture has on humans meaning-making must be acknowledged, even when categorisation systems and that which is taken for granted are accounted for (Smith et al., 2009).

3.2.2 Ideography

Differently to most positivist psychological studies which are nomothetic in nature, IPA takes an ideographic approach (Reid et al., 2005). Nomothetic research focusses on generating findings which can be generalised to the wider population (Smith et al., 2009). This form of research has been criticised by Smith (2004) and Smith et al. (2009) as although the conclusions of research of this nature are made at a group level these claims, drawn from group averages, cannot be traced back to particular individuals who provided the data. It can therefore be argued that these conclusions are probable as opposed to conclusive and lack a sense of emerging from individual experience.

Ideography is focussed on developing a detailed understanding of particular individuals (Barlow & Nock, 2009). IPA is committed to taking an ideographic

approach and in turn is focussed on generating detailed accounts of *individual* experiences, considering how the researched phenomena can be further understood through considering the perspectives of those particular individuals (Smith et al., 2009). It commonly utilises small, purposeful samples of individuals who have experienced the same phenomenon in similar circumstances or, less frequently single individuals (Smith et al., 2009). In line with the assumptions of ideography, IPA research with more than one participant usually utilises a procedure in which accounts are examined *individually* before being compared to one-another in order to produce more general claims (Reid et al., 2005; Smith et al., 2009). As such, claims made at a group level in IPA are traceable to the particular individuals informing them (Smith et al., 2009).

3.2.3 Hermeneutics

Hermeneutics is a theory concerned with interpretation and the methods carried out to interpret a text or account (Smith et al., 2009). IPA has strong associations with hermeneutics as it requires the researcher to interpret the experience of another in order to generate an understanding of this experience (Smith, 2011). Several researchers in the field of IPA have highlighted the hermeneutic perspectives taken by this methodology. These will be outlined below.

3.2.3.1 Hermeneutic Circle

The hermeneutic circle highlights the cyclical approach that can be taken when interpreting a participant's account of a phenomenon (Smith et al., 2009). It suggests the process of establishing the meaning of an account is dynamic and involves considering both the whole and the parts of an account to generate this meaning (Smith et al., 2009).

Smith et al. (2009), suggested the hermeneutic circle approach can be used in IPA when engaging with the participant's accounts to gain a fuller understanding of their experience. This is done by considering parts of their experience in light of the whole, and the whole experience with reference to the parts.

3.2.3.2 Double Hermeneutics

It has been argued that IPA engages in a double hermeneutic in two ways (Smith et al., 2009). Firstly, it takes into account both the participants' own meaning-making around their experience and the meaning-making of the researcher, highlighting a double hermeneutic where the researcher is interpreting how the participant interprets their experience (Smith, 2011)

Secondly, researchers such as Smith et al. (2009) and Larkin et al. (2006) suggest IPA takes a centre-ground between two broad hermeneutic positions; hermeneutics of empathy and hermeneutics of suspicion. An approach using hermeneutics of empathy makes sense of an account based on the account itself, positioning the researcher within the account. Whereas, a hermeneutics of suspicion approach interprets an account considering pre-existing knowledge and theoretical perspectives. It is argued that the stance taken by IPA falls between these positions, combining hermeneutics of empathy with a position closer to hermeneutics of suspicion known as hermeneutics of questioning, therefore engaging in double hermeneutics (Smith et al., 2009). This is done as IPA is concerned with both description and explanation and aims to both take an insider perspective into the experience and explore the meaning of the experience by viewing it from the outside (Larkin et al., 2006; Smith et al., 2009).

3.2.4 Limitations of IPA

3.2.4.1 Language

Willig (2008) highlighted the suggestion of some researchers that all language is constructed and carefully selected to create meaning and add an additional layer of explanation. It can therefore be suggested that the texts commonly analysed in IPA may be providing the researcher with a *construction* of an experience as opposed to the *description* of an experience. This raises the question of whether IPA can ever generate an account 'as close to the participants' experience as possible, as the account presented to the researcher may be a reconstruction of the initial experience.

When considering the focus on language in IPA it can be suggested this methodology assumes participants are able to use language to express themselves and their experiences effectively. This ignores the possibility of undisclosed or unrecognised language difficulties in participants taking part in the research.

Additionally, IPA requires participants to present incredibly detailed accounts of their experiences. This can be considered a complex task and therefore it can be suggested that IPA is only suitable for participants who are able to articulate their experiences in this way, presenting an account which is of such depth the researcher may be able to gain an understanding of the essence of the experience (Willig, 2008).

3.2.4.2 Causal Explanations

Willig (2008) and Clarke (2009) suggested a further limitation of IPA may be its descriptive nature. The aim of IPA is to explore and explain how individuals make sense of their experiences of a phenomenon with the hope to illuminate how others may experience this phenomenon. However, it can be suggested the descriptive conclusions generated in IPA are limited in that they do not generate causal explanations for phenomena or illuminate *why* they are happening or *why* participants experience them as they do.

3.2.4.3 Timing

Researchers such as Clarke (2009) and Brocki and Wearden (2006) have suggested the time-consuming nature of this methodology is a potential limitation. IPA requires researchers to complete an intensive and detailed analysis of data. Therefore, it can be argued that to be done well, IPA researchers must have time to commit to ensuring the meaning of participants' accounts is understood.

3.2.5 Rationale for Selecting IPA

This study sought to gain an understanding of how individual secondary school staff make sense of their experiences of successfully supporting pupils exhibiting EBSR to attend school more regularly, in the hope of eliciting their perspectives on what went well during these experiences. IPA was selected as the methodology in the present study as it was felt the main focus of IPA, to consider the meaning

individuals give to their experiences of a phenomenon, clearly met with the aims of this study.

The phenomenological underpinnings of IPA also played a role in its selection for the present study, as phenomenology is focussed on generating an understanding of lived experiences. The focus of the present study on conscious experiences suggests a methodology informed by phenomenology is appropriate in this case.

The present study also aims to make more general (albeit cautious) claims around the experiences of secondary school staff in successfully supporting these pupils through illuminating common good practice, identified through comparing detailed analyses of data collected from individual participants. This is in line with the ideographic assumptions of IPA further highlighting the suitability of this methodology.

The present study accepts the researchers own perceptions and preconceptions play a role in the interpretation of data and this is reflected in its ontological and epistemological positioning. The acknowledgement of the double hermeneutics in IPA again indicates the utility of IPA in the current study.

3.3 Other Methodological Approaches Considered

Although IPA was considered to be the most suitable methodological approach in the present study, a number of other methodological approaches were considered. Of these, Discourse Analysis and Grounded Theory were considered as potentially appropriate alternative methodologies.

3.3.1 Discourse Analysis

Discourse Analysis is concerned with language and how it is constructed to convey meaning around an event, relationship or activity (Potter, 1996). Its focus is primarily on discourse and how this can shape meaning, providing an insight into a participant's reality (Starks & Brown Trinidad, 2007). Discourse Analysis was considered as a methodology that could be used to provide an insight into how secondary school staff used language to create meaning when discussing their role in supporting pupils exhibiting EBSR to attend school more regularly. This idea was

rejected as it was felt this would not provide the detailed understanding of the experience the researcher hoped to generate.

3.3.2 Grounded Theory

Grounded Theory aims to develop a theory around social processes based upon the shared experiences of a group of participants. It is based upon the assumption that through gaining an understanding of a range of individuals' lived experiences commonalities can be found which in turn can be used to further understand this experience and its underpinnings (Starks & Brown Trinidad, 2007). The researcher considered the use of Grounded Theory while designing the current study, however, it was decided this methodology would be unsuitable as it was not in line with the ideographic viewpoint of the researcher and her interest in placing a focus on individual experiences.

3.4 Reflexivity

It is argued within literature exploring qualitative research that researcher reflexivity is of great importance throughout the research process (Mauthner & Doucet, 2003). Reflexivity is the process of a researcher consciously reflecting on the influence their own position, beliefs and experiences has on the creation of psychological knowledge (Berger, 2015; Langdridge, 2007). Although it is often assumed the researcher is detached from the data collected and outcomes generated in a qualitative study (Mauthner & Doucet, 2003) reflexivity challenges this, acknowledging that outcomes are co-constructed from both the participant's, and researcher's perspectives (Berger, 2015).

It is felt that reflexivity is an important element in the research process as through acknowledging the influence of the researcher on the research process, the credibility and transparency of a study is increased (Berger, 2015; Willig, 2008). Both Willig (2008) and Langdridge (2007) suggest that good practice in qualitative research is to inform the reader of the researcher's position in order to support their understanding of the impact this may have on the data collection process and analysis. This can be done through answering a set of questions as laid out by Langdridge (2007) to

encourage readers' awareness of the researchers position and ensure potential biases in this study are transparent.

3.4.1 Reflexivity in the Current Study

3.4.1.1 Is the Researcher an Insider or an Outsider?

The researcher is an *outsider* as she has not experienced working with or supporting a young person exhibiting EBSR as a member of school staff. Therefore, during the data collection and analysis the researcher was mindful of potential misinterpretations that may arise when analysing the data.

3.4.1.2 Does the Researcher Empathise with the Participants and their Experiences?

The researcher empathises with the participants who have worked to support a young person exhibiting EBSR as part of their role. The researcher recognises the difficulties and frustrations associated with this role and the joy and sense of success that emerges when a pupil feels able to attend school more regularly. The researcher therefore remained conscious of the influences her empathy and associated emotions may have on her interpretation of participants' experiences during the data collection and analysis.

3.4.1.3 Who is the researcher and how might the researcher influence the research?

The researcher is a 26-year-old highly educated female who has no experience of working with children exhibiting EBSR as a member of staff in a secondary school, and who is, at the time of the research, employed as a TEP by a LA. It is possible the participants' responses may have been influenced by their own perceptions of the researcher in light of these details.

In the researcher's current position as a TEP she has developed training for school staff on EBSR and has worked with staff supporting a pupil exhibiting EBSR. The researcher has acknowledged her learning around supporting young people displaying EBSR developed through carrying out this work may influence her interpretation of participants' experiences of supporting these young people and have developed biases towards particular methods of supporting these pupils.

3.4.1.4 Why is the Researcher Carrying Out the Research?

As discussed in section 1.1, the author has a personal and professional interest in promoting the wellbeing of and outcomes for young people displaying EBSR. The researcher was mindful when constructing the accounts of participants' experiences to be aware of the influence this could have on the emphasis she placed on supporting factors for these pupils, leading to exaggeration of participants' accounts. Additionally, the current research was informed by the interests of the LA by which the researcher is employed. The researcher ensured she was consciously aware of the impact her hopes to generate research that is of use to the LA may have had on her interpretation and analysis of data.

3.5 Method

3.5.1 Design

The present study employs a qualitative research design using IPA to explore how secondary school staff make sense of their experiences of successfully supporting pupils exhibiting EBSR to attend school more regularly. The perceived meaning making of secondary school staff is reflected upon in terms of how it could contribute to future practice in secondary schools. The principles of positive psychology are also followed in this research with participants being encouraged to reflect on what worked well during their experiences of supporting pupils exhibiting EBSR when completing interviews one-to-one with the researcher.

In the current study, research question one: **How do secondary school staff make sense of their successful experiences of supporting pupils exhibiting EBSR to attend school more regularly?** is addressed by using IPA to analyse data gathered through interviews around participants lived experience of supporting a pupil exhibiting EBSR. Research question two: **How can the views and perceptions of secondary school staff around their successful experience of supporting pupils exhibiting EBSR to attend school more regularly be used to inform future practice in secondary schools?** is answered through considering if strategies and actions of potential utility in future practice can be drawn from the data analysis completed by the researcher using IPA. Therefore, the researcher's own perception of participants perceptions of their experiences is referred to when addressing research question two.

3.5.2 Participants

3.5.2.1 Sample Selection

The current study selected participants purposely, on the basis that they had the shared experience of supporting a secondary-aged young person in school through EBSR who was, at the time of the study, consistently attending school more regularly. This was done to reflect the stance of IPA that a sample must be made up of individuals who have all experienced a particular phenomenon and can share their perception of this experience (Smith et al., 2009).

Smith and Osborn (2003) suggest that in IPA, the sample selected should be fairly homogeneous as the group of participants are selected on the basis of their relevance to the research question. The following criteria was utilised to select participants:

- All participants were secondary school staff
- All participants worked in secondary schools in one LA
- All participants had worked closely with a young person during their EBSR, who was, at the time of the current study attending school more regularly

3.5.2.2 Recruitment of Schools

In order to identify schools who had experienced successfully supporting an EBSR to attend school more regularly the author sent an email, requesting expressions of interest in taking part in the study to Special Educational Needs Coordinators (SENCOs) of all secondary schools within the host LA (see appendix 8.3). It was decided to initially contact SENCOs as it was felt this member of staff would be most likely to be aware of experiences that may be suitable for the study. This email included information on the inclusion criteria for the study:

- The school must have experience of supporting an EBSR to attend school more regularly and sustain this improved level of attendance
- The young person must have met the definition of an EBSR as outlined by West Sussex Educational Psychology Service (2004) during their EBSR
- The young person must have struggled to attend school for at least one half-term

- The young person must be attending school full-time or attending an increased number of lessons on a reduced timetable, having maintained this improvement for at least one term

School SENCOs were asked to respond to the researcher if they felt they had an experience meeting with the outlined criteria and were interested in their school taking part in the study.

The author received three expressions of interest from three SENCOs and one expression of interest from an Inclusion Manager who had been forwarded the email from her school SENCO. Initial meetings were carried out between the researcher and these individuals to establish if school staff had experienced a phenomenon meeting with the inclusion criteria of the study. At this point in the recruitment process the researcher also met with the headteacher of the interested schools to gain their verbal consent for the study to take place. All four schools met with the inclusion criteria and verbal consent was gained from all headteachers. Therefore, all four schools were recruited to take part in the study.

3.5.2.3 Recruitment of Participants

In line with the assumptions of IPA, that numerous accounts of one phenomenon allow for a richer insight into said phenomenon (Reid et al., 2005), it was felt recruiting a number of participants in each school would allow a more detailed account of how secondary school staff make sense of successfully supporting pupils exhibiting EBSR, to be generated. Therefore, the SENCOs and Inclusion Manager of the recruited schools were asked to identify up to three key members of staff who supported the EBSR who might be willing to share their experiences as part of the study. This could include themselves.

The SENCOs and Inclusion Manager were then given recruitment letters to pass on to the members of staff identified (see appendix 8.4), providing them with information on the study, the data collection process and reminding them of the voluntary nature of their participation. This letter also asked potential participants to

send written confirmation of their willingness to take part in the study to the researcher.

Upon gaining confirmation of participants' willingness to take part in the study, and the consent of parents/carers of the pupil exhibiting EBSR for the interviews to take place, the author contacted school staff to arrange a time and place to hold semi-structured interviews.

3.5.2.4 Parents/Carers of Pupils exhibiting EBSR

It was felt it would be unethical to hold interviews about a young person without gaining consent for this to happen. The decision was made to seek the consent of the parents/carers, as opposed to the young people themselves as previous research into EBSR such as that by Gregory and Purcell (2014)and Shilvock (2010) noted that when asked to discuss their EBSR a number of young people were reluctant as they found recalling this to be anxiety provoking. This suggests reminding young people of this challenging time in their lives may be sensitive and unethical.

Parents/ carers of the pupils exhibiting EBSR identified were sent a letter from the author via the school including information on the study, data collection procedures and the anonymised reporting of results (see appendix 8.5). The letter asked them to fill in an attached form indicating their consent for discussions around their child's experience to take place. Three consent forms were returned from the parents/carers of three young people. One consent form was not returned and therefore one school was not used in the present study.

3.5.2.5 Final Sample

Participants from three secondary schools made up the final sample of eight participants who met with the criteria outlined in section 3.6.1.1. Three participants were recruited from schools one and three, and two participants were recruited from school two. Although this can be considered to be a fairly small sample, the number of participants follows the ideographic assumptions of IPA, that a rich account of individual experience is of more use in understanding how a specific group makes

sense of a phenomena than information from a larger sample which is analysed, relatively to the sample size, with less rigour (Smith & Osborn, 2003).

All participants and the pupils exhibiting EBSR at the core of the interviews were given pseudonyms to protect their anonymity. Table 3.1 provides information on the young people discussed and table 3.2 includes a brief description of each participant.

School	Pseudonym	School Year at Time of EBSR	School Year at Time of the Study	Length of Time Described as an EBSR	Length of Time Having Sustained an Increased Level of Attendance
One	Luke	10	11	15 Months	8 Months
Two	Tabitha	7	8	10 Months	7 Months
Three	Harriet	7	8	10 Months	8 Months

Table 3. 1 A table illustrating key information around the young people discussed by participants

School	Pseudonym	Role	Involved with Young Person Prior to EBSR?
One	Darren	Head of Year	No
	Carrie	Education Welfare Officer	No
	Jane	Inclusion Manager	No
Two	Elise	SENCO	Yes
	Jessica	Safeguarding and Welfare Officer	No
Three	Grace	SENCO	No
	Mike	Head of House	No
	Rachel	Pastoral Manager	No

Table 3. 2 A table illustrating key information around the participants in the current study

3.5.3 Ethical Considerations

Numerous ethical considerations were applied when planning and carrying out the current study, with reference to the British Psychological Society's (BPS) Code of Ethics and Conduct (2018), the BPS Code of Human Research Ethics (2014) and the Health and Care Professions Council's Standards of Conduct Performance and Ethics (2016). Additionally, this study was granted ethical approval by the University of Nottingham School of Psychology Ethics Committee on the 16th April 2018 (see appendix 8.6).

Key ethical considerations were around informed consent, confidentiality, anonymity, withdrawal, the potential for harm and the information shared in the pen portraits of the participants and the pupils discussed with participants.

3.5.3.1 Informed Consent

All potential participants received a recruitment letter (see appendix 8.4) which provided a brief outline of the study and the data collection procedure. Participants were asked to respond to this letter if they wished to take part in the study. Before

beginning the interviews, a discussion was held between the researcher and each participant providing them with information on the topics covered in the interview, how confidentiality and anonymity would be maintained, their right to stop the interview at any time and their right to withdraw from the study. Here, participants were given the opportunity to ask questions.

Participants were given an information sheet (see appendix 8.7) providing further details on the study. They were given time to read this sheet before again being invited to ask questions. Consent forms (see appendix 8.8) were given to participants to read and sign if they agreed to take part in the study. These asked participants to state if they understood the information sheet, had the opportunity to ask questions and were aware of their right to withdraw, and to indicate they gave permission for the interview to be audio recorded and shared with others when anonymised. Participants were also given the opportunity to review the transcription of their interview before the data were analysed.

Parents/carers of the young people discussed in the interviews were contacted prior to arranging interviews with participants (see appendix 8.5). Here they were given information on the study and were asked to return a form indicating their consent for discussions around their child to take place. Interviews did not take place until parental consent was obtained.

3.5.3.2 Confidentiality

Interviews were audio-recorded on two digital recording devices and stored in a password protected folder on an encrypted memory stick to ensure confidentiality. On completion of the author's doctoral training these files will be destroyed. Consent forms for each participant were stored in a locked drawer to further ensure confidentiality.

3.5.3.3 Anonymity

Personal data including the names of participants, the names of the young people discussed and any other unique information about schools that was shared in the

interviews was anonymised or omitted during the transcription process. Participants and young people were given pseudonyms to ensure their anonymity.

3.5.3.4 Potential for Harm

Although it was perceived the risk of harm to participants in this study was minimal the researcher was mindful that potentially sensitive topics of conversation around EBSR may arise during the discussion which may provoke stress or the recall of unpleasant memories. In order to account for this, the researcher reminded participants that if they felt uncomfortable during the interview, they were free to stop the conversation at any point, during a discussion prior to the interview. They were also reminded of their right to withdraw from the study throughout the recruitment and data collection process. Participants were given a debrief form (see appendix 8.9) informing them of the contact details of the researcher and her research supervisor and reminding them that if following their participation in the study they felt distressed they could contact the researcher or their line manager around professional issues. Details of the Samaritans were also given to be used by participants if they felt they required additional emotional support.

3.5.3.5 Right to Withdraw

Participants identified by the SENCOs and Inclusion Manager of the recruited schools were reminded of the voluntary nature of their participation in the recruitment letter (see appendix 8.4). Additionally, participants were informed of their right to withdraw from the study before the interview in a discussion with the researcher and in an information sheet (see appendix 8.7) and following the interview in the debrief form (see appendix 8.9).

3.5.3.6 Pen Portraits

Pen portraits of the participants and the pupils discussed by the participants are presented in sections 4.2 and 4.3 in order to provide the reader with a more in-depth understanding of these individuals. All of the information presented in the pen portraits of the participants and the pupils discussed has been taken directly from the interviews with participants. Care was taken to ensure that it is clear that the

information presented in the pen portraits was shared by participants by using language such as “it was reported that”.

3.5.4 Data Collection

3.5.4.1 Semi-Structured Interviews

Semi-structured interviews can be defined as a fluid discussion based around a set of open questions, which generate rich detailed data (Dearnley, 2005; DiCicco-Bloom & Crabtree, 2006). This form of interview provides a framework for the interview process as researchers have pre-defined questions which act as a catalyst to guide conversation yet gives researchers the autonomy to explore emergent themes. This allows a full account to be obtained that is not limited by the boundaries of a fixed interview schedule (Smith, 2017). Semi-structured interviews mainly utilise open questions as they encourage participants to feel able to provide in-depth narratives around the topic of conversation (Whiting, 2008).

Semi-structured interviews are considered to be the exemplary method of data collection in IPA (Smith & Osborn, 2003) and are subsequently the most commonly used method of doing so (Smith, 2017). IPA requires accounts from participants to be detailed, in-depth and personal (Smith, 2011) and therefore it was decided that semi-structured interviews would be used in the present study. This decision was made as through both asking participants pre-defined open-questions and exploring emergent themes it was felt a rich and detailed account of participants’ perceived experience of supporting an EBSR to attend school more regularly would be generated.

Although semi-structured interviews are the most frequently used method of data collection in IPA, literature around IPA has highlighted the utility of focus groups, diary entries and unstructured interviews as potential methods of data collection (Smith, 2017). The researcher considered the use of unstructured interviews, that is interviews which are not guided by pre-determined questions (Whiting, 2008), in the present study in order to encourage participants to tell their story how they would naturally, with no prompts. However, it was decided that although this could be considered a more natural method of data collection, semi-structured interviews would allow the interviewer to probe deeper into emergent themes and encourage

participants to explore and explain parts of their experience they may have forgotten or omitted without prompting, therefore generating fuller and richer accounts.

3.5.4.2 Developing the Semi-Structured Interview Schedule

The semi-structured interview schedule utilised in the present study (see appendix 8.10) was developed with reference to Smith et al's. (2009) guidance. Smith et al. (2009) suggest that in IPA, interviewers must not ask the research question directly, but instead focus on key topic areas which encourage the most detailed account to be given which, when analysed, can provide the most extensive response to the research question. Key topics relating to the research question explored in the current study were: the role of the participants within school, the relationship between participants and the young person of focus, the school's approach to EBSR, participants' feelings during the young person's EBSR, the events leading up to the young person attending school more regularly and supportive factors in the young person attending school more regularly. It was hoped these topics would provide a full and detailed account of participants' experiences. Questions were generated around each of these topics with reference to the principles of positive psychology, along with prompts such as *"could you tell me a bit more about that"* to elicit further discussion from participants.

The questions generated were open in nature in order to encourage participants to share more in-depth narratives (Whiting, 2008) and in line with the guidance of Smith et al. (2009). They included a combination of narrative, descriptive, evaluative and circular questioning styles. Additionally, following the assumptions of positive psychology most questions had a focus on drawing out a narrative around what went well for the young person of focus (Seligman & Csikszentmihalyi, 2000). The interview schedule began with a descriptive question which encouraged a longer narrative. This was done in light of the suggestions of Smith et al. (2009) that beginning an interview with descriptive question which requires little analysis from the participant encourages them to feel comfortable and Reid et al. (2005) who suggested beginning the interview with a simple and descriptive question allows rapport to be built between the participant and interviewer.

The interview was amended and redrafted 9 times before the final schedule was produced, in response to discussions between the author and her first and second research supervisors and the outcomes of a pilot interview carried out with a colleague from the researcher's Educational Psychology Team. Key areas of focus during the development of the semi-structured interview schedule were ensuring questions were appropriately *open* so as to elicit the most in-depth responses, developing appropriate prompts and generating questions which covered all pre-identified key topic areas.

3.5.4.3 Carrying Out the Semi-Structured Interviews

Participants were contacted to identify a date and time to hold the semi-structured interviews. The interviews were all held in the recruited schools in a quiet location of the participant's choosing, as it was felt this would increase their comfort levels (Smith et al., 2009). Before beginning the interviews, a discussion was held with participants to build rapport and provide information around the study and their ethical rights and an opportunity for questions was given. Following this, participants were given an information sheet (see appendix 8.7) and time to read this and ask questions before receiving a consent form (see appendix 8.8) to read, complete and sign before returning to the researcher.

After gaining informed consent the interviews began. Here the conversation was guided by the semi-structured interview schedule (see appendix 8.10) with emerging themes deviating from the interview schedule also being explored. Interviews were recorded on two audio recording devices and lasted between 35 minutes and 2 hours. At the close of the interviews participants were asked if they had any questions and were given a debrief form (see appendix 8.9) providing information on the study, their right to withdraw and their opportunity to review the transcript of their interview. Following the interviews the audio files were transferred to an encrypted memory stick and deleted from the audio recording devices.

3.5.4.4 Transcribing the Semi-Structured Interviews

The interviews were transcribed verbatim by the researcher, allowing initial immersion in the data to take place before analysis. At this point pseudonyms were

given to participants, young people discussed, and schools and any identifying information was anonymised or omitted. Line numbered transcripts were generated for each participant which, as IPA is concerned primarily with the content of a conversation (Smith et al., 2009), included information on notable non-verbal's only, such as long pauses, laughter and crying.

3.5.5.5 Data Analysis

IPA accepts that data analysis is subjective and a personal process for the researcher and therefore has been described as largely non-prescriptive and flexible (Reid et al., 2005). However, there are some commonalities within the data analysis procedure (Smith & Osborn, 2003). Therefore, the current study followed the procedure for analysis outlined by Smith et al. (2009). The six-stage procedure followed in the present study is detailed below in table 3.3, this procedure assumes interviews will be analysed one at a time.

Stage	Actions
Reading and Re-Reading	• Become immersed in the data the experience of each participant • Read each transcript twice while listening to the audio recordings and then read the transcripts a further two times to become familiar with their content
Initial Noting	• Note observations and interesting features within the transcripts at an exploratory level • Complete this initial analysis line by line placing notes in a right-hand column • Focus initial noting on three key areas: descriptive comments, linguistic comments and conceptual comments • *Descriptive comments:* focussed on the content; key words, phrases and explanations used by participants to highlight what matters to them and structure their thoughts and experiences • *Linguistic comments:* focussed on participants use of language and their presentation of meaning and experience through language or notable non-verbal utterances • *Conceptual comments:* a more interpretive focus on participants overarching understanding of the experience they are sharing
Developing Emergent Themes	• Look for emergent themes within the initial notes by identifying connections and patterns

	• Focus on small sections of the transcripts in which themes are emergent • Search for themes chronologically and note them in a column to the left of the transcription • Produce a short, concise statement of what was considered important during initial noting to explain the emergent theme
Searching for Connections Across Emergent Themes	• Mapping how themes fit together by noting patterns to create superordinate themes • Cluster emergent themes into superordinate themes using a large piece of paper and sticky notes so the themes can be moved around, changed and grouped • Not all emergent themes must be encapsulated within a larger theme • Organise themes in a number of ways to ensure the analysis is of a high level and the researcher feels the superordinate themes are representative of the transcript and emergent themes • Create a table of themes with emerging themes listed underneath their associated superordinate theme along with details of the line number the theme emerged from and illustrative quotations
Moving to the Next Case	• Move on to the next participants transcript and repeat stages 1-4

	• Consider each new case as individual and generate themes as in starting a fresh, attempting to not be influenced by the themes of another transcript
Looking for Patterns Across Cases	• Consider connections and patterns in themes between each case • Generate a master table of common themes for the group of participants

Table 3. 3 A table to show the data analysis procedure used in the present study as outlined by Smith et al. (2009)

3.6 Quality in Qualitative Research

In more recent years there has been a vast increase in the acceptance of qualitative research as making a valuable contribution to our knowledge and understanding of endless areas of study (Collingridge & Gantt, 2008). Despite this, academics have struggled to define criteria which measures the quality of qualitative research, a complex task given the flexibility of many qualitative methods (Rolfe, 2006; Yardley, 2000). The need for criteria to evaluate the quality of qualitative research has been great, as historically many qualitative studies have been subject to scrutiny when using criteria generated specifically for the evaluation of quantitative research, consequently resulting in the quality of qualitative studies being deemed as poor (Yardley, 2000).

3.6.1 Challenging Quantitative Research Criteria

It has been argued that when conducting research using qualitative methods, considerations made when ensuring its quality should differ from those made when completing a quantitative study, reflecting the assumptions of the paradigm the research is located within (Merriam, 1995). The standards of good research within different research paradigms differ widely and therefore to appraise a study within one research paradigm from the perspective of another is inappropriate (Collingridge & Gantt, 2008). Traditional criteria used to evaluate research was developed in response to quantitative studies and includes considerations around reliability, validity, sampling and generalisability (Collingridge & Gantt, 2008). Although useful when appraising the robustness of a quantitative study these standards are not applicable to qualitative research (Golafshani, 2003). This is illustrated through considerations made around sampling as traditional criteria suggests gold standard research uses large, randomly selected samples to increase the generalisability of a study (Collingridge & Gantt, 2008). In contrast, in order to be able to complete an in-depth analysis qualitative studies often recruit small samples and select participants purposely (Yardley, 2000). Therefore, a qualitative study with a small purposefully selected sample would be considered as weak in terms of traditional criteria for assessing sampling quality. Considering this, the current study has rejected traditional criteria for evaluating the quality of a study.

3.6.2 Challenges in Evaluating Qualitative Research

Although traditional approaches to evaluating the quality of research are not suitable when considering qualitative studies (Golafshani, 2003), it is important that they are subject to scrutiny to ensure they are of a good standard (Yardley, 2000). Evaluating qualitative research can be challenging due to the vast array of qualitative methods built upon different philosophical groundings and assumptions and the flexible nature of these approaches (Yardley, 2000). Despite this, a number of academics have generated flexible criteria open to interpretation and the differing assumptions of qualitative approaches.

3.6.3 Yardley's (2000) Criteria for Evaluating Qualitative Research

In order to utilise the most appropriate criteria for evaluating the present study the author considered a number of frameworks such as those generated by Mays and Pope (2000), Tracy (2010) and Patton (1999). Yardley's (2000) criteria for evaluating qualitative research was considered to be the most appropriate for the present study due to the flexibility of the four broad criteria which the assumptions of good IPA fit within. Additionally, Smith et al. (2009) suggested this approach as suitable for IPA, further influencing the author's decision. Yardley's (2000) criteria is presented in detail below.

3.6.3.1 Sensitivity to Context

Yardly (2000) suggested qualitative studies should fit within the base of literature they are located within; show an awareness of and a grounding in the existing empirical and theoretical research around their area of focus and the chosen methodology; be mindful of the socio-cultural influences on the outcomes of the study; and be aware of the impact of a power imbalance between the participant and researcher.

In order to ensure the present study is sensitive to the context it is seated within, the researcher immersed herself in the current base of literature around EBSR, positive psychology and IPA. This allowed it to be established that this study fit the gaps within the current research and that IPA was the best fit for the research question.

In order to understand the socio-cultural influences on the study, the researcher completed wider reading around the current prevalence and policy around school refusal and persistent absence in the UK. Additionally, the researcher sought to gain an understanding of the roles and responsibilities of each participant within secondary schools and reflected on her awareness, informed by her role as TEP within an LA, of the socio-cultural climate of each secondary school during the analysis phase of the study.

The researcher also endeavoured to consider the needs of the participants and the relationship between herself and participants by completing a number of actions. Participants were asked to identify a setting within the school they would like the interview to take place to increase their comfort levels and were told the approximate length of the interview in advance to give them time to process this. An informal discussion was held with participants prior to the beginning of the interview, allowing rapport to be built. Finally, during the analysis phase of the study the relationship between the researcher and participants was reflected on. The researcher's gender, age, current job role and previous job role as a Teaching Assistant were taken into account here as characteristics that may have influenced the balance of power within the relationships.

3.6.3.2 Commitment and Rigour

Yardley (2002) suggested that commitment refers to a researcher's engagement with the topic of study and competence in using their chosen methodology and rigour the 'completeness' of the collection and analysis of data. That is, the collection of the most relevant data in light of the research question and a thorough and in-depth analysis of this data allowing the research question to be responded to effectively.

It is felt that as the researcher chose a topic of great personal and professional interest and endeavoured to immerse herself in relevant literature throughout the research process her engagement with the area of study is clearly illustrated. Additionally, the author's commitment to the current research is highlighted in her immersion in both literature on, and studies using IPA in order to become familiar

with the methodology, and her close following of Smith et al.'s (2009) guidelines for IPA during analysis.

In order to ensure this study was rigorous in nature the researcher created and used an interview schedule to guide the discussion during the semi-structured interviews; recruited a homogeneous sample of participants who all shared the experience of supporting an EBSR; endeavoured to gain a thorough understanding of the process of data analysis in IPA; immersed herself in the data collected through listening to and reading the transcripts of each interview multiple times; and offered participants the opportunity to read the transcription of their own interview to ensure their perceptions were accurately captured.

3.6.3.3 Transparency and Coherence

In order to be considered as transparent a study must clearly detail all elements of the data collection and analysis procedure; share all aspects of the research process and acknowledge the impact the researchers own views and perceptions may have had on the study (Yardly, 2000). Coherence is the level to which the argument presented in the write up of a study is clear, understandable and convincing (Yardley, 2000).

In line with the assumptions of transparency and coherence the author describes all actions and steps taken during the data collection and analysis stages of the research process within this write up of the study; provides examples of raw data within the write up and in the appendices; describes the decision-making process that led to IPA being selected as the best fit for this study; and adopts a reflexive stance at all times during the research process.

3.6.3.4 Impact and Importance

Impact and importance refers to the relevance and utility of a piece of research; theoretically, practically and socio-culturally (Yardley, 2000). As discussed in section 1.3 the levels of EBSR are currently high in the LA the author works within. Therefore, it is felt this research is relevant and useful for the LA when considering how to support these young people. At a national level, as mentioned in section 1.3 persistent absence from school, which includes EBSR, is an area of interest and

focus for the UK Department of Education, emphasising the wider relevance of this research. Finally, the current research addresses a gap within the current literature exploring EBSR, adding relevant and new information to this base of literature.

4. Findings

4.1 Reflections on Data Analysis

The data collected in the interviews was analysed following the process outlined in section 3.5.3.5. As previously mentioned, researcher reflexivity is an important element in qualitative research, as by acknowledging the influence of the researcher on the research process the credibility of a study is increased (Berger, 2015). It was therefore felt that it was important to reflect on the researcher's experience of the analysis at each stage, in order to ensure the reader is aware of the researcher's position within each stage of analysis and how their experiences may have impacted upon the results.

4.1.1 Reading and Re-Reading

At this stage of analysis, the researcher was focussed on immersing herself in the data and each participant's individual experience. When doing this the researcher attempted to separate herself from her knowledge of the analysis process and instead concentrate on getting to know the raw data transcription, developing an awareness of the nature of each participant's experience as a whole.

The researcher found this to be a helpful activity as it allowed her to feel confident in her interpretation of each participants experience before engaging in deeper analysis.

Extracts of the raw data gathered in each interview and transcribed are accessible in appendix 8.11.

4.1.2 Initial Noting

Here, the researcher read the transcriptions line by line, considering descriptive, linguistic and more conceptual comments that could be made for each line. The author felt this increased the detailed nature of the analysis. After completing line by line noting the author read each section of speech by the participant and researcher as a whole and made any further descriptive, linguistic or conceptual comments which came to light. This increased a sense of richness in the analysis.

The researcher found this activity to be helpful in increasing her engagement with each interview as considering each line of the transcript in detail encouraged a focus

on the deeper meaning of the text. This was a time-consuming process which required high levels of focus. Despite this, the author felt this was a useful stage in the analysis process as through noting reflections on the data potential themes began to emerge.

4.1.3 Developing Emergent Themes

Here the researcher focussed on the initial noting when developing emergent themes before referring back to the raw data. This was important as it allowed the author to ensure the initial notes embodied the message she hoped they would convey. The researcher then attempted to label discrete sections of text which could be clustered together, using her initial notes, to generate emergent themes.

Initially, the author found it difficult to ensure the description of emergent themes was both concise and representative of the section of text. A further difficulty was ensuring emergent themes weren't being repeated throughout the text for ease if they did not fully capture the meaning of the raw data and initial noting.

Examples of the data with initial noting and emergent themes are presented for each interview in appendix 8.12

4.1.4 Searching for Connections Across Emergent Themes

At this stage, the author wrote each emergent theme on a post-it and laid them on large paper. The emergent themes were then moved around and grouped to represent connections that had been spotted between them, creating superordinate themes. Once clusters of emergent themes had been created the author mixed up the post-its and repeated this process to check she identified the same superordinate themes. It was felt this added to the credibility of the research.

At this point, the author typed up the superordinate themes with quotes to represent each emergent theme within them and named them. These documents were then read to ensure the author felt the emergent themes had been clustered together to create relevant and pertinent superordinate themes. The addition of quotations here was helpful as the author was able to consider if they were accurately represented by the superordinate theme.

When analysing the first interview a large number of emergent themes were generated initially, questioning the quality of the analysis. This encouraged the author to repeat the process of identifying emergent themes. The researcher found fewer emergent themes as she became practiced in this stage of analysis, which were deemed to be a more accurate representation of the text.

Figure 4.1 and figure 4.2 illustrate how superordinate themes were generated during this stage of analysis.



Figure 4. 1 An image of all emergent themes for an interview placed on a flat surface to be organised into superordinate themes



Figure 4. 2 An image of emergent themes for an interview clustered into superordinate themes

4.1.5 Moving to the Next Case

The author endeavoured to ensure the analysis process was kept the same for each account analysed and was not biased towards generating findings complementing the interviews analysed previously. The researcher experienced some difficulty doing this, finding it hard to separate herself from themes identified in previous accounts. The analysis process felt easier and more streamlined as the researcher moved through the accounts and became more practiced in IPA.

4.1.6 Looking for Patterns Across Cases

At this stage, the author wrote all superordinate themes from each interview on post-its and placed them on a large piece of paper. The superordinate themes were then studied for patterns and connections between them to create master themes. Following this, the superordinate themes were mixed up and the process was repeated to ensure the same master themes were generated, increasing the credibility of the findings.

The master themes were then typed up with their underpinning superordinate themes, emergent themes and quotes from all of the accounts. These were then studied to ensure the author felt the master themes represented both the experiences of individual participants and more higher order themes.

Figures 4.3 and 4.4 illustrate how master themes were generated at this stage of analysis. Details of master themes with their underpinning superordinate themes and emergent themes are presented in appendix 8.13 along with illustrative quotations from the interviews.

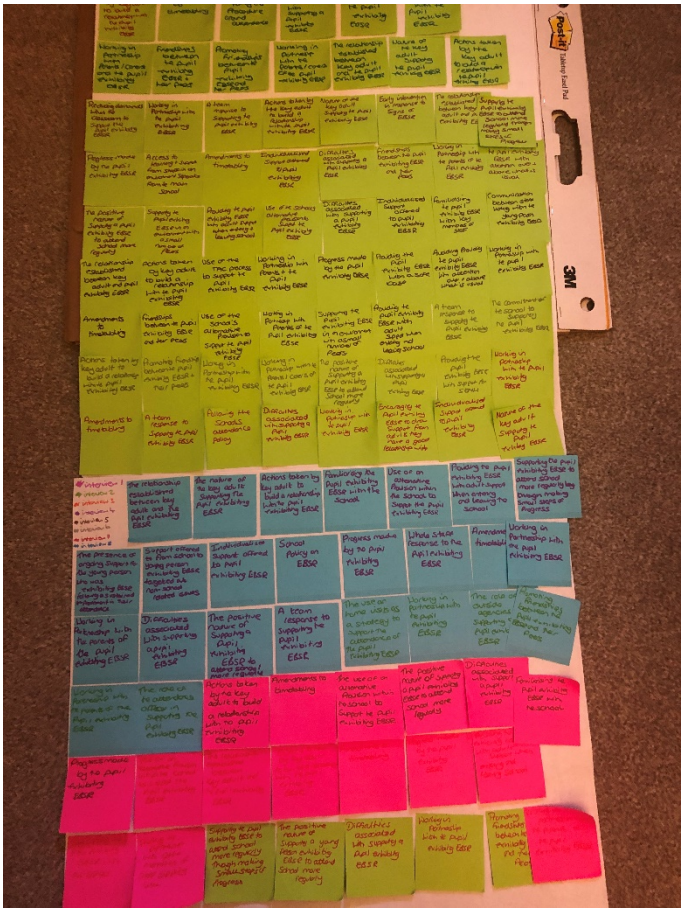


Figure 4. 3 An image of all superordinate themes from the interviews placed on a flat surface to be organised into master themes

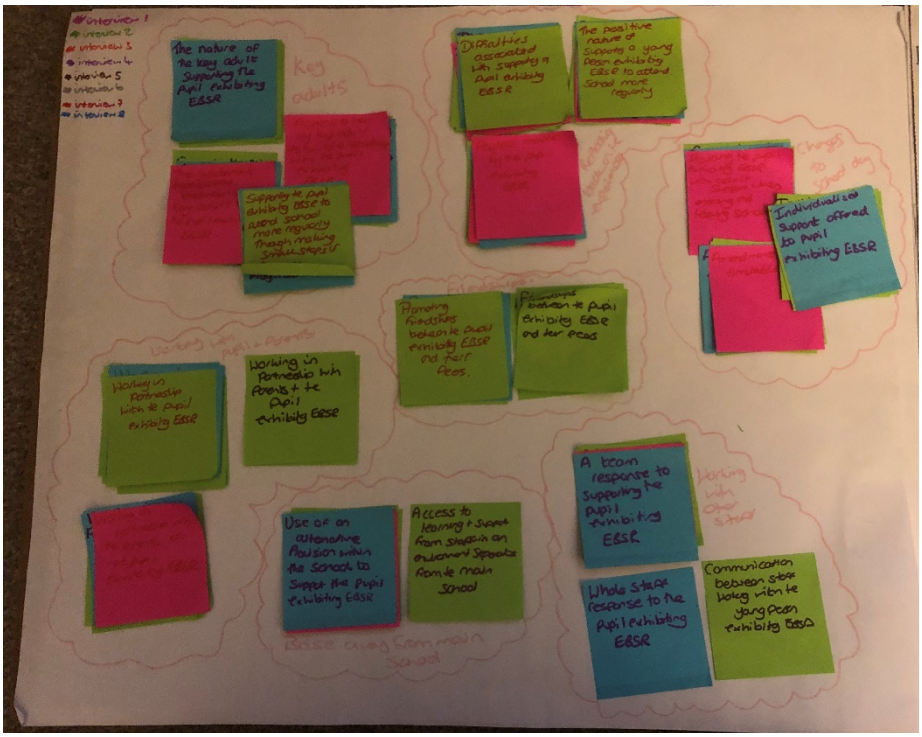


Figure 4. 4 An image of superordinate themes for each interview clustered into master themes

4.2 A Pen Portrait of the Pupils Discussed in the Interviews

A pen portrait of the three pupils discussed in the interviews is provided below to provide some additional context to the findings discussed in this chapter. The information presented in the following pen portraits was taken directly from the interviews held with participants.

4.2.1 Luke (School One)

At the time of the interviews Luke was in Year eleven of School One. He joined this school in the October of year ten following a period of bullying at his previous school. Towards the end of his time at his previous school he began struggling to attend school on an emotional basis and requested to move to a different provision. Luke did not arrive at School One on his agreed starting date and continued to exhibit EBSR until the October of year eleven at which point he was able to sustain an increased level of attendance. At the time of the interviews Luke was attending school full time.

Luke was described by staff as a sensitive and shy young person. It was suggested he is well-mannered and polite and has formed strong, genuine bonds with staff. It was suggested that following his beginning School One Luke struggled to develop friendships, possibly because he felt nervous around other teenagers. However, at the time of the interviews Luke had developed and maintained a small group of close friends in school. Participants suggested Luke loves football and many of his relationships with staff and pupils had been built upon a shared interest in this. Luke lives with his mum and younger sister. His parents separated when he was younger and Luke's contact with his dad is sporadic.

4.2.2 Tabitha (School Two)

At the time of the interviews Tabitha was in Year eight of school Two. Tabitha joined School Two at the beginning of year seven. Around this time a close family member with mental health challenges attempted suicide. This was a difficult time for Tabitha and shortly after this she began exhibiting EBSR. Tabitha continued to exhibit EBSR until the November of year eight at which point, she was able to sustain an increased level of attendance. At the time of the interviews, Tabitha's attendance was at 93%.

Tabitha was reported to be a shy young person who dislikes being the centre of attention. Participants suggested she loves experiencing success in the classroom and working in classes with peers she trusts. Tabitha made a group of close friends when she began attending School Two in year seven and has maintained these friendships over her time at the school. Tabitha lives with her mum, dad and older sister who also exhibited EBSR in the past, leading her parents to make the decision to home educate her.

4.2.3 Harriet (School Three)

At the time of the interviews Harriet was in Year eight of School Three. She began attending School Three in the October of year seven following a period of bullying at her previous school which encouraged her grandmother to make the decision to change her provision. Harriet began exhibiting EBSR around two months after beginning School Three, following a falling out with her close friend, and continued to exhibit EBSR until the October of year 8 when she developed a new friendship

with a peer who supported her to come into school. At the time of the interviews Harriet's attendance was at 95%.

Harriet was reported to be a friendly young person who places a great deal of importance on friendships. Despite this, her friendships were described as turbulent and characterised by regular arguments. Harriet's attendance often appears to reflect her friendships, increasing when she is getting on well with her peers. Harriet reportedly struggles with self-esteem and managing anxiety and has engaged in some risk-taking behaviours. She lives with her grandmother as her parents were unable to look after her when she was younger. Harriet's grandfather passed away shortly after her beginning School Three.

4.3 A Pen Portrait of Participants

In line with the ideographic nature of IPA, pen portraits of each participant are presented below along with reflections from their interviews. All information presented in the following pen portraits is taken directly from the interviews undertaken with the participants. Although the master themes discussed subsequently provide more generalised claims based on commonalities between the interviews, inferences made can be traced back to the individual interviews informing them.

4.3.1 School One

4.3.1.1 Darren

Darren is a Head of Year in School One. He first became involved with Luke when he was not yet his Head of Year, in response to the request of female attendance officers visiting Luke's home for a male member of staff to accompany them. Darren reported he built a strong and genuine bond with Luke over his time working with him, emerging from their shared passion for football.

Darren's interview was detailed and remained positive and upbeat throughout. He spoke about Luke in a way that expressed his genuine liking of the pupil and a sense of pride for his role in supporting him to attend school more regularly. Darren took care to recall the details he felt were most important in his story of working with

Luke and was realistic about the difficulties faced on this journey. Pertinent themes within Darren's account were around his relationship with Luke, the actions he took to build this relationship and the role of the school's alternative provision in supporting Luke to attend school more regularly.

4.3.1.2 Carrie

Carrie is an Education Welfare Officer in School One, a role which encompasses monitoring and managing pupil's attendance. Carrie's involvement with Luke began when he joined School One and was exhibiting EBSR. Her role in supporting Luke was formal in nature, and although she reported she had a friendly relationship with Luke, she suggested he was more open with other members of staff with whom he had been able to form a stronger bond. As Luke's attendance increased, Carrie gradually withdrew her involvement with him and at the time of the interview was no longer actively supporting him.

Carrie's interview was detailed, formal and focussed on the facts around the support provided to Luke. Resonant themes within Carrie's account were around the role of others in supporting Luke, the use of the school's alternative provision to support him and the significant progress made by Luke over his time attending School One.

4.3.1.3 Jane

Jane is the Inclusion Manager of School One and manages the school's alternative provision. She became involved with Luke when it was suggested he may benefit from attending the alternative provision as a gateway into the main school. Luke was the first pupil exhibiting EBSR Jane supported, however the success he experienced has encouraged the school's senior leadership team to change the focus of the alternative provision to supporting pupils who are struggling to attend school alongside those who are at risk of exclusion. Jane reported she has a close bond with Luke which is like family.

Jane's interview was highly emotive and she became tearful on a number of occasions when reflecting on the progress made by Luke and her sense of pride towards him. She told her story of supporting Luke in a detailed manner, taking care to recall all the details she felt were important. Her genuine care for Luke and

passion for his success came through throughout the interview and significant themes were around her role as a key adult and the positive nature of her experience.

4.3.2 School Two

4.3.2.1 Elise

Elise is the SENCO and Head of Additional Needs in School Two. She became involved with Tabitha before she began exhibiting EBSR when supporting her to develop her literacy skills. Elise feels she has a positive relationship with Tabitha which has developed since she began exhibiting EBSR when she was provided with a safe-base in the learning support department.

Elise's interview was detailed and provided a chronological explanation of her experience of supporting Tabitha to attend school more regularly. Pertinent themes were around her role as a key adult for Tabitha and the importance of providing Tabitha with a safe-base away from the main school building.

4.3.2.2 Jessica

Jessica is a Safeguarding and Welfare Officer at School Two and began this role after Tabitha had begun exhibiting EBSR. Jessica reported she has a strong relationship with Tabitha and her mother and has played a role in bridging lines of communication between Tabitha's home and school.

Jessica's interview reflected the positive and more difficult elements of supporting Tabitha. Her positive relationship with Tabitha came across during the interview and she was able to provide a detailed account of the support she and other members of staff offered to Tabitha. Key themes within this interview were the difficulties associated with supporting Tabitha, the role of the school's alternative provision in supporting Tabitha to attend school more regularly and the development of their relationship.

4.3.3 School Three

4.3.3.1 Grace

Grace is the SENCO in School Three and was not involved with Harriet before she began exhibiting EBSR. Grace met Harriet when she was asked for advice regarding building her self-esteem. Although she suggested the relationship between Harriet and herself was good, she reported Harriet had a better and more open bond with other key adults.

Grace's interview was positive in nature and her passion for supporting pupils like Harriet was evident throughout. Prominent themes within this interview were working in partnership with Harriet and her grandmother.

4.3.3.2 Mike

Mike is head of Harriet's house in School Three. He came into this role after Harriet had begun exhibiting EBSR and was focussed on supporting her before he officially began the role, following his examination of attendance data. Mike has taken a more formal role in supporting Harriet, following the school's attendance policy. Mike reported he attempted to develop a strong relationship with Harriet however she was distant and shy towards him. He has therefore worked to guide Harriet towards the key adults she has a good relationship with when she needs time to talk.

During his interview Mike was focussed on discussing his experience of supporting Harriet in light of his understanding of the government legislation around persistent absence and the school's attendance policy. Mike was reflective during the interview and provided a balanced account of his perception of the positive impact he had on Harriet and actions he took which were less effective. Key themes within Mike's interview were the difficulties associated with supporting Harriet and the individualised support offered to pupil's exhibiting EBSR.

4.3.3.3 Rachel

Rachel is a pastoral manager in School Three who became involved in supporting Harriet after she began exhibiting EBSR. Rachel reported she has a strong relationship with Harriet and has a genuine like for the pupil. Multiple participants

suggested she is the adult Harriet is closest to in school and therefore staff encourage Harriet to visit Rachel.

Rachel's interview was emotional at points and she expressed a sense of empathy towards Harriet. Rachel provides a detailed account of her experience of supporting Harriet where both her focus on the school's attendance policy and her dedication to supporting Harriet are explored. Key themes within this interview were the relationship established between Harriet and Rachel and the impact of positive peer relationships on Harriet's attendance.

4.4 Master Themes

Master themes were produced by identifying connections between the superordinate themes for each participant which allowed common themes to be identified. This was done in order to move the analysis beyond considering the meanings individual participants placed on their experiences to a deeper more theoretical interpretation of the experiences of school staff in supporting young people exhibiting EBSR to attend school more regularly. This method of identifying master themes is in line with the ideographic assumptions of IPA as it allows higher order themes to be identified which can be traced back to the superordinate themes generated for individual participants (Smith et al., 2009). In line with Smith et al's. (2009) guidance for identifying master themes which are both representative of the views of individual participants and the wider consensus within the group it was decided that in order to become a master theme superordinate themes needed to be shared by at least 50% of participants.

Seven master themes were identified. Three of the participants shared all seven of the master themes, two shared six of the master themes and three shared five of the master themes. Each master theme is presented in table 4.1 along with its frequency within the accounts of each individual participant. The superordinate themes clustered to form each master theme are presented in table 4.2.

Master Theme	Darren	Carrie	Jane	Elise	Jessica	Grace	Mike	Rachel	Present in over 50% of interviews in line with the guidance of Smith et al. (2009)
Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds: The presence of key adult support for the young person exhibiting EBSR	✓	✓	✓	✓	✓	✓	✓	✓	✓
Him working with us has helped him to get where he is today:	✓	✓	✓	✓	✓	✓	✓	✓	✓

Working in partnership with the pupil exhibiting EBSR and their parents/carers									
He felt safer there: Providing the pupil exhibiting EBSR with a base away from the main school building	✓	✓	✓	✓	✓				✓
I've never worked in a school where staff work as hard as they work here: Working in partnership with school staff	✓		✓	✓	✓	✓	✓		✓
She likes the fact that they check if she's in: The pupil exhibiting EBSR's		✓	✓	✓	✓	✓		✓	✓

access to peer support									
It's been slow and sometimes really painful but it's always been steady: The emotional impact of supporting a pupil exhibiting EBSR	✓	✓	✓	✓	✓	✓	✓	✓	✓
I try and keep things as flexible as possible: Amending the usual school day in light of the individual needs of the pupil exhibiting EBSR	✓	✓	✓	✓	✓		✓	✓	✓

Table 4. 1 A table illustrating the seven master themes and their frequency across participants

Master Theme	Superordinate Theme
Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds: The presence of key adult support for the pupil exhibiting EBSR	• The relationship established between the key adult and the pupil exhibiting EBSR • The nature of the key adult supporting the pupil exhibiting EBSR • Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR
Him working with us has helped him to get where he is today: Working in partnership with the pupil exhibiting EBSR and their parents/carers	• Working in partnership with the pupil exhibiting EBSR • Working in partnership with the parents of the pupil exhibiting EBSR
He felt safer there: Providing the pupil exhibiting EBSR with a base away from the main school building	• Use of the school's alternative provision to support the pupil exhibiting EBSR • Access to learning and support from staff in an environment separate from the main school
I've never worked in a school where staff work as hard as they work here: Working in partnership with school staff	• A team response to supporting the pupil exhibiting EBSR • Communication between staff working with the pupil exhibiting EBSR
She likes the fact that they check if she's in: The pupil exhibiting EBSR's access to peer support	• Promoting friendships between the pupil exhibiting EBSR and their peers

	• Supportive friendships between the pupil exhibiting EBSR and their peers
It's been slow and sometimes really painful but it's always been steady: The emotional impact of supporting a pupil exhibiting EBSR	• The positive nature of supporting a pupil exhibiting EBSR to attend school more regularly • Difficulties associated with supporting a pupil exhibiting EBSR
I try and keep things as flexible as possible: Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR	• Individualised support offered to the pupil exhibiting EBSR • Amendments to timetabling • Providing the pupil exhibiting EBSR with adult support when entering and leaving the school

Table 4. 2 A table illustrating the seven master themes and the superordinate themes underpinning them

Each of the seven master themes will be discussed in detail, firstly as a whole and then in terms of the superordinate themes they are underpinned by. Illustrative quotes from the raw data will be provided for each superordinate theme discussed in order to ensure participants individual voices are represented within the wider shared theme.

4.4.1 Master Theme One: *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds:* The presence of key adult support for the pupil exhibiting EBSR

This theme was present within all seven interviews and stemmed from the researcher's perception that the participants interpreted key adult support to have been important for the pupil exhibiting EBSR. In most cases, the participants regarded themselves as playing the role of a key adult for the pupil being discussed. However, one participant, Mike, suggested he was not a key adult for Harriet but discussed the importance of key adult support for her nevertheless. This theme is underpinned by superordinate themes around the nature of the relationship built between key adults and the pupil, the nature and characteristics of the key adult and the actions taken by key adults which allowed a relationship to be built with the pupil exhibiting EBSR. The frequency of each superordinate theme within master theme one is presented in table 4.3.

Superordinate Theme	Darren	Carrie	Jane	Elise	Jessica	Grace	Mike	Rachel
The relationship established between the key adult and the pupil exhibiting EBSR	✓		✓	✓	✓			✓
The nature of the key adult supporting the pupil exhibiting EBSR	✓			✓			✓	✓
Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR	✓	✓	✓	✓	✓	✓	✓	✓

Table 4. 3 A table illustrating the presence of superordinate themes underpinning master theme one for each participant

4.4.1.1 Superordinate Theme One: The relationship established between the key adult and the pupil exhibiting EBSR

Five participants discussed the nature of their own relationship with the pupil exhibiting EBSR as a key adult. Darren, Elise, Jessica and Rachel all described this relationship as trusting, suggesting the pupil exhibiting EBSR was able to trust them.

> *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds* (Darren, 437-440)

> *I think she sees me as somebody she trusts* (Elise, 415)

> *I think she does erm [pause] feel like she can be open and trust me* (Rachel, 240-241)

Both Darren and Elise also appeared to perceive their relationship with the pupil exhibiting EBSR as provoking feelings of comfort for the pupil.

> *If you get to a point where they are comfortable and they kind of know what you are about as a person and feel comfortable with that that's a big part of the battle won* (Darren, 817-819)

> *That absolutely brilliant because Tabitha now feels comfortable and that that that's been key really* (Elise, 364-365)

When discussing their relationship with the pupils exhibiting EBSR three participants mentioned this relationship being open, with the pupil feeling able to share with their key adult.

> *He did open up as our relationship built* (Jane, 211-212)

> *Now we've got much more of a, she she'll be open with me now* (Jessica, 37-38)

4.4.1.2 Superordinate Theme Two: The nature of the key adult supporting the pupil exhibiting EBSR

Three participants spoke about themselves as a key adult, highlighting what they offered to the relationship with a pupil exhibiting EBSR. A further participant, Mike discussed attributes he perceived were important in key adults building a relationship with Harriet.

When discussing their relationship with the pupil exhibiting EBSR Darren and Elise spoke in a way which implied their genuine liking of these pupils, suggesting this may be an important factor in their relationships.

> *So you know we always have a bit of a laugh and a joke and I don't know she's she's a lovely kid* (Elise, 411-412)

Darren in particular emphasised his genuine like for Luke on a number of occasions throughout the interview.

> *Because of Luke's nature erm he's he's a very soft lad, he's very polite, he's very well-mannered erm [pause] we hit it off really well, really well* (Darren 561-563)

Participants also suggested the characteristics of themselves and others as key adults such as their age and gender were important factors in the efficacy of relationships with pupils exhibiting EBSR.

> *With our heads of year team I'm the youngest and my hobbies are football and sport and we kind of matched that up* (Darren, 484-491)

> *Because I'm younger I don't know she might pay more attention to me, erm it's not that long since I was out of school so she maybe thinks that she can listen to me a little bit more* (Rachel 145-148)

> *He needed a male* (Darren, 36)

She speaks more freely with female members of staff I think from her home background as well, you know being with nan, she's sort of more connected with female members of staff (Mike, 136-138)

4.4.1.3 Superordinate Theme Three: Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR

All eight participants spoke in detail about the actions they, or others, took as key adults supporting the pupil exhibiting EBSR which encouraged the relationship between them to build.

Darren and Jane discussed the positive impact sharing information about themselves had on these relationships.

So it's kind of like opening up about yourself to him to make him feel you've been comfortable enough to do that with him (Darren, 219-220)

J: They know little things about my life, like I say that aren't hugely private but that humanise me and that make me you know the same as them as far as possible
I: Yeah
J: Instead as seeing me as someone you know who is remote and distant and I think that's been really important (Jane and interviewer, 715-720)

Darren placed significant emphasis on his use of shared interests to develop a relationship with the pupil exhibiting EBSR.

D: We obviously had erm football
I: Yeah
D: As a as a thing there [laughs] so erm and a lot of our chats and jokes and things are always about football
I: Yeah

D: So that is erm the most common thing for us there, that kind of brought us together (Darren and interviewer, 209-216)

Darren further emphasised his belief that shared interests are important when developing a relationship with a pupil exhibiting EBSR when suggesting he may not be able to support pupils he has less in common with.

D: We've got another two at the moment and they're totally different to Luke and I if I'm looking at it I don't think I could bring too much to them
I: Yeah
D: But I could to Luke, football
I: Yeah
D: And there's a head of year that can bring stuff to the other two that they probably couldn't bring to Luke (Darren and interviewer, 507-514)

Similarly, Elise suggested she felt Tabitha had developed a close relationship with a Teaching Assistant as a result of their shared interests.

She's built up quite a good relationship with Tabitha and you know once they've done the assessment they talk about fashion (Elise, 359-362)

Four participants shared their view that spending time with the pupil exhibiting EBSR was an important factor in building and maintaining a positive relationship with them.

I think adults do make time for her and it is important (Grace, 166)

Giving her time to talk to me and helping with those friendships have been really helpful for her (Rachel, 312-313)

A further action taken to build a relationship with the pupil exhibiting EBSR discussed by Elise, Jessica and Mike was the use of positivity and praise.

I've always been quite upbeat with her, you know we've always been very positive with her about everything (Elise, 350-351)

I'm still very big on the positives if every day if she's in it's so proud of you, you know, keep it up it's amazing (Jessica, 185-187)

I've sort of kept it positive and said yeah you're doing really well you know, tried the positive approach (Mike, 95-97)

4.4.2 Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

Master theme two was noted within all of the interviews and was created in response to the authors' interpretation of the accounts highlighting the importance of participants working with both the pupil exhibiting EBSR and their parent/carers during their experience of supporting these pupils to be able to attend school more regularly. This master theme is made up of superordinate themes based around the participants working in partnership with the pupil exhibiting EBSR and their parents/carers. The rate at which each superordinate theme occurred within the interviews is presented in table 4.4 below.

Superordinate Theme	Darren	Carrie	Jane	Elise	Jessica	Grace	Mike	Rachel
Working in partnership with the pupil exhibiting EBSR	✓	✓	✓	✓	✓	✓	✓	✓
Working in partnership with the parents of the pupil exhibiting EBSR	✓	✓	✓	✓	✓	✓	✓	✓

Table 4. 4 A table illustrating the presence of superordinate themes underpinning master theme two for each participant

4.4.2.1. Superordinate Theme One: Working in partnership with the pupil exhibiting EBSR

All participants talked about working alongside the pupil exhibiting EBSR during their time supporting them.

Five participants talked about the pupil's investment in attending school, suggesting this was an important element of their experience of supporting them to attend school.

> *D: But, equally on Luke's side, with him working with us has helped him to get where he is today*
> *I: Yeah*
> *D: It wasn't one sided* (Darren and interviewer, 502-503)

> *He always said that he really wanted to be in school to do the work* (Carrie 459-459)

In his head he knew it was the right thing to do and it was you know having that conversation with him you could see in his eyes that he knew the right thing to do was to be in school (Jane 152-155)

I think she she genuinely wanted to be educated she wants to learn she you know she's always so keen whatever you do she comes up with new ideas, she does homework she really wants to do it (Elise, 577-580)

Participants also discussed the role the pupils exhibiting EBSR had played in developing their own timetable and the importance of this in their attending school more regularly.

She'd give him two weeks advanced notice and say oh I'd like you to try a maths lesson, so he has two weeks to process and think about that and if he was comfortable and confident to do that he would go and if he said oh actually Miss I'm not quite ready for that she would say that's ok we'll try it next week (Carrie, 165-170)

E: Her timetable was reduced for a while then we kind of let her lead on that
I: Ok
E: In terms of her kind of picking the lessons that she felt she could cope with (Elise and interviewer, 238-242)

Before the first day she ever did come back in we went through her timetable and it was like right what about this lesson? What about that? No, don't fancy that lesson? Right come down to me instead then (Jessica, 64-66)

I: She had a personalised timetable?
G: Yes, she worked with the pastoral team to develop that (Interviewer and Grace, 205-207)

It kind of took away a part of school she found difficult and she was able to say to us actually this would help and it did, so she had a part in that too (Rachel, discussing Harriet's part-time timetable, 231-233)

Jane and Mike also discussed providing the pupil exhibiting EBSR with choice around the decisions made regarding the support offered to them by school.

Choice was key in this process (Jane, 292)

I think it was important to her and for any student to have as many choices as possible erm and what we try and do is give them as many choices as possible (Mike, 253-255)

4.4.2.2 Superordinate Theme Two: Working in partnership with the parents/carers of the pupil exhibiting EBSR

Five participants talked about the good level of communication they had with the parents/carers of the pupil exhibiting EBSR during their experience of supporting the pupil.

I was in almost daily contact with his mum, I'm in almost daily contact with all my parents and again that's really important (Jane, 578-580)

I think, you know, we've got very open lines of communication and so mum had been in a lot (Elise, 528-529)

So there's a lot of parent communication (Jessica, 312)

I think collectively we have been really good at communicating with Grandma and that has really helped us collectively be on the same sheet which has then helped Harriet (Grace, 195-197)

We've had a lot of her contact with her nan, every week we're probably in contact with her (Rachel, 314-315)

Elise, Grace, Mike and Rachel also mentioned the positive relationship they, or other key members of staff, had with the parents/carers of the pupils exhibiting EBSR during their interviews.

> *I don't tend to deal with mum erm very much, it tends to be more my colleagues in welfare tend to go with mum, they'd built up a kind of really strong relationship with mum* (Elise, 186-188)

> *I think having the relationship with home was really important so [pause] that we're on the same side, erm working with home* (Grace, 290-292)

4.4.3 Master Theme Three: *He felt safer there:* Providing the pupil exhibiting EBSR with a base away from the main school building

Master theme three was created from the superordinate themes of five interviews. These interviews all discussed the role of an alternative provision belonging to the school in supporting the pupil exhibiting EBSR to attend school more regularly. Additionally, Elise discussed the positive impact of providing Tabitha with a base separate from the main school building. The frequency of each superordinate theme within this master theme is illustrated in table 4.5.

Superordinate Theme	Darren	Carrie	Jane	Elise	Jessica	Grace	Mike	Rachel
Use of the school's alternative provision to support the pupil exhibiting EBSR	✓	✓	✓	✓	✓			
Access to learning and support from staff in an environment separate from the main school				✓				

Table 4. 5 A table illustrating the presence of superordinate themes underpinning master theme three for each participant

4.4.3.1 Superordinate Theme One: Use of the school's alternative provision to support the pupil exhibiting EBSR

All participants from School One and Two discussed the positive impact of an alternative provision on supporting the pupils exhibiting EBSR. As School Three did not have an alternative provision it was not expected that this theme would occur in their interviews.

Four participants suggested that the alternative provisions offered by their schools provided the pupils exhibiting EBSR with a safe-base and an environment they felt secure within and comfortable to attend.

> *I: Does he ever go into the alternative provision centre now?*
> *D: Yep*
> *I: Yeah*
> *D: So yeah erm obviously not as often erm and he's in the middle of his GCSEs and we've got revision sessions in a morning and after school so it is erm it's a lot less but he still knows that yep that's a base for him anytime* (Interviewer and Darren, 535-539)

> *He felt safer there* (Carrie, 115)

> *There's a safe and secure facility within the campus erm, that he could be located in* (Jane, 33-34)

> *I think that it's just the pressure, I think that it's a less pressurised environment and I think that she falters when she feels that she's under pressure* (Elise, 266-268)

Four participants also discussed the role played by staff within the alternative provision in supporting the pupil exhibiting EBSR, considering these members of staff to be influential in supporting the pupils to attend school.

> *Jane plays a big part in that and the way her alternative provision centre works and how it makes them feel comfortable* (Darren, 247-248)

Carrie and Jessica appear to partially attribute the increased attention given to the pupils by staff within the alternative provision to its positive impact on their attendance.

> *Obviously you're with a member of staff all the time er and she kind of helped she was a bit of the middle person between school and obviously her separate building* (Carrie, 156-158)

> *I think a lot of them enjoy just being in the small environment and that attention that they're getting from the teacher* (Carrie, 256-258)

> *There's two teachers and we've got four students registered on it at the moment but obviously I think the max we've had there is two each time so obviously it's definitely a one to one* (Jessica, 443-445)

Both Elise and Jessica expressed their views that the alternative provision run by School Two played an important role in supporting Harriet's learning, which in turn encouraged her to continue to attend this provision.

> *We have a teacher go out there and do kind of you know basic skills and she's got a folder out there with stuff in it* (Elise, 257-259)

> *Yeah she really enjoys it she likes the teachers that are there erm she feel's she's benefiting from it because obviously it's about the core subjects and catching up so it's not just a let's do a basic maths it's tailored to what her math's teacher has said she should be doing in maths* (Jessica, 453-456)

Finally, participants from Schools One and Two used their interviews as an opportunity to express the value of the alternative provision as a whole in supporting the pupils.

> *The whole thing has evolved and grown and embedded, it's got a lovely vibe and it works really quite well* (Jane, 116-117)

> *The other thing that worked very well this year for her is we've now set up this outreach outpost* (Elise, 252-253)

4.4.3.2 Superordinate Theme Two: Access to learning and support from staff in an environment separate from the main school

In her interview Elise placed a heavy emphasis on the importance of Tabitha having access to an environment away from the main school building. The environment in question was School Two's additional needs unit which was located a short walk away from the main school "*which meant that she could come into reception and just walk straight over to us rather than having to go through the school"* (Elise, 85-86).

Elise suggested that being able to access lessons and adult support away from the main school building allowed Tabitha to feel more comfortable and less pressurised when attending school.

> *And actually I think that that physical thing was actually quite important to her so her lessons were over here in this suite which is our additional needs unit erm so I she because much more comfortable with coming here* (Elise, 88-91)

> *Because she would come into here it's a walk in its outside so she she she doesn't you know she doesn't have to go kind of inside she doesn't feel like the kind of pressure of there being lots of people* (Elise, 226-228)

Additionally, Elise highlighted her view that an important factor in the progress made by Tabitha was her opportunity to access learning out of view of her peers as this meant that *"she could access the lessons without feeling that she was kind of on show in front of other people"* (Elise 108-109).

4.4.4 Master Theme Four: *I've never worked in a school where staff work as hard as they work here:* Working in partnership with school staff

Master theme four is concerned with the authors perception that the participants worked closely with their colleagues within the school during their time supporting the pupil exhibiting EBSR and valued this. Superordinate themes underpinning this master theme include the teamwork involved in supporting the pupils discussed and the high level of communication between staff working with these pupils. Superordinate themes within master theme four are presented in table 4.6.

Superordinate Theme	Darren	Carrie	Jane	Elise	Jessica	Grace	Mike	Rachel
A team response to supporting the pupil exhibiting EBSR	✓		✓	✓		✓	✓	
Communication between staff working with the pupil exhibiting EBSR	✓			✓	✓			

Table 4. 6 A table illustrating the presence of superordinate themes underpinning master theme four for each participant

4.4.4.1 Superordinate Theme One: A team response to supporting the pupil exhibiting EBSR

Five participants discussed their role as part of a team of staff supporting the pupil exhibiting EBSR in their interviews, suggesting this process cannot be carried out by an individual. Darren, Jane, Elise and Grace all acknowledged the team approach taken and indicated that different members of staff played different roles during this time.

Darren appeared to consider his colleagues Jane and Carrie as being more heavily involved in the support given to Luke than himself.

> *The process erm, of it all was pretty major and [pause] the ladies will go into a lot because they had more involvement than me* (Darren, 117-118)

Jane highlighted how she drew on the support of relevant members of staff during her time working with Luke.

> *At that point obviously I spoke to the attendance team about the issues, the background issues* (Jane, 37-38)

> *I work very closely with the classroom teachers so he was up to speed* (462-463)

Jane also praised the staff she worked with when supporting Luke in her interview, suggesting that working successfully with others was an important part of the experience she shared.

> *I've never worked in a school where staff work as hard as they work here and they have got on board with Luke and with all my students one hundred percent without any shadow of a doubt they understand the issues they're empathetic to those issues and sympathetic and they've been more than happy to take my lead and my guidance on what I think Luke needed and when he was ready (*Jane, 969-975)

Both Elise and Grace highlighted how as SENCOs they drew upon the support of welfare, attendance and pastoral teams when supporting the pupils exhibiting EBSR.

> *There's a real kind of three pronged approach especially if there's me involved as well because there's an additional need but you know you've got the welfare team are often involved I'm often involved and then the attendance side are often involved in a kind of legal kind of way* (Elise, 434-439)

> *We all we we work very closely together, because obviously pastoral and us* (Grace 115-116)

Similarly to Elise and Grace, Mike suggested that his work with a member of the attendance team was important during his time supporting Harriet.

> *I: You said before about you kind of meet every 2 weeks with the attendance officer do you think that was important in supporting Harriet?*
> *M: Oh good lord yeah* (Interviewer and Mike, 147-150)

4.4.4.2 Superordinate Theme Two: Communication between staff working with the pupil exhibiting EBSR

Darren, Elise and Jessica spoke about the importance of high levels of communication between themselves and other members of staff, suggesting this was a supportive factor in their work with the pupils discussed.

Both Jessica and Elise highlighted the impact keeping members of staff informed about Tabitha had on their ability to remain involved with her and ensure they were able to adapt to her needs.

> *I mean her her head of year and erm her form tutor were still heavily involved so anything that goes out about Tabitha automatically goes to them anyway* (Elise, 537-540)

> *Yeah well they all understand they've very accommodating so if you if I go and have a chat with them about her or send emails about her, like one to all staff* (Jessica, 373-375)

Darren in particular talked about the benefits of good communication between staff in School One in supporting Luke to attend school more regularly.

D: Jane would speak with teachers around what things work, who who seating plans, differentiation of work and levels of where he's at and all those sorts of things so it just it just helps the process that

I: Yeah

D: That communications there for all, it just makes it easier for for Luke

(Darren and Interviewer, 771-775)

4.4.5 Master Theme Five: *She likes the fact that they check if she's in:* The pupil exhibiting EBSR's access to peer support

Master theme five reflects the author's perception that the participants felt the peer support offered to the pupils exhibiting EBSR during their time supporting them was an important factor in their ability to attend school more regularly. Superordinate themes are focussed on the role played by the participants and their colleagues in promoting friendships between the pupils exhibiting EBSR and their peers and the positive impact peer support had on the attendance of the pupils. Information on the frequency of the superordinate themes within this master theme is presented in table 4.7.

Superordinate Theme	Darren	Carrie	Jane	Elise	Jessica	Grace	Mike	Rachel
Promoting friendships between the pupil exhibiting EBSR and their peers		✓	✓			✓		✓
Supportive friendships between the pupil exhibiting EBSR and their peers				✓	✓			✓

Table 4. 7 A table illustrating the presence of superordinate themes underpinning master theme five for each participant

4.4.5.1 Superordinate Theme One: Promoting friendships between the pupil exhibiting EBSR and their peers

Carrie and Jane both discussed the role Jane played in assisting Luke to make and maintain friendships in school when supporting him. Both participants suggested this was an effective way of encouraging Luke to independently leave the alternative provision without adult support, building his confidence around being in the main school.

> *She also built him up a friendship group, so he knew a couple of children from primary school which he'd obviously not seen for three or four years erm so she got them to go over to the alternative provision and they'd often spend lunchtimes in there together erm to build up a friendship before she said then said oh why don't you go out for a break or a lunchtime with your friend and they built their friendship up through that was as well, so he kind of built the relationships up before he went into mainstream so that he felt comfortable with with other people* (Carrie, 436-444)

> *J: I went out, because he was still terrified of teenagers, and I went out and found er lads out of his year group, I found one very mature lad, I asked around found a really mature lad and said look will you come and make friends with Luke?*
> *I: Yeah*
> *J: And brought the, brought the student into the alternative provision at breaks and lunches* (Jane and interviewer, 403-409)

> *I told him, I think it's time I think I think you need to go out there and survive erm but we'll find out exactly where this friend is going to be* (Jane, 536-538)

Participants from School Three also discussed the actions taken by school staff to support Harriet to build and maintain friendships with her peers. This appeared to be

through more formal processes such as using restorative practice or group sessions with adult support.

> *So, we used restorative practice as one method of resolving those things and building friendships, that's it clean slate moving forward* (Grace, 275-277)

> *We did have different erm group sessions at lunchtime which helped Harriet meet Laura and some friends so that was good in getting that friendship going* (Rachel, 290-292)

4.4.5.2 Superordinate Theme Two: Supportive friendships between the pupil exhibiting EBSR and their peers

Both participants from School Two highlighted their perception that having a group of supportive friends was an important factor in Tabitha being able to attend school.

Elise and Jessica suggested friends checking in on Tabitha and spending time with her during unstructured times appeared to be important to her.

> *E: So her other friends that she'd made in year seven would sometimes come over here at lunch times and she would build up you know kind of a little gaggle of them actually and it got to the point that we kind of said to them look actually you know getting so many of you and you're kind of dipping outside because you want to go and see the boys you might as well go out*
> *I: Yeah*
> *E: And with that she would go with her friends and not venture far off from here but she would be outside* (Elise and interviewer, 132-140)

> *J: And I think as well her friends, knowing that her friends will come and check if she's in*
> *I: Yeah*
> *J: She likes the fact that they check if she's in* (Jessica and interviewer, 525-258)

> *We showed her friends where we were so they could be able to meet er as part of Tabitha's plan that she could come down here if she wanted to, so her friends were shown where this area was* (Jessica, 248-250)

Similarly, Rachel also placed an emphasis on the positive impact of friendships on Harriet's attendance.

> *Then she er [pause] made really good friends with a girl erm who was sleeping over at her house I think and erm she seemed to improve a lot then* (Rachel, 78-80)

> *Laura was going round to Harriet's house every morning and helping her get ready for school and I really do think that that that's what started it, because she was here every morning with Laura and er we said to Laura how have you managed to do it, we've been trying all year to get Harriet to attend* (Rachel, 283-287)

Rachel further emphasised her belief that friendships were an important factor in Harriet feeling able to attend school more regularly through highlighting the negative impact falling out with her friends had on Harriet's attendance.

> *Then she fell out with the girl so she dackered off a little bit then, coming in late and there were a few days where she refused* (Rachel, 82-83)

Elise, Jessica and Rachel also appeared to perceive the presence of friends in Tabitha's lessons to be an important factor in her attending these lessons within the main school.

> *And so we looked at putting her with friends and her having a buddy to go with so she's got somebody that she always knows is in those lessons, erm things like that have worked* (Elise, 250-252)

So we looked at the timetables, looked at who was in what lessons and what would support her to go to them and we actually changed her timetable to fit with her friends so she could be in their classes (Jessica, 344-347)

The classes that we moved her to were classes with her friends in them, so it is important for her to be around them (Rachel, 299-300)

4.4.6 Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

Master theme six emerged from the author's interpretation that all participants highlighted the emotional impact of supporting the pupils exhibiting EBSR, both in terms of the positive effect of this experience and the more difficult hard-going nature of working to encourage the attendance of these pupils. Superordinate themes which have been encapsulated within this theme are focussed on the positive affect experienced as a result of supporting the pupils and the difficult nature of this work. These superordinate themes are laid out in terms of their frequency within the master theme in table 4.8.

Superordinate Theme	Darren	Carrie	Jane	Elise	Jessica	Grace	Mike	Rachel
The positive nature of supporting a pupil exhibiting EBSR to attend school more regularly	✓	✓	✓	✓				
Difficulties associated with supporting a pupil	✓	✓	✓	✓	✓	✓	✓	✓

exhibiting EBSR								

Table 4. 8 A table illustrating the presence of superordinate themes underpinning master theme six for each participant

4.4.6.1 Superordinate Theme One: The positive nature of supporting a pupil exhibiting EBSR to attend school more regularly

Darren, Carrie, Jane and Elise all reflected that the experience of supporting a pupil exhibiting EBSR to attend school more regularly had been positive for them, evoking feelings of satisfaction, joy and success.

> *It's it's it was really nice, it was a really nice [pause] situation to be in* (Darren, 155-157)

> *To kind of have a positive impact on someone and a success story it was really, it was really nice* (Carrie, 295-296)

> *I think the thing with Luke is he's given me so much more job satisfaction* (Jane, 899-900)

> *It's it's been erm it's been quite satisfying in lots of ways* (Elise, 589)

When discussing the positive nature of supporting Luke, Jane became emotional, reflecting the significant impact this successful experience has had on her.

> *It's been a major success story for me, it's been a joy really [begins crying]* (Jane, 887-888)

> *[Crying] it's been immense and I feel really privileged to have [pause] experienced this, I'd never done it before and I didn't know what it would be like and I didn't know if I'd be any good at it so it's felt good being good at it* (Jane, 902-905)

Both Jane and Elise also reflected upon the sense of pride they had towards the pupils they had supported to be able to attend school more regularly.

> *[Crying] I'm so proud of him I am, I'm really proud of him I am* (Jane, 888-889)

> *E: I'm really proud that actually she she you know, that this outpost education, she's gone and she's really grabbed that*
> *I: Yeah*
> *E: And so that's brilliant* (Elise and interviewer, 321-324)

4.4.6.2 Superordinate Theme Two: Difficulties associated with supporting a pupil exhibiting EBSR

All participants discussed the difficult nature of supporting a pupil exhibiting EBSR in their interviews, suggesting this was a frustrating process.

Participants from School One emphasised the significant length of time it took for Luke to be able to attend school more regularly, suggesting this was a notable part of their experience.

> *So it was a, it was quite lengthy in terms of when we get to know children* (Darren, 75-76)

> *It happened very very slowly it happened very slowly* (Jane, 453)

Additionally, three participants talked about the frustrating nature of supporting the pupils.

> *I: How did you feel during the time when you were supporting Tabitha to attend school more regularly?*
> *E: Erm frustrated really frustrated* (Elise, 460-462)

> *Erm it's frustrating at times* (Jessica, 170)

I was erm confused, she never really had, she never really brought up any issues in school er and frustrated because it was really, she wasn't very forthcoming (Mike, 231-233)

Seven participants mentioned the complexity and difficulties of identifying a way to support the pupils.

It was probably one of the [pause] how do I word it, [pause] complicated [pause] kind of situations that I've been involved in, or I've known what my colleagues have done as well (Darren, 121-124)

To begin with it was really hard, you know we were making suggestions, we were trying everything we could basically to try and get him into school and it felt like everything we suggested to him he wouldn't even give it a go (Carrie, 283-286)

So it's been slow and sometimes really painful but it's always been steady (Jane, 861)

It's really hard it's really tricky and each one is so so different (Elise, 440-441)

It's not always easy and it's been tricky (Grace, 235)

M: As I said it was it was it was tough
I: Yeah
M: It was getting teeth from a hen at some points (Mike, 131-134)

It felt like you were hitting your head against a brick wall sometimes (Rachel, 270-271)

4.4.7 Master Theme Seven: *I try and keep things as flexible as possible:* Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR

Master theme seven emerged from the authors interpretation that the participants regarded changes made to the usual school day in light of the needs of the pupils exhibiting EBSR as an important element of their experience supporting these pupils to attend school more regularly. Superordinate themes within master theme seven were centred around the individualised support offered to the pupils exhibiting EBSR, adaptions to their timetables and providing the pupils with adult support when coming into and leaving school. The superordinate themes underpinning master theme seven and their associated participants are presented in table 4.9.

Superordinate Theme	Darren	Carrie	Jane	Elise	Jessica	Grace	Mike	Rachel
Individualised support offered to the pupil exhibiting EBSR	✓			✓	✓		✓	
Amendments to timetabling	✓	✓	✓	✓	✓		✓	✓
Providing the pupil exhibiting EBSR with adult support when entering and leaving the school	✓		✓	✓	✓			

Table 4. 9 A table illustrating the presence of superordinate themes underpinning master theme seven for each participant

4.4.7.1 Superordinate Theme One: Individualised support offered to the pupil exhibiting EBSR

In their interviews Darren, Elise, Jessica and Mike all discussed the support they, and their associated schools, offered to the pupils exhibiting EBSR in order to support their transition back into school. Here, it was frequently suggested the support given to these pupils was based on their individual needs.

> *It's kind of bespoke really* (Elise, when discussing the approach taken to support Tabitha, 423)

> *I: And does the school take the same approach consistently for school refusers?*
> *J: No, it's it's like focussed on on the child I think* (Interviewer and Jessica, 115-117)

> *I am more flexible in the fact that if I can come up with a plan based on an individual students' needs that works for home, works for the student and works for the school* (Mike, 214-216)

Mike placed a specific emphasis on his own flexibility when supporting Harriet and others exhibiting EBSR, suggesting the support plans he creates are fluid in nature in order to adapt to the needs of these pupils.

> *Er I try and keep things as flexible as possible* (Mike, 212)

> *I always I always try and keep it as flexible as possible because at the end of the day as I've said each student needs different things to be able to learn* (Mike 212-216)

4.4.7.2 Superordinate Theme Two: Amendments to timetabling

Seven participants shared their understanding that making adaptions to the timetables of the pupils exhibiting EBSR was a useful strategy in supporting them to attend school more regularly.

Six participants mentioned the use of a part-time timetable as a strategy in supporting the pupil exhibiting EBSR to feel more able to attend school as this allowed them to avoid anxiety provoking times of the day and build up the time they were required to spend in school as they felt more comfortable doing so.

> *I suggested to him that he come the first day for two hours and if he liked it he could come the next day for two hours, but if he didn't like it he could drop to one hour but the important thing was that he was going to come* (Jane, 148-151)

> *E: Yes she was on a reduced timetable at that point*
> *I: How did that look for her?*
> *E: She didn't come in at tutor time she didn't come in at the start of the day* (Elise and interviewer, 234-236)

> *M: Not being in form straight away helped, that gave her a little bit of time because I think in her mind she was late by a minute or if she was late by 20 minutes she was still going to get in trouble so she thought she would be in trouble anyway which put her off coming*
> *I: Mmm*
> *M: But it did work for her coming in during or after form time* (Mike and interviewer, 112-117)

> *She was given the 15 minutes, well at first off we did try erm [pause] I can't remember exactly but it was erm different times of the day if you can come in for mornings like and things like that to try and integrate her back in however erm erm that didn't work but when we put in that fixed 15 minutes in the morning which was consistent that was helpful for her* (Rachel, 224-229)

Additionally, participants mentioned the considerations they had made around specific lessons in order to encourage their attendance, suggesting they reduced the number of lessons the young person was required to attend or focussed specifically on lessons the young person was able to experience success in or felt comfortable in attending.

So erm we look at their individual timetables and in Luke's case I believe he was taken off science he was taken off another option subject erm just to ease that workload (Darren, 310-312)

She helped him go into lessons and like she's built that up through a timetable where if he feels comfortable going to lessons then he can er and it was kind of his choice really (Carrie, 158-161)

So I looked at his timetable and in discussion with his classroom teachers and him and his mum it was decided that we'd focus on er Maths where he could get two GCSEs Maths and Statistics, English where he could get two GCSEs English lang and English lit erm Media Studies which was er I think is a BTEC qualification erm and the the the he was so far behind he couldn't catch up in Science he couldn't catch up in Social Studies and he couldn't catch up in his other options subjects oh sorry apart from History (Jane, 438-445)

4.4.7.3 Superordinate Theme Three: Providing the pupil exhibiting EBSR with adult support when entering and leaving the school

Darren, Jane, Elise and Jessica all mentioned the role of parents or carers in escorting the pupils exhibiting EBSR to school as an effective method of supporting them to attend school more regularly.

Once, once we'd got to a point where he was he was happy to come to school and he wanted to start we would build it up so it would be mum escorting him to the gates (Darren, 124-126)

J: The way I thought it could work was that he was because he was too frightened to walk to school
I: Mmmm
J: that his mum could bring him literally to the front door every morning that that would keep him safe on his way (Jane, 142-146)

> *Because she used to come into reception and then mum used to walk her over here* (Elise, 150-151)

Darren, Elise and Jessica expanded upon this, suggesting that once they had arrived at school an effective strategy in supporting the pupils exhibiting EBSR to come into the building was for them to have a meet and greet with staff.

> *Because it it was so extreme literally picking him up from his mum at the gate and taking him to the alternative provision centre which is a thirty second walk that thirty seconds made it, made such a big difference* (Darren, 417-420)

> *We started by getting one of the TAs to go and get her in the morning that was sometimes successful* (Elise, 152-153)

> *To start with I was erm meeting with mum and Tabitha at reception in the mornings* (Jessica, 58-59)

Additionally, Elise suggested that meet and greets with her friends were also effective in encouraging Tabitha to come into school.

> *Yeah so we erm but then we started doing things like having to get one of her friends to go and wait for her so actually mum left her before the gate and Tabitha would come in kind of seeing the friend on the other side of the gate Tabitha would come in and mum wouldn't be hanging round school then mum would go* (Elise, 156-157)

5. Discussion

5.1 Introduction

The primary concern of this chapter is to draw together the findings presented in Chapter 4 with the research questions:

1, How do secondary school staff make sense of their successful experiences of supporting pupils exhibiting EBSR to attend school more regularly?

2, How can the views and perceptions of secondary school staff around their successful experience of supporting pupils exhibiting EBSR to attend school more regularly be used to inform future practice in secondary schools?

Additionally, there is a focus on linking the findings to the issues discussed within the literature review (see Chapter 2).

Following this, limitations of the study are discussed and potential implications for LAs, EPs and schools are considered, along with possible areas for future research.

5.2 Master Theme One: *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds:* The presence of key adult support for the young person exhibiting EBSR

The author's interpretation of the views shared by the participants indicates they felt the presence of key adult support, often provided by themselves, was an important factor in supporting the pupils discussed to attend school more regularly. This finding can be considered as particularly pertinent as it was shared by all participants.

The researcher perceived that participants felt effective relationships between key adults and pupils were trusting and comfortable in nature and encouraged the pupils to open-up and share with the adult. The participants who acted as key adults conveyed a genuine liking of the pupils, indicating this may be an important factor in the success of these relationships. Additionally, there was a perceived view from

some participants that younger key adults of the same gender as the pupil exhibiting EBSR may be most impactful when supporting them. The author also interpreted that participants felt important actions taken by key adults to build strong relationship with the pupils discussed were; sharing information about themselves, identifying a shared interest with the young person, spending time with the young person and using high levels of positivity and praise when interacting with the pupil.

When considering research question one, the findings presented within this master theme provide a valuable insight into how the participants made sense of their experiences of supporting the pupils exhibiting EBSR to attend school more regularly. These findings, based on the researcher's own interpretations, suggest that when considering their experiences, participants perceived strong and effective relationships between key adults and the pupils discussed to have been a key element in the pupil's journey back into school.

This emphasis on the importance of strong relationships between the pupils and key adults is in line with previous suggestions within literature presented in the systematic literature review (see section 2.8). Finning et al. (2018) and Nuttall and Woods (2013) suggested strong and nurturing relationships between school staff and pupils exhibiting EBSR encouraged these pupils to feel safer within school and more confident to attend. Similarly, Havik et al. (2015) noted that parents of young people exhibiting EBSR had perceived that positive relationships with staff had been an important factor in improvements in their children's attendance.

The seminal work of Kearney and Albano (2004) also provides support for the findings of the present study. He theorised that poor school climate, including difficult relationships between staff and pupils, is a risk factor for the exhibition of EBSR. This implies that more positive relationships between pupils exhibiting EBSR and adults in school could be a protective factor for this behaviour, providing a possible explanation as to why participants in the present study felt the presence of strong relationships between the pupils of focus and key adults were influential in increasing their attendance.

The concurrence between the findings within this master theme and the conclusions of a significant proportion of studies within the emerging base of literature in this domain implies that despite the small number of participants present in these studies, the development of positive relationships between key adults and pupils exhibiting EBSR is an important area of consideration for secondary school staff when supporting pupils to attend school more regularly. Additionally, when considering the findings in master theme one in light of research question two, it can be suggested that elements of the views of participants discussed can be extrapolated to inform future practice for secondary school practitioners around fostering strong relationships between key adults and pupils.

The findings presented within master theme one and the conclusions drawn when considering research question one and two in light of this master theme can be linked to the perspective, located within attachment theory, that secure relationships with attachment figures promote a sense of safety and security in a young person (Webber, 2017). This perspective has been applied to the student-school staff relationship by theorists who have suggested that school staff can build attachment relationships with pupils through providing them with emotional support, being consistently present and being emotionally invested in the young person (Kennedy and Kennedy, 2004). It is suggested that the presence of a secure attachment relationship between a member of school staff and a pupil encourages the young person to feel safer and more secure in the school environment and therefore more able to access this environment as they feel confident in the support available from this attachment figure (Kennedy and Kennedy, 2004, Ubha and Cahill, 2014).

It can be argued that the characteristics of the relationships with the pupils described by the participants and presented in master theme one, include elements which, when considering attachment theory, promote the development of attachment relationships. Therefore it can be suggested that the pupils discussed in the present study may have felt safer and more secure in the school environment as a result of the presence of their key adult who they viewed as an attachment figure, consequently allowing them to feel more able to come into and explore school more regularly.

5.3 Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

A further pertinent theme identified in the present study illustrates the author's perception that participants did not view their successes as occurring in isolation, but instead as emerging through working cooperatively with both the pupils and their parents/carers. Again, this was noted in all interviews.

The researcher interpreted the participants' accounts as highlighting their perceptions that a factor promoting the success of their experiences was the motivation of the pupils discussed to attend school more regularly, which increased their engagement with the provision offered to them. The participants shared their view that involving the pupils in developing their own timetables had a positive impact on their attendance. Similarly, two participants shared their interpretation that providing pupils with choice around their support plan was an important element in their journey back into school.

In terms of research question one it can be suggested these findings indicate that the secondary school staff interviewed considered working collaboratively with motivated pupils exhibiting EBSR to have been important in their experience of supporting them to attend school more regularly, as opposed to providing them with support they were unaware of or had not agreed to. Additionally, this indicates that participants viewed supporting these pupils to attend school more regularly as something they did not experience alone, as this involved working in partnership with the pupils themselves.

The emerging research exploring school-based strategies for promoting the attendance of pupils exhibiting EBSR has not explicitly identified working cooperatively with pupils who are motivated to return to school as a potentially effective action to be taken by school staff. The current research has, then, identified a new area for consideration. This is particularly interesting when considering research question two as the views expressed by participants have illuminated the potential utility of working with pupils exhibiting EBSR when developing their support plans in future practice.

The researcher also perceived that participants felt regular and consistent communication with the parents/carers of pupils exhibiting EBSR was an important element of their experience of supporting these pupils. They appeared to express a view that having a positive relationship with the parents/carers of pupils exhibiting EBSR was also important at this time.

When considering how participants made sense of the experiences discussed in the interviews, the findings presented above illuminate their perceived belief that positive and communicative relationships with the parents/carers of pupils exhibiting EBSR were helpful. Again, these findings also highlight how participants perceived their experience of supporting pupils exhibiting EBSR to attend school more regularly as one where they worked collaboratively with others as opposed to in isolation.

The interpretation that participants noted positive communication with the parents/carers of pupils exhibiting EBSR as a helpful element in their experience of supporting these pupils to attend school more regularly is well represented in the existing literature. This is demonstrated in the research of Finning et al. (2018) and Nuttall and Woods (2013) who suggested school staff considered regular and constructive communication between home and school to be a key aspect of supporting pupils exhibiting EBSR to attend school more regularly. Further to this, Havik et al. (2015) and Baker and Bishop (2015) indicated that pupils exhibiting EBSR and their parents/carers felt positive communication between home and school was influential in their increased attendance, suggesting this view is shared between all key stakeholders involved in supporting the attendance of pupils exhibiting EBSR and not school staff alone.

Research by Cook et al. (2017) and Katz et al. (2015) presented the idea that poor parental engagement with school is a risk factor for the exhibition of EBSR, raising the question of if good levels of parental engagement are a protective factor for this behaviour. The findings of the present study begin to address this question, indicating that the presence of good-home school communication is perceived to be instrumental in reducing the demonstration of EBSR.

The similarities between the findings in this master theme and existing research, in terms of the importance of developing positive communicative relationships between home and school, provides evidence supporting the use of this of this strategy. Additionally, it can be suggested, in response to research question two, that participants' views around the utility of maintaining a positive and communicative relationship with parents/carers of pupils exhibiting EBSR highlight useful practice which could be applied in secondary schools in the future.

5.4 Master Theme Three: *He felt safer there:* Providing the pupil exhibiting EBSR with a base away from the main school building

Analysis of the interview data suggested five of the participants considered providing pupils with support in a base away from the main school building was a powerful factor in the improvement observed in their attendance. That this theme was only not evident in the accounts of the participants from School Three wherein an alternative base for education was not offered, amplifies the significance of this theme.

The accounts in which the theme was identified appeared to suggest attendance in an alternative provision belonging to the school was, in the participants opinion, greatly important in encouraging the young people exhibiting EBSR to attend school more regularly. In School One this was a provision based upon the principles of nurture groups, which was accessed by Luke daily and acted as a safe base for him as he began transitioning to the main school. In the case of School Two the alternative provision was available to Tabitha for one day per week and was situated off campus in the local community, providing her with an opportunity to build upon her Maths and Literacy skills. The researcher perceived that participants felt effective elements of the alternative provision was its role as a safe and secure base for the pupils and the additional focussed attention the pupils received from adults due to the higher ratio of staff to pupils and the small group sizes. It was also interpreted that the participants felt that the nature of the alternative provisions allowed the pupils to advance their learning.

One participant, Elise, placed emphasis on her perceived view of the importance of providing Tabitha with an environment to access learning and support which was separate from the main school building. Similarities can be drawn between this and the alternative provisions discussed. The researcher perceived Elise's interview as emphasising her view that supporting Tabitha in an environment which was physically separate from the main school increased her sense of comfort around coming into school. Additionally, Elise appeared to perceive this environment to reduce pressure on Tabitha to come into a busy school environment and learn alongside her peers when she lacked self-confidence.

The findings of the theme discussed here suggest all of the secondary school staff interviewed who had the means to offer pupils exhibiting EBSR support in an environment separate to the main school building regarded providing the pupils discussed with access to these environments to be an important part of their experience of supporting them to attend school more regularly. This suggests that when making sense of their experiences' participants considered having the opportunity to offer pupils access to these environments to be a factor promoting their successful return to school.

Nuttall and Woods (2013) noted providing pupils with a quiet space which allowed them to feel safe and secure appeared to be useful in increasing their attendance. Additionally, when gathering information from a pupil who was attending an alternative provision and the adults around them, they noted a number of aspects of this environment which had been helpful for the pupil. This provides support for the findings in master theme three, around the utility of alternative provisions and environments which induce feelings of safety for the pupils.

Despite this, access to environments which are physically separate from the main school building yet belong to the school have not previously been identified as an effective strategy in supporting these pupils in existing literature. This finding, when considering research question two, can therefore be considered helpful in expanding our knowledge around best practice when supporting pupils exhibiting EBSR in secondary school.

It can be suggested that the findings presented in master theme three can be linked to attachment theory, which assumes that young people who have secure attachments with key adults are more likely to feel safe and secure within their environment and be able to challenge adversity (Kennedy and Kennedy, 2004). It has been suggested by researchers such as O'Neill, Guenette and Kitchenham (2010) that children with emotional difficulties are more able to feel safe and secure in school when they have access to environments where they are nurtured by supportive key adults who take on the role of an attachment figure. The findings discussed in master theme three suggest that common characteristics of the environments discussed by participants which were viewed as important factors in the success of the pupils exhibiting EBSR were increased attention and support from key adults and a focus on fostering feelings of safety and security in school. It can therefore be suggested that the consistent presence of staff who were focussed on and able to develop strong relationships with the pupils and promote a sense of security may be attributable to the success of these bases away from the main school building in encouraging the pupils discussed to attend school more regularly, in line with the assumptions of attachment theory.

5.5 Master Theme Four: *I've never worked in a school where staff work as hard as they work here:* Working in partnership with school staff

Participants within the present study described their experience of supporting pupils exhibiting EBSR to attend school more regularly as involving working as part of a team with other members of staff. The author interpreted six of the interviews as emphasising the utility of drawing upon the support of relevant members of staff when supporting pupils exhibiting ESBR and the positive impact of maintaining good levels of communication between staff coming into contact with these pupils.

When interpreted in light of research question one, the findings presented within master theme four can be considered as illustrative of how participants have made sense of their experience of supporting pupils exhibiting EBSR. These findings imply that participants do not consider their role in supporting these pupils as occurring in isolation and feel their experience was characterised by working to support the pupil alongside other members of staff as part of a team. Additionally, it

can be suggested participants made sense of their experience as being more successful as a result of good levels of communication between staff around the pupil's needs.

Nuttall and Woods (2013), Havik et al. (2015) and Baker and Bishop (2015) all discussed the positive impact good communication between a team of staff supporting pupils exhibiting EBSR had on their attendance levels. They noted effective communication between staff increased staff awareness of students' needs, allowing the approach to working with these pupils to be suitably adapted. The similarities between these findings and those in the present study suggest that placing more emphasis on ensuring staff are working as a cooperative and communicative team when supporting these pupils may well be a useful strategy in encouraging attendance. Further to this, the findings in master theme four provide support for research question two, as it can be suggested that some views and perceptions expressed by participants around the utility of positive communication between staff can be transferred to future practice.

5.6 Master Theme Five: *She likes the fact that they check if she's in:* The pupil exhibiting EBSR's access to peer support

The researcher perceived that six participants interpreted peer support offered to the young person exhibiting EBSR to be important in their increased attendance. It was felt that participants' accounts reflected their belief that school staff had a role to play in promoting friendships between the pupils discussed and their peers, on some occasions using specific relationship building activities to do so. It appeared that they felt that this was an effective method of promoting the pupil's independence by encouraging them to mix with their peers on the main school campus'. Additionally, it was interpreted that participants felt the presence of supportive friendships formed prior to the pupils' exhibition of EBSR were also an important factor in their attending school more regularly. Here, the role of friends in checking in on and spending time with the pupils was considered to be important for their attendance and the presence of friends in the lessons of the pupils was regarded as useful in encouraging them to attend these lessons in the main school building.

In terms of research question one, these findings are helpful in illuminating how participants made sense of their experiences. The findings from master theme five suggest participants regarded the presence of supportive peers to be an influential and important element for the pupils exhibiting EBSR during their time supporting them to attend school regularly, whether these friendships were promoted by staff or were pre-existing.

Baker and Bishop (2015), Gregory and Purcell (2014), Havik et al. (2015) and Nuttall and Woods (2013) all noted the positive influence of supporting pupils exhibiting EBSR to develop friendships and ensuring established friendships were maintained, on the increased attendance of these pupils. These findings were collated from the interviews of school staff, pupils exhibiting EBSR and their parents, indicating that this is a strategy which is highly regarded by all parties involved in the process of encouraging pupils exhibiting EBSR to attend school more regularly. As peer support was noted as useful in four of the five studies evaluated in the systematic literature review (see section 2.7) it can be suggested that this finding within the current study is particularly pertinent as it adds weight to an argument which is widely accepted within the literature available in this domain.

In terms of research question two, it can be suggested that participants' perceived belief that the presence of supportive friendships for pupils exhibiting EBSR is helpful in encouraging them to attend school more regularly, indicates how the views of participants can be used to identify practice which may be of use to other secondary school staff.

It can be suggested that the psychological theory of belongingness can be applied as a possible explanation for the findings presented in master theme five and the conclusions drawn when considering research question one and two with reference to this theme. Belongingness can be described as the human need to belong and be a part of a group (Van Ryzin, Gravely and Roseth, 2009). Researchers such as Van Ryzin et al. (2009) and Osterman (2000) have suggested that belongingness in friendship groups is a greatly important factor in adolescent pupil's emotional wellbeing and engagement with and motivation to attend school. This suggests that the presence of friendships may have been an important factor in the pupils

discussed in the present study feeling able to attend school more regularly as this increased their sense of belonging within the school environment and consequently their motivation to attend school to fulfil their role as part of a group.

5.7 Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

All participants used the interview as an opportunity to reflect upon the emotional impact their experience of supporting pupils exhibiting EBSR had on them, considering both positive and negative emotions experienced during this time.

It was perceived that four participants felt their experience was positive in nature. These participants appeared to regard the experience as evoking feelings of satisfaction, joy and pride, and the emotional reactions of one participant, Jane, suggested that these feelings were reactivated as they reflected upon the experience as a whole.

The most pertinent superordinate theme within this master theme, emergent in all interviews, was the participant's perceived reflection upon the difficult nature of supporting pupils exhibiting EBSR. The author interpreted the accounts of all participants as emphasising their belief that their experiences had been time consuming, frustrating and complex, indicating the sheer difficulty experienced by participants when attempting to promote the attendance of these pupils.

It is, perhaps, unsurprising that some participants perceived their experiences to be greatly positive as all participants were selected on the basis that their involvement with pupils exhibiting EBSR was ultimately successful. However, considering this, and the use of interview questions in line with positive psychology which were focussed on drawing out what went well in these experiences, the finding that all participants appeared to emphasise the difficulty of this experience when recounting their stories is unexpected. This emphasises the significance of this superordinate theme as participants consistently made sense of their experience as being difficult, despite the focus of the present study being primarily on that which is positive.

When reflecting on research question one it can be suggested the findings discussed in this section highlight two important elements of participant's experiences which shaped how they made sense of them. Firstly, it appears the participants consider this experience, which resulted ultimately in success, to have been positive and affirming once they had seen progress within the pupils' attendance. However, it also appears that participants considered this experience of striving to successfully support pupils exhibiting EBSR to attend school more regularly to evoke negative feelings in response to the difficulty and complexity of this task, with all participants reporting experiencing hardship before observing success.

Finning et al. (2018) generated findings in comparison to the present study, noting that secondary school staff who had worked with pupils exhibiting EBSR felt they required a high level of resilience during their time supporting these pupils as these experiences brought about emotional challenges emerging from the complexity and time consuming nature of this work. The similarities between the findings of Finning et al. (2018) and those presented in master theme six further indicates the pertinence of the suggestion that staff supporting pupils exhibiting EBSR to attend school more regularly find this to be a difficult experience, as although small sample sizes were utilised in both studies, the school staff interviewed all expressed this viewpoint.

The positive affect experienced after supporting a pupil exhibiting EBSR to attend school more regularly noted in the present study has not been identified as a key point of discussion within other studies considering the perceptions of staff who have supported these pupils. This however, cannot be considered surprising as many of these studies have not explicitly focussed on successful experiences of supporting pupils who were exhibiting EBSR in the past, whereas the present study focusses specifically on secondary school staff's successful experiences of supporting these pupils, inviting discussion around the positive nature of these experiences.

When considering research question two it can be suggested that the findings within master theme six can be used to inform future practice in secondary schools. These findings illuminated that although supporting pupils exhibiting EBSR can be a positive and inspiring experience for school staff, the experience as a whole can be challenging and complex. As such, they indicate the potential utility and importance

of providing support for staff involved in supporting pupils exhibiting EBSR, ensuring their wellbeing is maintained during this potentially difficult time.

5.8 Master Theme Seven: *I try and keep things as flexible as possible:* Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR

The author's perception of the accounts shared by the participants indicates that they felt amendments made to the typical school day were influential in encouraging the attendance of pupils exhibiting EBSR, especially when they had been made in response to the pupils' individual needs.

The researcher perceived that participants considered providing pupils exhibiting EBSR with individualised support linked to their specific needs to have been an important strategy in successfully supporting them to attend school more regularly. Participants appeared to place emphasis on the value of ensuring their approach to supporting the pupils was fluid and flexible in nature, allowing support plans to be developed that are bespoke to a pupil.

The perceived view of participants that adaptions to the pupils' timetables were important in encouraging the pupils to attend school more regularly, was also noted by the author. It was interpreted that participants felt the use of part-time timetables was a useful strategy in allowing the pupils to feel more able to attend school as it reduced pressure to come into school during times which stimulated anxiety and allowed pupils to gradually build up their exposure to the school environments. The participants also appeared to indicate their view that careful consideration around the specific lessons attended by the pupils discussed, in terms of reducing the number of lessons they are timetabled to attend and focussing on lessons they would experience success in, was important in encouraging attendance.

It was also interpreted that participants placed value on providing the pupils with adult support when entering and leaving the school environment. It was felt that participants considered being escorted to and from the school building by their parents and providing them with meet and greets from staff and peers at the start of

the school day were strategies of particular utility when supporting pupils exhibiting EBSR.

When considering research question one it can be suggested that the findings within master theme seven indicate that participants made sense of their experiences as being more successful as a result of the adaptions made to the school day in response to the individual needs of the pupil's. They appeared to view adjustments to timetables and providing additional support for these pupils at the beginning and end of the day as particularly important actions taken during their experiences.

Four of the five studies discussed in the systematic literature review (see section 2.7) presented findings in accordance with those discussed in this section (Finning et al., 2018; Gregory & Purcell, 2014; Havik et al., 2015; Nuttall & Woods, 2013). Nuttall and Woods (2013) reported that participants felt a flexible approach to the expectations of school encouraged pupils exhibiting EBSR to attend school more regularly. Furthermore, Finning et al. (2018) and Nuttall and Woods (2013) suggested specifically that participants found the use of reduced timetables to be an effective strategy in promoting attendance. Taken alongside the findings of the current research, this highlights the potential importance of making amendments to timetabling and providing pupils exhibiting EBSR with individualised support in school, providing a response to research question two.

5.9 Methodological Issues and Limitations to the study

The use of IPA in the present study allowed for a rich insight into how secondary school staff made sense of their experiences of supporting a young person exhibiting EBSR to attend school more regularly to be gained. The richness of the data collected also allowed for potential strategies to be used in future practice to be extrapolated from the views of participants. This was able to happen as a result of the phenomenological, ideographic and hermeneutic underpinnings of IPA which directed the in-depth focus on participants' individual perceptions of their lived experiences as perceived by the researcher. This supports the appropriateness of IPA as a methodology to answer the research questions posed.

Despite this, it must be acknowledged that the elements of IPA which allow rich and insightful data to be generated can also be considered as somewhat limiting. IPA calls for the use of a small sample of participants to allow the researcher to spend time focussing on data in intimate detail. Consequently, although commonalities are able to be drawn from the accounts, the research can't be considered as representative of the wider population of secondary school staff supporting pupils exhibiting EBSR.

The findings of the present study are based on a sample of participants from three schools within one LA. The accounts of eight participants are drawn upon and although this is a fairly large sample in terms of IPA research, they are discussing only three pupils. The research was designed in this way in the hope it would allow *richer* data to be generated around how these pupils were supported, as it was acknowledged that different members of staff may have used different strategies. However, this reduces the applicability of the findings to the wider population of secondary school staff. It must also be noted that contextual factors within each school will have impacted upon the accounts presented by participants which again may have impacted upon the findings.

Despite these limitations, at the time of the interviews the participants had all supported the pupils discussed to attend school more regularly less than six months prior. This allowed them to be able to discuss their experiences in detail as they were able to accurately recall their actions and emotions, increasing the richness and authenticity of the accounts generated.

The data was gathered using semi-structured interviews. The author endeavoured to meet with the principles of semi-structured interviews throughout by following a guiding interview-schedule flexibly, and exploring interesting discussion points more deeply (Whiting, 2008). It is felt that during the majority of the interviews this was undertaken successfully. However, some shortcomings in the interviews must be acknowledged as limitations to the study. The author's position as both a researcher and a TEP, despite not undertaking the role of TEP in the recruited schools, created some difficulty at times as it was hard to remain neutral at points where participants appeared to be looking for professional reassurance or advice as a result of their

knowledge of the authors professional role, especially in the more emotive interviews. Here, the researcher's natural reaction was to provide additional support to participants. Despite this, the authors dual role also encouraged the use of active listening skills, often used in the role of TEP which appeared to illicit further detail from participants.

The author interprets further issues within the interview process to be accidentally asking leading or closed questions to participants and on occasions not picking up on potential areas for further exploration within the interviews. These are, however, common issues within interviews of this type (Smith et al., 2009) and it is felt that in the most part, the author was able to maintain the form of interviews.

A further challenge during data collection was ensuring the interviews were full and detailed when participants were constrained to fixed timeslots as a result of their busy roles in secondary schools. In an attempt to counter this, the researcher asked for participants to be provided with at least two hours 'off-timetable time' to take part in the study. Despite this, two participants were limited for time during their interviews and it could be suggested their awareness of this may have led them to share less information or answer questions with less depth than they would have if not constrained by time.

In line with the assumptions of IPA the findings of the present study are based on the interpretations of the researcher. Although this is an important aspect of the methodology it cannot be ignored that the researcher's own beliefs, experiences, biases and subjectivity may have influenced the interpretation of participants' perceptions. The author attempted to reduce their own bias by adopting reflexivity throughout the research process, remaining both mindful of their own position within the study and aware of biases which may have influenced the findings. The question of bias arising from the knowledge gained during the process of creating the literature review (see chapter 2) can also be posed here. As the systematic literature review focused on papers exploring successful strategies to support pupils exhibiting EBSR it can be suggested the author may have accidentally interpreted the data in a way which complimented this research.

The present study uses the principles of positive psychology, focusing on what contributed to the success of participants and what went well during their experiences (Seligman & Csikszentmihalyi, 2000). Questions in the semi-structured interview were consequently focussed on drawing out the positive elements of participant's experiences (see appendix 8.10). Although the findings reflect this approach well, it can be suggested that findings around what should be avoided when supporting pupils exhibiting EBSR, drawn from accounts of ineffective methods of supporting these pupils, may have been missed.

5.10 Implications for Practice

5.10.1 Implications for Local Authorities

The findings of the present study raise some important implications for Children's Services in LAs, especially those who note a high level of absence from school being accounted for by EBSR. The findings of the present study, especially when considering research question two, highlight potential ways in which secondary school staff could support pupils exhibiting EBSR to attend school more regularly. It can be suggested that this information may be of use to Children's Services in developing guidance to be shared with secondary school staff, in the hope this will reduce the numbers of pupils out of school as a result of EBSR.

The use of the findings to generate guidance for schools around supporting pupils exhibiting EBSR may have implications for reducing governmental pressures on LAs to improve upon attendance data for secondary schools. As mentioned in Chapters 1 and 2 the threshold for persistent absence has been reduced to missing 10% of education (Department for Education, 2017). This has increased pressures on LAs to ensure that persistent absence rates do not rise as a consequence of this. As EBSR is encompassed under persistent absence it can be argued that sharing guidance around EBSR with schools may be beneficial in reducing rates of persistent absence, increasing the likelihood that LAs will reach attendance targets.

Additionally, the generation of this guidance may also be of use to LAs when considering ways in which to support the mental health and wellbeing of young people, as EBSR is characterised by emotional distress (West Sussex County

Council EPS, 2004). The UK government is currently placing a significant emphasis on supporting children's mental health (Department of Health, 2015; Department of Health and Social Care and Deparment for Education, 2018) and therefore it can be argued that the sharing of guidance around supporting pupils exhibiting EBSR with these provisions may be a helpful addition to the actions taken by LAs to support pupils struggling with mental health issues.

Although the findings of the present study may be useful to LAs in developing guidance for schools around supporting pupils exhibiting EBSR, it is important to consider how this guidance will be shared with schools and successfully implemented. It can be suggested it may be helpful for LAs to go beyond disseminating this information via email or their website, instead sharing this guidance directly with senior school staff and SENCOs, in school cluster meetings for example. Additionally, it may be of worth for LAs to identify staff who frequently visit secondary schools as part of their role, to highlight the guidance developed to relevant members of staff.

Although it is suggested here that the development of this guidance may be the role of LAs, these findings may also be of interest at national government level. The implications for LAs in terms of meeting with governmental agendas highlight the potential relevance of the findings of the present study throughout the UK, suggesting they may be of use to policy makers or those developing guidance within the Department for Education.

5.10.2 Implications for EPs

The findings can be considered as of potential use to EPs in their role working in secondary schools at a variety of levels. EPs should reflect on how the findings could be used to develop staff training around supporting pupils exhibiting EBSR, building their skills and knowledge around working with these pupils. It may also be helpful for EPs to consider the findings of the present research when engaging in work on an individual level with or completing statutory psychological advice for secondary school pupils exhibiting EBSR, as strategies of potential utility were able to be drawn from the perceptions shared by participants.

It can also be suggested that EPs may have a role in working with schools to consider how they can remove barriers to implementing the strategies and actions for supporting pupils exhibiting EBSR identified in the present study, ensuring that support which may be efficacious for these pupils is successfully implemented. Additionally, as it was also found that secondary school staff working closely with these pupils made sense of this experience as difficult and frustrating, it can be suggested, that through engaging in work with schools around removing barriers to supporting pupils exhibiting EBSR, EPs may also be promoting the wellbeing of staff by reducing any further frustration and negative affect emerging from barriers to providing effective support.

A further implication for EPs involves the potential of using approaches rooted in positive psychology when aiming to draw out what has worked in the past and could work in the future when supporting pupils exhibiting EBSR. The present study identified strategies and actions of potential utility in encouraging the attendance of pupils exhibiting EBSR through asking participants to tell their stories of successfully supporting these pupils with a focus on what worked well. This highlights the potential utility of this technique for EPs when engaging in work with school staff around individual pupils exhibiting EBSR or when developing a bank of strategies to be implemented by staff in the future. This could be done in the form of consultation, interviews with staff around their experiences of success, or through using an approach such as Appreciative Inquiry, which is consistent with the assumptions of positive psychology (Boyd & Bright, 2007).

The findings of the present study indicate that participants made sense of their experience of supporting pupils exhibiting EBSR as one in which they were working as part of a team of staff. EPs may have a role in working in partnership with schools to develop designated teams to support pupils exhibiting EBSR. EPs should raise awareness of the importance of a team approach to supporting these pupils and could assist in the identification of staff who are invested and appropriate, in terms of their job role, characteristics and the time they have to offer, to be a part of this team. Additionally, EPs could subsequently work with these teams to develop their knowledge and understanding of EBSR and how best to support these pupils. This

would allow schools to feel ready and able to provide support for these pupils if this behaviour occurs.

A further implication for EP practice is around their role in ensuring schools are aware of the importance of providing staff working closely with pupils exhibiting EBSR with additional support. Participants in the present study highlighted the difficult and frustrating nature of their experience, implying this work can have a negative impact on their mental health. It can therefore be considered of great importance for secondary school staff engaging in this work in the future to be provided with support to ensure they are able to debrief and feel able to continue supporting these pupils to the best of their ability. It can be suggested EPs are well placed to advocate for this in schools, ensuring the importance of the wellbeing of staff is recognised and acted upon.

5.10.3 Implications for Secondary Schools

Implications have also been identified for secondary schools. As previously discussed, the findings indicate that staff working closely with pupils exhibiting EBSR make sense of this experience as being difficult and complex. Therefore, one of the primary implications of this research is for school managers to be aware of the importance of promoting and maintaining the wellbeing of these members of staff. The findings of the study suggest schools should ensure staff working with these pupils are provided with regular support to share their feelings around the work they are engaging in and access help if necessary. It would be helpful if schools allocated a member of staff to provide additional support to these members of staff when planning actions to be taken if a pupil exhibits EBSR in the future. This would ensure that they were prepared to offer staff the necessary support in the case of a pupil exhibiting EBSR.

It can also be suggested that the findings of the present study around participants' perception that working within a team was a useful part of their experience, indicate that schools should focus on identifying a suitable team of staff to provide support to pupils exhibiting EBSR when forward planning for this event. This would allow this team to begin providing relevant and evidence-based support to these young people

as soon as they are identified as displaying EBSR, hopefully encouraging them to feel able to attend school sooner.

The views and perceptions of participants shared in the present study have indicated potential strategies and actions to be taken which may be of use to secondary school staff when supporting pupils exhibiting EBSR to attend school more regularly. These may promote their wellbeing and access to a full education. Additionally, as discussed previously, the UK government have an interest in increasing school attendance, one reason for which is the negative impact school-non-attendance can have on attainment (Reid, 2010). The governmental interest in this area has increased pressure on schools to increase their attendance levels, making this an area of priority for many secondary provisions. Therefore, the use of the strategies identified in this study may be of use to secondary schools in increasing the attendance of these pupils, consequently improving their attendance data as a whole.

5.10.4 Possible Guidance for Schools Emerging from the Findings

As previously mentioned, the present study gained an insight into how participants made sense of their experiences supporting pupils exhibiting EBSR to attend school more regularly. It was noted that the views and perceptions of the participants were helpful in indicating strategies and actions which may be of use when implemented in future practice. Additionally, some of the findings in the present study can be linked to and explained with reference to the psychological theories of attachment and belongingness, as discussed in Master Themes, sections 5.2, 5.4 and 5.6 above, indicating the psychological basis of the strategies and actions identified. Consequently, some tentative psychologically informed guidance, for secondary school staff supporting pupils exhibiting EBSR around ways in which to successfully encourage them to attend school more regularly is presented here.

Strategies to support secondary-age pupils exhibiting EBSR to attend school

These strategies should not be used in isolation and should be combined when creating a support plan.

These psychologically informed strategies are based upon the findings of the present study, some of which can be linked with attachment theory and the theory of belongingness.

- Identify a key adult/s for the young person. This adult should have time to dedicate to building a genuine relationship with the pupil. It may be helpful for this key adult to:
    - Have a shared interest with the pupil which can be used as a basis for the relationship to be built upon
    - Feel able to share information about themselves with the pupil
    - Use high levels of positivity and praise with the young person

- The pupil should be involved in the development of their support plan in order to promote their investment in it, working in partnership with staff. This could include having an input in how their timetable will look

- Staff should maintain good levels of communication with the parents/carers of the pupils exhibiting EBSR and make efforts to ensure the relationship between school and home remains positive

- If possible, the pupil should be provided with access to a safe base separate from the main school building to access learning and support. This could be an alternative provision or other small environment with increased access to key adult support. They can then work on transitioning back into the main school

- Staff should support the pupil to make or maintain friendships with peers who they are able to draw support from

- Individualised support plans should be created for the young person based on their individual needs

- The use of a part-time timetable should be considered, which can be built up over time

- The pupil could be escorted to the school building by a family member and met at school by a member of staff or close peer to ease their transition into the school day

- Staff working closely with the young person to increase their attendance should be provided with additional support from colleagues and the opportunity to debrief as this work can be difficult

5.11 Possible Future Research

It was decided to focus on the perceptions of secondary school staff alone in the present study for two primary reasons; to contribute to the existing base of research into EBSR, which in the most part focusses on secondary school age pupils, and as the authors' host LA identified EBSR within secondary schools as a particular area of concern. This creates a gap for future research which should focus on extending the present study by exploring how primary school staff made sense of their experience successfully supporting pupils exhibiting EBSR to attend school more regularly.

The present study generated findings in support of the small base of research considering effective within-school strategies for supporting pupils exhibiting EBSR and findings which have not yet been noted in research of this type. It can be suggested that further evidence supporting the findings of the present study and others in this base of literature could be generated by investigating the strategies identified in the present study using a case-study design. Here, the strategies and actions emerging from the perceptions of the participants in the present study could be implemented by a member of staff supporting a pupil exhibiting EBSR, allowing

the utility of these strategies to be explored in a more in-depth manner. This could also be done through using IPA to explore the experiences of secondary school staff who specifically used the strategies identified in the current research when working with pupils exhibiting EBSR.

Future research could also focus on exploring individual findings in the present research. The development of a strong relationship between a pupil exhibiting EBSR and a key adult was identified as important for participants when supporting these pupils. Some key characteristics of these relationships were identified in the present study; however, it may be helpful in future research to focus on these relationships in more depth in order to specifically explore facilitators in their development. This could be done through conducting interviews with key adults and/or pupils, using qualitative methods such as IPA to gain an understanding of how both key adults and pupils made sense of the development of this relationship, discourse analysis to explore how the language of key adults and pupils is constructed to convey meaning around their relationship or narrative analysis to gain an deep understanding of the 'story' of the relationship between the key adult and pupil.

Participants in the present study also appeared to perceive that providing pupils exhibiting EBSR with a safe-base *physically removed* from the normal school building was an important element in the success of their experiences. This is an interesting finding, however, an insight into why this was important for the pupils was not generated. It might, therefore, be interesting in future research to explore why this might be an effective strategy to support pupils exhibiting EBSR. This could be done using a case-study approach where a pupil exhibiting EBSR is provided with a safe-base away from the main school building. Interviews could be held with staff supporting the pupil and the pupil themselves around their perceptions of the utility of this environment in promoting attendance.

The findings of the present study indicated that a useful action for secondary schools may be developing a team of staff to support pupils exhibiting EBSR. Despite this, the findings of the present study do not provide a clear insight into what this team may look like. A potential area for future research could therefore involve exploring who should make-up the team of staff supporting pupils exhibiting EBSR and their

roles and contributions within this team. This could use IPA to explore staff's experiences of supporting pupils exhibiting EBSR as part of a team. Here a deeper focus could be placed on how these participants made sense of the role of this team and its importance in promoting the pupils' attendance.

A final suggestion for future research in this domain is around considering the impact of additional support provided to staff working with pupils displaying EBSR on their emotional responses to this experience. It has been previously mentioned that one way of supporting staff engaging in work with pupils displaying EBSR could be to provide them with the opportunity to debrief with and access help from another member of staff. It may be interesting to explore staff's perceptions around the emotional impact of supporting pupils exhibiting EBSR when receiving additional support from colleagues, in order to understand if this reduced their reports of negative affect. A case-study design could be used to do this, or IPA, following a similar methodology to the present study.

6. Conclusion

6.1 Distinctive Contribution of this Research

The current research presents a detailed exploration of eight secondary school staffs' experiences of successfully supporting a pupil exhibiting EBSR to attend school more regularly, with a focus on understanding how they made sense of these experiences. This allowed an insight into what worked well in terms of promoting the attendance of pupils exhibiting EBSR to be generated, highlighting some school-based strategies which participants felt were of particular use in this work. This has extended the small base of existing research around supporting pupils exhibiting EBSR, providing some findings which directly support inferences within existing research and some new findings.

The use of IPA in the present study allowed a unique and in-depth understanding of the lived experiences of the participants to be gained as interpreted by the researcher. Rich ideographic data were generated in line with the assumptions of IPA giving an insight into how individual participants made sense of the phenomenon they experienced. Building on this, commonalities were drawn between accounts in the hope that this would allow inferences to be made around the way in which successfully supporting pupils exhibiting EBSR may be experienced by all secondary school staff. Therefore, the findings can be considered as being potentially relevant for all secondary school staff working with pupils exhibiting EBSR.

The present study was based around the principles of positive psychology and focussed on the assumption that through considering what has worked well in the past a valuable insight can be gained around the actions that need to be taken in the future (Seligman & Csikszentmihalyi, 2000). This is the first study exploring EBSR to have explicitly taken this stance and therefore it can be argued that it presents a new perspective. Contrasting with the majority of research in this domain which has focussed on participants' entire experience of EBSR likely emphasising what was difficult (Seligman & Csikszentmihalyi, 2000).

6.2 Summary of Research Findings

Current research exploring EBSR has focussed primarily on the risk factors for this behaviour and the negative trajectory for these pupils (Flakierska-praquin et al., 1997; Van Eck et al., 2017). Although one of the most prominent risk factors for EBSR is issues within the school environment (Van Eck et al., 2017) there is little research available around the actions that can be taken by schools to support pupils exhibiting EBSR to attend school more regularly. This study aimed to contribute to the base of research beginning to emerge around school-based strategies to promote the attendance of pupils exhibiting EBSR, providing further evidence for effective methods of supporting these pupils. The present research endeavoured to do this by illuminating how secondary school staff made sense of their experiences of successfully supporting pupils exhibiting EBSR to attend school more regularly and highlighting their perspectives on what worked well when supporting these young people. It was hoped that these findings may contribute to guidance for secondary schools around how to support pupils exhibiting EBSR to attend more regularly.

This research identified a number of common themes within the accounts of eight secondary school staff around their perceptions of their experiences of successfully supporting pupils exhibiting EBSR to attend more regularly. These themes indicated perceived important elements of participants' experiences were; the pupils receiving support from a key adult, working in partnership with the parents/carers of the pupils and involving the pupils in developing their support plans, providing the pupils with a base for learning and support away from the main school building, working cooperatively and communicatively with other members of staff and as part of a team, ensuring the pupils were accessing support from their peers, making adaptions to the school day in light of the pupils individual needs and the positive and negative emotional responses incited in themselves during their experiences.

The findings regarding how the participants made sense of their experiences ultimately identify a number of elements perceived to be helpful during this experience and also highlight the challenging and potentially emotionally demanding nature of this form of work for all participants. The new knowledge, and the strategies and guidance drawn from data gathered through the present study offer

numerous potentially valuable ways of further developing practice in this complex and challenging area.

7. References

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8. Appendices

8.1 Mays and Pope's (2000) checklist of criteria for assessing the quality of qualitative research

1. **Worth or relevance:** *was this piece of work worth doing at all? Has it contributed usefully to knowledge?*
2. **Clarity of research question:** *If not at the outset of the study, by the end of the research process was the research question clear? Was the researcher able to set aside his or her research preconceptions?*
3. **Appropriateness of the design to the question:** *Would a different method have been more appropriate? For example, if a causal hypothesis was being tested, was a qualitative approach really appropriate?*
4. **Context:** *Is the context or setting adequately described so that the reader could relate the findings to other settings?*
5. **Sampling:** *Did the sample include the full range of possible cases or settings so that conceptual rather than statistical generalisations could be made (that is, more than convenience sampling)? If appropriate, were efforts made to obtain data that might contradict or modify the analysis by extending the sample (for example, to a different type of area)?*
6. **Data collection and analysis:** *Were the data collection and analysis procedures systematic? Was an "audit trail" provided such that someone else could repeat each stage, including the analysis? How well did the analysis succeed in incorporating all the observations? To what extent did the analysis develop concepts and categories capable of explaining key processes or respondents' accounts or observations? Was it possible to follow the iteration between data and the explanations for the data (theory)? Did the researcher search for disconfirming cases?*
7. **Reflexivity of the account:** *Did the researcher self-consciously assess the likely impact of the methods used on the data obtained? Was sufficient data included in the reports of the study to provide sufficient evidence for readers to assess whether analytical criteria had been met?*

8.2 Excluded studies and reasons for their exclusion from the systematic literature review

Author	Date	Title	Reason for exclusion
Reid	2006	An Evaluation of the Views of Secondary Staff Towards School Attendance Issues	• Study focussed predominantly on school staff's perceptions on truancy and pupils not attending school as a result of illness or unauthorised holidays • The study does not provide an insight into potentially effective school-based support strategies for pupils exhibiting EBSR
Orme-Stapleton	2017	A Qualitative Exploration of Persistent Non-Attendance in a South West Local Authority Area	• This study is an unpublished thesis that has not been peer-reviewed
Tunnecliff	2001	An Unapproved Absence or an Absence with Reason: Students Reasons for Missing School Without Explanation	• This study is an unpublished thesis that has not been peer-reviewed

Dwyfor Davies and Lee	2006	To Attend or not to Attend? Why Some Students Chose School and Others Reject it	• The study does not provide an insight into potentially effective school-based support strategies for Pupils exhibiting EBSR

8.3 The email sent to all secondary school SENCOs to gain expressions of interest for taking part in the current study



Good afternoon,

My name is Phyllida Pritchard and I am a Trainee Educational Psychologist working for the Educational Psychology Team in XXXXXXXX.

As part of my doctoral training with the University of Nottingham I am intending to carry out a piece of research exploring the experiences of secondary school staff in successfully supporting emotionally-based school refusers to attend school more regularly. It is hoped that the findings of this research may be of use to the LA in developing guidance on best practice in this area.

I am writing to you to enquire if you, or staff within your school, have recent experience of successfully supporting an emotionally-based school refuser to make a sustained improvement in attending school or lessons within school and if so whether you would be interested in taking part in my research.

In taking part in the research you will be asked to identify three members of staff who you feel played a key role in supporting the pupil to attend school or lessons more regularly to complete a one off interview with myself. All information shared in the interviews

will be presented in written accounts of the research so as interviewees and the young person are not identifiable.

In order to take part in the research your experience must have been around successfully supporting a young person who met/meets with the definition of an emotionally-based school refuser (see below), who has previously refused to attend school or lessons within school for at least one half- term, and who is currently attending school full-time or attending an increased number of lessons on a reduced timetable than they were when first identified as a school refuser, having maintained this improvement for at least one term.

The term emotionally-based school refuser was initially developed by West Sussex Educational Psychology Service (2004) and refers to young people who are:

- Struggling to attend school or lessons regularly
- Emotionally distressed (for example showing signs of misery, anxiety or depression)
- Not hiding their absence or difficulties from their parents or carers
- Not considered to frequently embark in anti-social behaviour

If you feel your school has recent experience of successfully supporting an emotionally based school refuser to attend school more regularly and if you would be willing to share this success as part of this research I would be very grateful if you could contact me on the email address provided as soon as possible.

Additionally, if you have any other queries or questions around the research or the suitability of an experience please do not refrain from getting in touch.

If possible, could you respond to this email with an expression of interest by……

You can contact me to express your interest in taking part in the research or with any enquiries about the research via email at:
phyllida.pritchard@nottingham.ac.uk
Or call on: XXXXX XXXXXX

Any enquiries about the research for my university supervisor can be directed to:
Dr Nathan Lambert
Email: nathan.lambert@nottingham.ac.uk

Any enquires about the research for my line manager and Senior Educational Psychologist can be directed to:
Dr XXXXXX XXXXXX
Email: XXXXXX

Thank you for taking the time to read this email and considering taking part in my research. I would be greatly appreciative of any information you would be willing to share.

Yours Sincerely,
Phyllida

8.4 The recruitment letter given to members of staff identified as suitable to take part in the study



Dear (name),

My name is Phyllida Pritchard and I am a Trainee Educational Psychologist working for XXXXX. I am hoping to carry out some research exploring secondary school staff's experiences of successfully supporting emotionally-based school refusers to attend school or lessons within school more regularly, in order to gain an insight into some of the factors that may have facilitated their increased attendance. The term emotionally-based school refuser was initially developed by West Sussex Educational Psychology Service (2004) and refers to young people who are:

- Struggling to attend school or lessons regularly
- Emotionally distressed (for example showing signs of misery, anxiety or depression)
- Not hiding their absence or difficulties from their parents or carers
- Not considered to frequently embark in anti-social behaviour

Following discussion with the school SENCO you have been identified as a member of staff who played a key role in supporting an emotionally-based school refuser to attend school or to attend lessons within school on a reduced timetable more regularly. I would greatly appreciate it if you would be willing to take part in a one-off interview with myself discussing this experience. The discussion will guide the length of the interview however, it is

assumed that it will last for approximately one hour. All information shared in the interview will be anonymised and will be used only for the purposes of this research.

I would like to take this opportunity to remind you that participation in the interview is voluntary and there is no requirement for you to take part in the study. If you are willing to take part in the study please confirm this by contacting the researcher at phyllida.pritchard@nottingham.ac.uk. Please include your job title in this email.

If you are unable to confirm your willingness to take part in the study via email you are welcome to pass this information on to the researcher via the school SENCO.

Additionally, if you have any further questions about the research do not hesitate to get in contact with me on:
phyllida.pritchard@nottingham.ac.uk
Or call on: XXXXX XXXXXX

Any enquiries about the research for my university supervisor can be directed to:
Dr Nathan Lambert
Email: nathan.lambert@nottingham.ac.uk

Yours Sincerely,
Phyllida Pritchard

8.5 The letter sent to the parents/carers of the young people discussed in the interviews to gain their consent for these discussions to go ahead



Dear sir/madam,

My name is Phyllida Pritchard and I am a Trainee Educational Psychologist working for the XXXXXXXX Educational Psychology Team.

As part of my doctoral training with the University of Nottingham I am hoping to carry out some research exploring secondary school staff's experiences of successfully supporting emotionally-based school refusers to attend school more regularly. It is hoped this will allow staff perspectives on what worked well when supporting emotionally-based school refusers to be identified.

I have recently contacted local secondary schools to enquire if they could share with me their experiences of successfully supporting emotionally-based school refusers to attend school more regularly. Your child was identified as a pupil who previously struggled to attend school regularly or to attend all lessons within school, but who has now made a sustained improvement. I would very much like to talk with the school staff who supported your child to gain an understanding of their experiences.

The information will be gathered by holding interviews with up to three members of staff from your child's school and will be used as

part of my research, but will not be shared in a way that will identify your child or the school itself, ensuring anonymity and confidentiality. This study will not require meeting with yourself or your child, nevertheless, I feel it is important to gain your consent for these discussions to be held around the school's role in supporting your child before moving forward with the research.

Any discussion in the interviews with school staff which may reveal the name of your child or information which may identify them will be anonymised or omitted. Your child will be given a pseudonym at the point of transcribing the interviews and audio recordings of the interviews will be stored in a password protected folder and destroyed on completion of my doctoral training.

If you consent for the school's participation in this research to go ahead please return the slip attached to this letter to school by….. by handing it in to school or returning it by post using the envelope provided.

If you wish to contact myself directly about the research this can be done at:
phyllida.pritchard@nottingham.ac.uk
Or call on: XXXXX XXXXXX

Any enquiries about the research for my university supervisor can be directed to:
Dr Nathan Lambert
Email: nathan.lambert@nottingham.ac.uk

Best wishes,

Phyllida Pritchard

School of Psychology

Consent Form

The University of Nottingham

UNITED KINGDOM • CHINA • MALAYSIA

Title of Project: An exploration of secondary school staff's experiences of successfully supporting emotionally-based school refusers to attend school more regularly

Ethics Approval Number: S1071R

*Researcher(s):*Phyllida Jane Pritchard

Email: phyllida.pritchard@nottingham.ac.uk

Supervisor(s): Nathan Lambert

Email: nathan.lambert@nottingham.ac.uk

I have read and understood the information contained in the letter received from the researcher

YES/NO

I have been provided with the researchers contact details allowing me the opportunity to ask any questions about the study

YES/NO

Have all your questions (if any) been answered satisfactorily?

YES/NO

I agree for discussions to be held between school staff and Phyllida Pritchard (researcher) around their role in supporting my child to

attend school more regularly as part of this study

YES/NO

Signature of parent/guardian: ……

Date: ……

Name (in block capitals): ……..

8.6 Letter of ethical approval sent by the University of Nottingham School of Psychology Ethics Committee

The University of Nottingham
UNITED KINGDOM • CHINA • MALAYSIA

School of Psychology
The University of Nottingham
University Park
Nottingham
NG7 2RD

tel: +44 (0)115 846 7403 or (0)115 951 4344

SJ/tp

Ref: S1071R

Monday 16th April 2018

Dear Phyllida and Sarah.

Ethics Committee Review

Thank you for submitting an account of your proposed research **"An exploration of secondary school staff's experiences of successfully supporting emotionally-based school refusers to attend school more regularly".**

That proposal has now been reviewed and we are pleased to tell you it has met with the Committee's approval.

However:
Please note the following comments from our reviewers;

Reviewer One:

- Approved

Reviewer Two:

- The applicant has removed the name of the local authority from most documents in order to ensure anonymity of the council. The name of the council is still mentioned on Appendix 1 and should be removed.
- Appendix 3 uses the abbreviation SENCO without explaining it. Can it be assumed that all members of staff know what SENCO means?

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.

The University of Nottingham
UNITED KINGDOM • CHINA • MALAYSIA

School of Psychology
The University of Nottingham
University Park
Nottingham
NG7 2RD

tel: +44 (0)115 846 7403 or (0)115 951 4344

Yours sincerely



Professor Stephen Jackson
Chair, Ethics Committee

8.7 The information sheet given to participants before the interviews took place

School of Psychology
Information Sheet

The University of Nottingham
UNITED KINGDOM · CHINA · MALAYSIA

Title of Project: An Exploration of Secondary School Staff's Experiences of Successfully Supporting Emotionally-Based School Refusers to Attend School More Regularly

Ethics Approval Number or Taught Project Archive Number: S1071R

Researchers: Phyllida Jane Pritchard

Supervisors: Nathan Lambert

Contact Details:

Phyllida Pritchard

Email: phyllida.pritchard@nottingham.ac.uk

Dr Nathan Lambert

Email: nathan.lambert@nottingham.ac.uk

This is an invitation to take part in a research study exploring secondary school staff's experiences of successfully supporting emotionally-based school refusers to attend school or lessons within school more regularly.

The term emotionally-based school refuser was initially developed by West Sussex Educational Psychology Service (2004) and refers to young people who are:

- *Struggling to attend school or lessons regularly*
- *Emotionally distressed (for example showing signs of misery, anxiety or depression)*
- *Not hiding their absence or difficulties from their parents or carers*
- *Not considered to frequently embark in anti-social behaviour*

Before you decide if you wish to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

If you participate, you will be asked to take part in a semi-structured interview to explore your experience of supporting an emotionally-based school refuser to attend school more regularly with the researcher. This will involve discussing pre-defined questions with the researcher which may result in the exploration of further questions. The interview will be recorded using two audio recording devices and will then be transcribed. You are invited to read through the transcription of your interview to review what has been discussed if this is something you would like to do.

The whole procedure will last for approximately one hour, depending on the length of the discussions that take place.

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. The researcher can also be contacted after your participation via email: phyllida.pritchard@nottingham.ac.uk or telephone: 01522 554659

If you have any complaints about the study, please contact:
Stephen Jackson (Chair of Ethics Committee)
stephen.jackson@nottingham.ac.uk

8.8 The consent form given to participants to read and sign before the interviews took place

School of Psychology

Consent Form



Title of Project: An Exploration of Secondary School Staff's Experiences of Successfully Supporting Emotionally-Based School Refusers to Attend School More Regularly

Ethics Approval Number or Taught Project Archive Number: S1071R

Researcher(s): Phyllida Jane Pritchard

Email: phyllida.pritchard@nottingham.ac.uk

Supervisor(s): Nathan Lambert

Email: nathan.lambert@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 at any time and without giving a reason?
  YES/NO

- I give permission for the interview to be recorded using audio recording equipment and this recording to be stored in a password protected file until the researchers doctoral training is complete?
  YES/NO

- 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:**

8.9 The debrief form given to participants following the interviews



Debrief Form

Study Title: An Exploration of Secondary School Staff's Experiences of Successfully Supporting Emotionally-Based School Refusers to Attend School More Regularly

The study you have just taken part in is concerned with exploring how secondary school staff make sense of their experiences in successfully supporting emotionally-based school refusers to attend school more regularly. The rationale for completing this study is as follows:

Although there is no clear data on the prevalence of emotionally-based school refusal (EBSR), recent research such as that by Sewell (2008) has suggested that between 2-5% of all young people (YP) can be described as school refusers. Current research has suggested that outcomes for pupils exhibiting EBSR are often negative (Flakierska-praquin et al., 1997) and as such there is general agreement that steps should be taken to facilitate a return to school as soon as possible (Gregory & Purcell, 2014). There is however, little research exploring factors that can facilitate pupils exhibiting EBSR return to school.

Additionally, research has suggested one of the most prominent risk factors for EBSR is 'issues within school' (Havik et al., 2015). It can therefore be argued that school staff are well placed to make adaptions to encourage pupils exhibiting EBSR to attend school more regularly.

There is currently little research available that explores school staff's perspectives on what works well when supporting these YP. Indeed, key research on best practice in supporting pupils exhibiting EBSR notably omitted the school staff perspective (Gregory and Purcell, 2014).

This highlights a further gap within the current research exploring school's perspectives on what has worked well in the past when supporting these YP, especially as emerging research on best practice when supporting pupils exhibiting EBSR has omitted schools perspectives (Gregory and Purcell, 2014).

This study endeavours to add to the current literature, by exploring secondary school staff's experiences of successfully supporting pupils exhibiting EBSR to attend school more regularly. The study aims to illuminate how staff make sense of these experiences in order to elicit their perspectives on what worked well when supporting Pupils exhibiting EBSR. This evidence will be of use to XXXXXXXXX in developing guidance on best practice in this area.

You are invited to receive a copy of the transcription of your interview to review. If you would like to do this please contact the researcher on or before 25th of June 2018. If you do not respond within this time frame it will be assumed that you are happy for the data collected to be used in the study. You will be given two weeks from receiving your transcription to alert the researcher to any information you may wish to be omitted from the study or if you choose to withdraw. If you do not contact the researcher within this time frame it will be assumed that you will be happy for the data to be used in the study.

You are also invited to access a copy of the study upon its completion. If you would like a copy of the completed study to be sent to you please contact the researcher indicating your interest.

You are reminded at this point, of your right to withdraw from the study and your data to be destroyed at any point during the write-up process of this study.

Additionally, if following your participation in this study you feel distressed or uncomfortable please do not hesitate to contact the researcher with any questions regarding the study or your line manager regarding professional issues. For further support contact Samaritans via phone: 116 123 or email: jo@samaritans.org who provide listening support for those in distress or despair.

Please feel free to contact the researcher with any questions you may have following the study or to request a copy of the interview transcription or completed study on:
phyllida.pritchard@nottingham.ac.uk

Any enquiries for my university supervisor can be directed to:
Dr Nathan Lambert
Email: nathan.lambert@nottingham.ac.uk

Thank you for your participation in this study, your time is greatly appreciated.

If you have any complaints about the study, please contact:
Stephen Jackson (Chair of Ethics Committee)
stephen.jackson@nottingham.ac.uk

References

Flakierska-praquin, N., Lindstrsm, M., & Gillberg, C. (1997). School Phobia With Separation Anxiety Disorder: A Comparative 20- to 29-Year Follow-up Study of 35 School Refusers. *Comprehensive Psychiatry*, *38*(1), 17–22.

Gregory, I. R., & Purcell, A. (2014). Extended school non-attenders' views : developing best practice. *Educational Psychology in Practice*, *30*(1), 37–50. https://doi.org/10.1080/02667363.2013.869489

Havik, T., Bru, E., & Ertesvåg, S. K. (2015). Truancy-related reasons for school non-attendance. *Social Psychology of Education*, *18*, 221–240. https://doi.org/10.1007/s11218-015-9293-y

Sewell, J. (2008). School refusal. *Australian Family Physician*, *37*(4), 406–408.

8.10 The semi-structured interveiw schedule used during data collection

- Could you give me a description of your role and responsibilities in school?

- Tell me about how you first met and become involved with *[the pupil]*?
    - *Did you know [the pupil] prior to them becoming an EBSR?*
    - *Were you involved with [the pupil] prior to them becoming an EBSR?*
    - *Can you tell me more about that?*
    - *Why did you become involved with them?*

If involved with the pupil prior to them becoming an EBSR

- Can you describe your role with *[the pupil]* prior to them becoming an EBSR?
    - *Did you work directly with them?*
    - *What kind of work did you do with them?*
    - *Was your role academic or pastoral?*

- Tell me about your relationship with *[the pupil]* at this time?
    - *Could you tell me more about that?*
    - *Do you think this relationship was important to [the pupil]?*

- Tell me about your role with *[the pupil]* before and after they became an EBSR?
    - *Was your role different before and after their EBSR?*
    - *Could you tell me more about this?*

If not involved with the pupil prior to them becoming an EBSR or continuing from previous questions

- Can you describe your role in relation to supporting *[the pupil]* during their EBSR and how this came about?
    - *What were your responsibilities? Were they formally agreed upon or more informal?*

- *Could you say a little about how your relationship developed over the course of the pupils EBSR?*
- *What did your role look like on a day to day basis?*
- *How did you feel about taking on this role?*
- *Can you tell me more about that?*

- What is the schools approach to EBSR?
  - *Do they have a policy on school refusal?*
  - *Were you aware of this before working with [the pupil?]*

- Tell me about your relationship with *[the pupil]* during their EBSR?
  - *Tell me more about this*
  - *How do you think [the pupil] felt towards you?*

- How did you feel during this time, when *[the pupil]* was attending school less regularly?
  - *Can you tell me a bit more about what that's like?*

- Could you talk about the events leading up to *[the pupil]* attending school more regularly?
  - *Can you tell me more about that?*
  - *Was this a gradual return or sudden?*

- Could you tell me about your role in supporting *[the pupil]* to attend school more regularly?
  - *What did you do to support them?*
  - *What actions did you take?*
  - *Can you tell me more about that?*
  - *What worked well?*
  - *Are you still supporting the pupil?*

- Can you tell me anything about the schools role in supporting *[the pupil]* to attend school more regularly?

- *How did the school support them?*
- *Did the school have anything in place to support them?*
- *What actions were taken?*
- *Can you tell me more about that?*

- Can you tell me about anything more that worked well within school which helped *[the pupil]* to attend school more regularly?
  - *Can you tell me more about that?*

- Can you tell me anything more about what might have helped *[the pupil]* to attend school more regularly?
  - *What things helped them the most?*
  - *Can you tell me why you think that?*
  - *Can you tell me more about that?*

- Is there anything else you would like to tell me about your experiences of supporting *[the pupil]*?

8.11 Extracts of raw data from the interviews

8.11.1 An extract of raw data from Darren's interview

127	**I:**	Yeah
128	**D:**	Erm and that's that's how bad it was
129	**I:**	mmm
130	**D:**	So he was escorted to the school gates he was picked up um by our
131		members of staff he was obviously shown around the area that he was
132		going to be working in erm Jane had erm a number of students in there
133		already so it was trying to it was just getting to know those guys getting
134		to familiarise with the school the staff, coming to say hello to me and just
135		reassuring him that while he's on site I'm here he he can chat to me erm I
136		would always go across to visit anyway so I'd go over there like other
137		staff and they erm still see the students as well as when they're in
138		mainstream school as well so it was just [pause] reassuring that we are
139		here to help erm
140	**I:**	Yeah
141	**D:**	and erm really at the very beginning like I said before with with the baby
142		steps it would be perhaps come in for an hour, go home
143	**I:**	Yeah
144	**D:**	All week and then the next week it would be two hours and and and so
145		on, so I mean he's been with us quite a long time now erm and to see
146		how far he's come, it's amazing
147	**I:**	Yeah I bet

8.11.2 An extract of raw data from Carrie's interview

152	**I:**	Really
153	**C:**	Yeah I think he's had one day off since and that's about it really
154	**I:**	So he came into the alternative provision?
155	**C:**	Yeah I think it was the small environment and he and he felt safer there
156		oh and obviously you're with a member of staff all the time er and she
157		kind of helped she was a bit of the middle person between school and
158		obviously her separate building so she helped him go into lessons and
159		like she's built that up through a timetable where if he feels comfortable
160		going to lessons then he can er and it was kind of his choice really what
161		he did and didn't feel comfortable with and she kind of just managed that
162		and helped him with that so if he felt comfortable going then he could
163		and if he didn't then she didn't force him or push him to to er to do it
164	**I:**	So he had some choice in it?
165	**C:**	Yeah he could control that and if he if he was nervous she'd give him say
166		two weeks advanced notice and say oh I'd like you to try a maths lesson
167		so he has two weeks to process and think about that and if he was
168		comfortable and confident to do that he would go and if he said oh
169		actually miss I'm not quite ready for that then she would say that's ok
170		we'll try it next week or
171	**I:**	Oh ok
172	**C:**	We kind of built it up which I think he enjoyed
173	**I:**	Yeah

8.11.3 An extract of raw data from Jane's interview

136	**J:**	So that was fine so I showed him round the whole building and er had a
137		chat with him about what he liked what he didn't like I didn't really go
138		into why he wasn't at school that wasn't important
139	**I:**	No no
140	**J:**	at that time erm and talked to him about erm why I felt he should be in
141		school em and then I talked to him about how I felt it could work, my
142		ideas for how I thought it could work and the way I thought it could
143		work was that he was because he was too frightened to walk to school
144	**I:**	Mmmm
145	**J:**	that his mum could bring him literally to the front door every morning
146		that that would keep him safe on his way
147	**I:**	Yep
148	**J:**	And then I suggested to him that he come the first day for two hours and
149		if he liked it he could come the next day for two hours but if he didn't
150		like it he could drop to one hour but the important fact was that he was
151		going to come and he was going to make that effort on behalf of himself
152		on behalf of his family erm and because he he was an intelligent boy in
153		his head he knew it was the right thing to do and it was you know having
154		that conversation with him you could see in his eyes that he knew the
155		right thing to do was to be in school
156	**I:**	Yeah

8.11.4 An extract of raw data from Elise's interview

129 sorry just going back the other thing we did was that she would invite her
130 friends over sometimes

131 **I:** Ok

132 **E:** So her other friends that she'd made in year seven would sometimes
133 come over here at lunch times and she would build up you know kind of
134 a little gaggle of them actually and it got to the point that we kind of said
135 to them look actually you know getting so many of you and you're kind
136 of dipping outside because you want to go and see the boys you might as
137 well go out

138 **I:** Yeah

139 **E:** And with that she would go with her friends and not venture far off from
140 here but she would be outside and gradually you know that really helped
141 as well because that was getting the social skills side back in for her erm
142 there were a few wobbles that we had so there was one particular time
143 that I'd tried to [pause] erm I'd said to her about you know trying to go to
144 another lesson and I'd try to jolly her into it and she went and [pause] for
145 whatever reason I think somebody had kind of said well who's she or
146 said something and that didn't work and that then sent us back a little bit
147 of a step and she then didn't want to come in. We used to have a real job
148 of kind of getting her away from mum

149 **I:** Right

150 **E:** Because she used to come into reception and then mum used to walk her

8.11.5 An extract of raw data from Jessica's interview

155	**J:**	Well she'll she'll come in and let me know how she is if she's having a
156		good day she'll be like I'm here I'm off to find my friends and I'll say oh
157		that's good and if she can't find them or if she's having a bad day she'll
158		be like can you come help me find them and she'll chat with me and
159		she'll she'll now open up conversations erm instead of me starting
160		conversations which is good
161	**I:**	Yeah
162	**J:**	Which is good erm I think she feels I'm somebody she can talk to
163	**I:**	How does that feel for you?
164	**J:**	No it's nice to know that she can she can come and feel like she can say
165		whatever she wants or have a cry or
166	**I:**	Yeah
167	**J:**	You know have that situation
168	**I:**	Yeah so how did you feel during the time when Tabitha was attending
169		school less often?
170	**J:**	Erm it's frustrating at times because you feel like you've put all this plan
171		into place you've run around got everything sorted made teachers change
172		their classroom round made teachers move certain students to the other
173		side of the classroom
174	**I:**	Yeah
175	**J:**	Tabitha can stay where she is with her friends but they go so it's not

8.11.6 An extract of raw data from Grace's interview

172 **I:** Ok

173 **G:** Or has been. She had been down here quite a lot through different issues,
174 quite a lot of social issues with other young people so that was one of our
175 main, main difficulties I think and that was probably one of the main
176 reasons that was holding her back from coming to school. I think they
177 were as they were resolved she was happier to come in.

178 **I:** Right

179 **G:** It was working on those issues that helped and building up if I'm honest
180 that relationship between school and grandma that was extremely
181 important

182 **I:** Yeah

183 **G:** So my predecessor, not my predecessor, another colleague who was head
184 of pastoral has now left so just left recently so she had a really good
185 rapport with grandma so that really helps so that was really good,
186 building that relationship up as we all know is really important and
187 showing the young people that you're singing from the same hymn sheet
188 in some respects you know.

189 **I:** Yes

190 **G:** So we're all together in this we're all united that's really important I think
191 in getting better outcomes for young people.

192 **I:** Mmm yeah and do you think that was helpful in Harriet attending school
193 more regularly then?

8.11.7 An extract of raw data from Mike's interview

181		erm, its much like when we run a PSP meeting we look at the
182		information and we sort of go how can school help, how can home help
183		and how can the student help themselves
184	**I:**	Yeah
185	**M:**	We try and formulate then a plan and then we review in 4 to 6 weeks and
186		either its working or it's not and then we sort of let parents know look
187		we're doing our best to help you here but unfortunately we're following
188		the guidelines of the local authority that we will have to eventually be
189		fined
190	**I:**	Yeah and has that happened, so did you say that erm Harriet and her
191		grandma attended the attendance panel
192	**M:**	Yeah
193	**I:**	And so in that panel what kind of things did you talk about doing to
194		help?
195	**M:**	Er we talked about well that's when we changed so er Harriet didn't have
196		to come in at form time and then we then looked at not sort of giving
197		after school detentions so Harriet could get home at the right time
198	**I:**	Yeah
199	**M:**	Erm nan sort of looked at her reward and sanction system erm at home
200		erm and Harriet it was just from a pupils point of view it's just getting
201		them to agree and realise the impact that you know if they don't turn it to

8.11.8 An extract of raw data from Rachel's interview

253 **I:** Yeah yeah

254 **R:** And as they are for them now and I do know what young students are
255 doing nowadays however back in nan's day they were probably doing
256 probably weren't doing those things and nan has no idea how snapchat
257 and things like that work whereas I do erm and it's it's a scary world but
258 she I think she does trust me

259 **I:** Yeah

260 **R:** And she will she will come into the room and ask to speak to me rather
261 than anybody else so I think there must be a fairly good relationship
262 there

263 **I:** Yeah yeah erm and how did you feel during this time so when she was
264 struggling to come to school?

265 **R:** Erm disappointed because you think sometimes you have those
266 conversations and she says everything you want her to say and you think
267 yes we're finally getting somewhere and then the next morning it's like
268 oh she's not in again

269 **I:** Yeah

270 **R:** Erm it felt like you were hitting your head against a brick wall
271 sometimes because erm that day when I did mention about nan maybe
272 being prosecuted and I said do you not care about your nan she really did
273 well up and I thought this is it we've hit the spot there that's going to
274 have an impact and it it didn't she just again still struggled to be here

8.12 Extracts of the interviews annotated with initial noting and emergent themes

8.12.1 An extract of Darren's interview annotated with initial noting and emergent themes

Emergent Theme	Original Transcription		Initial Noting
activities to support Luke		didn't see him for the majority of that time, he was hid in his bathroom	to complete a successful home visit The previous emphasis on time suggests that Darren felt that Luke hid away for a long time
Different roles played within the team of staff supporting Luke	**I:**	Okay	
	D:	So, um, it was just a case of the the two ladies that I attended with they were speaking to mum. Um	This suggests that Darren's role in this visit was not around interacting with Luke's mum as he appears to be separating himself from this activity
Difficult nature of engaging with Luke		and I can remember Luke was locked, he'd locked himself in the bathroom and I was just [laughs] outside the door for a long period of time just trying to engage him in to chat, um just yeah, talking football, just talking boy's things	Repeated use of 'locked' may suggest Darren wanted to emphasise Luke's reaction to school staff entering his home Laughter may be emphasising how unusual Darren found being outside the door locked away from a pupil Further emphasis on the long time taken before Luke felt able to interact with Darren Highlights the approach taken by Darren to be able to speak with Luke; his attempts to talk about their shared interest in football and 'boy's things'
Differences from usual job role			
Timely nature of activities to support Luke			
The use of shared interests to develop a relationship with Luke			
Timely nature of activities to support Luke	**I:**	Yeah	Repeated use of eventually again emphasises Darren's view that it took a long time to be able to interact with Luke. Suggests approach taken by Daren to talk to
	D:	Um, and eventually, eventually he did start	

8.12.2 An extract of Carrie's interview annotated with initial noting and emergent themes

Emergent Theme	Original Transcription	Initial Noting
anxious	he didn't speak much he wouldn't give me any eye contact it was really hard to get anything out of him mum did a lot of the talking erm you could see in himself he was very anxious whenever you spoke about going to school he would just he was ok to talk but then as soon as you mentioned school he would just shut down and he didn't want to know basically **I:** So you said anxious	Luke presented during the initial home visits, suggesting he was quiet, withdrawn and didn't make eye contact Carrie highlights the anxiety experienced by Luke around school, comparing his demeanour when engaging in problem free talk to that when discussing school
Luke's presentation when anxious	**C:** Yeah yeah yeah you could see that he was visibly shaking when you mentioned school he'd fiddle with his clothes because he was just nervous and wouldn't really talk much wouldn't give you any eye contact so you could tell visibly that he was he was quite distressed about school	Highlights the physical cues indicating Luke's distress and anxiety around discussing school
Use of home visits	**I:** Yeah and how long were you doing these home visits? **C:** Erm so I'll just look back on my sheet so October the eleventh was a home visit twelfth, thirteenth I even took Darren that you've met I took	Highlights the significant number of home visits made to Luke by Carrie, indicating the early support offered to him by school

8.12.3 An extract of Jane's interview annotated with initial noting and emergent themes

Emergent Theme	Original Transcription		Initial Noting
		sorry I missed a part	
Familiarising Luke with his seating position in the alternative provision		the other important fact that's that's been a thread running through my work with Luke and other students is that I showed him exactly where he would sit	Jane suggests that she showed Luke specific features of the environment he would be working in such as the seat he would be sitting in
	I:	Yeah	
Familiarising Luke with his seating position within the alternative provision	**J:**	This is your seat this is where you will be placed and and that was important actually when that thread ran through into reintegration that	Jane appears to have an overarching understanding that it was important to make Luke aware of all the details within the environment he would be working in before asking him to attend. In order to do this she showed him his seat within the alterative provision on their first meeting
Familiarising Luke with his classrooms in the main school		before he reintegrated we always showed him exact we introduced him to the school	Jane describes how as Luke transitioned into the main school he was also shown the classrooms he would be attending lessons in and where he would be sitting. Jane perceives this to have been important for Luke as he was always familiar with his environments before attending classes within them and therefore had a
Familiarising Luke with his seating position in the classroom		teachers we took him to the classroom we showed him the exact seat he was going to sit	

8.12.4 An extract of Elise's interview annotated with initial noting and emergent themes

Emergent Theme	Original Transcription	Initial Noting
Medical diagnoses **Involvement with Tabitha before she exhibited EBSR**	particularly inattentive lacking in concentration erm but the dyslexia does cause her some barriers **I:** Ok **E:** Erm and it felt very much like when I saw her I didn't teach her at that point so I saw her sporadically **I:** Yeah **E:** Erm because when she used to come in she sometimes used to work in the inclusion suite because she didn't feel that she could always access classes **I:** Right **E:** Erm she did go to most of her classes for most of year seven but it just kind of it did it gradually kind of dropped off **I:** Ok **E:** Towards the end of year seven environmental factors at home meant that her sister was having a really difficult time at school and she's *[Paige]* got a lot of mental health issues herself [pause] erm dad had	Elise suggests that Tabitha experiences some difficulties associated with her dyslexia Elise describes her involvement with Tabitha before she exhibited EBSR as sporadic suggesting they may not have developed a strong relationship before this time Elise describes how Tabitha usually attended school and lessons within school in year 7 before this level of attendance decreased Elise describes some of the issues Tabitha was facing at home towards the end of year 7. It could be suggested that Elise is mentioning this as she feels that these difficulties may have impacted on the ESBR exhibited by Tabitha

8.12.5 An extract of Jessica's interview annotated with initial noting and emergent themes

Emergent Theme	Original Transcription	Initial Noting
Diverting attention from Tabitha	coming in and seeing that erm they're not mentioning anything or anything like that teachers aren't big on you're here and also the teachers don't draw attention to her	Jessica suggests that an effective strategy in supporting Tabitha was ensuring that all teachers were aware of the importance of not drawing attention to her
Providing Tabitha with high levels of praise	**I:** Yeah yeah **J:** And but like you know like Elise and myself will be like [whispers] proud you're here [stops whispering] and you're doing well keep going	Jessica emphasises the praise given to Tabitha from key adults when she has been able to attend school
Diverting attention from Tabitha	**I:** Mmm yeah **J:** So she has recognition from teachers but not anything that draws attention to her **I:** Yeah **J:** Yeah because she doesn't like it **I:** Is there anything else kind of in place supporting her?	This highlights Jessica's understanding that in order to support Tabitha it was important to ensure staff were recognising her achievements but not drawing attention to her
The support of friends in school	**J:** Oh her friends are really good she's got really good friends so her friends know that she comes down here maybe she'll have a struggle day so every day even if she isn't here a	Jessica highlights her understanding that the support Tabitha received from her friends was helpful in increasing her attendance. She suggests that her friends checked if she was in school daily and if so would come and collect

8.12.6 An extract of Grace's interview annotated with initial noting and emergent themes

Emergent Theme	Original Transcription	Initial Noting
School's commitment to supporting Harriet	well. **I:** Oh ok **G:** Yeah so obviously we we do that in school. So there was a bit of maybe overload sometimes when I look but we were just trying doing everything to, because obviously it was different things to try and get her into school **I:** Yeah and you said you were targeting different areas	of her support plan to attend school more regularly Grace appears to feel in hindsight that there may have been too much in place to support Harriet to attend school more regularly. It appears this was done as the school were committed to doing as much as possible to support Harriet to attend school more regularly
Building self-esteem	**G:** Yeah the SEMH team were around her self-esteem because when I met grandma I was really kind of pulled in prior to that was about she's you know a bit upset about things and and is in a difficult place. So it wasn't you know it wasn't high CAMHS refer it was more she just needed that reassurance for herself. **I:** And did she work with the SEMH team? **G:** I think well I think that's just about to start **I:** Oh ok	Grace reports that the SEMH team completed work with Harriet focussed on building her self-esteem Grace suggests that Harriet did not need a CAMHS referral as it was a build in self-esteem she required, something the SEMH team could support with

8.12.7 An extract of Mike's interview annotated with initial noting and emergent themes

Emergent Theme	Original Transcription	Initial Noting
Perceived preference for building relationships ~~with~~ same gender adults	members of staff so we'll say shall we going and talk to them erm [pause] she's also got a little group of friends as well that as far as male members of staff I've not really seen her interact with them, not that she doesn't interact negatively it's kind of just there **I:** Yeah **M:** You know kind of like the beige of interaction, I don't know if that's the technical term	Mike further empathises his point that Harriet forms relationships easier with females by suggesting he hasn't seen her interact with male staff
Joint working with the attendance officer	**I:** No that makes sense erm and you said before about you kind of meet every 2 weeks with the attendance officer do you think that was important in supporting Harriet? **M:** Oh good lord yeah and it's not just supporting Harriet erm so on the spreadsheet that I've got I have a week by week breakdown of the percentage so and it's formatted that each percentage goes a different colour, I'm a bit of an excel geek and I do like a good spreadsheet, but when we meet	Mike appears to have a strong belief that his joint working with the attendance officer was important in supporting Harriet to attend school more regularly

8.12.8 An extract of Rachel's interview annotated with initial noting and emergent themes

Emergent Theme	Original Transcription		Initial Noting
		erm she seemed to improve a lot then	response to her making a friend who often stayed over at her house
	I:	Ah ok	
The negative impact difficulties within friendships has on Harriet's attendance	R:	She then fell out with the girl so she dackered off a little bit then coming in late and there were a few days where she refused.	This further highlights the associations made by Rachel between Harriet's attendance and friendships as when she fell out with her friend she attended school less
The positive impact of friendships		Now, her other good friend went to XXXX she's now back with us and erm she sleeps over again so Harriet comes in with her again so it does seem to be the friends that have the most impact, compared to that I don't know how much impact we've had as a school, nothings ever seemed to change her really the only time I did once say the threat of nan of	Rachel suggests that when she has a close friend who sleeps at her house regularly Harriet is more likely to come into school
The positive impact of friendships			This emphasises Rachel's overarching understanding that the factor which has most increased Harriet's attendance in school is the development of close friendships
Informing Harriet about the formal procedure taken by school in response to persistent			Rachel suggests that providing Harriet with the facts around what could happen to her grandmother if she didn't

8.13 Tables of the superordinate and emergent themes from the interviews organised in terms of master themes identified for the whole group

8.13.1 A table of the superordinate and emergent themes from Darren's interview organised in terms of the master themes identified for the whole group

Master Theme One: *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds:* The presence of key adult support for the young person exhibiting EBSR

Superordinate Theme: The relationship established between the key adult and the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Initial focus on building a comfortable relationship	D: I do believe this, once they're at a stage where they are comfortable and they erm and they feel they can chat to you you're onto a winner really because erm you'll find they will really engage with you you and speak	557-560
Initial focus on building a comfortable relationship	D: Individual cases can be different and some can be pretty similar but erm I've found certainly in this case and a lot with my other year eleven boys that are in mainstream if you get to a point where they are comfortable and they kind of know what you are about as a person and feel comfortable with that that's a big part of the battle won	815-819
Building a trusting relationship "They will then feel like they can speak to you, trust you"	D: You're engaging into chat because once you've got them at that stage they will then feel that they can speak to you, trust you, you've got more	104-107

	things in common and then that relationship just builds	
Building a trusting relationship	D: Yep erm so I would hope he would be thinking he's got somebody there that he's comfortable speaking to I: Yeah D: Erm he can trust	437-440

Superordinate Theme: The nature of the key adult supporting the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Similarities in age	D: With our heads of year team I'm the youngest and my hobbies are football and sport and we kind of matched that up	489-491
Same gender support	D: He needed a male	36
Same gender support	D: He has some really positive males in and around school not just me, we've got some motor mechanics, brickwork guys, we've got a couple of TA's, support guys erm again who are all er he spends time with	802-805
Genuine like of Luke	D: He was such a lovely lad he wasn't aggressive, he wasn't, he was he was always he was always calm erm he has got a lovely personality erm	99-101
Genuine like of Luke	D: It's erm [pause] it's really nice it's really nice because er I clearly see that you've got a lovely young man there	201-202

Genuine like of Luke	D: Like I said previously he's erm a lovely little lad	386
Genuine like of Luke	D: From being at his home I: Mmmm D: And then coming away from there thinking he's actually really nice	391-393
Genuine like of Luke	D: In Luke's case because he wasn't naughty, because he wasn't erm erm aggressive he was just a really lovely little boy	531-533
Genuine like of Luke	D: Because of Luke's nature erm he's he's a very soft lad, he's very polite, he's very well mannered erm [pause] we hit it off really well, really well	561-563
Time to invest in Luke	D: Erm, school have obviously given me that time to invest in him	493
Time to invest in Luke	D: And I think I I, it's just it's investing the time in the them I mean because we're non-teaching we get to have that time so erm you invest it wisely and you you hopefully get a good return	626-628
Time to invest in Luke	D: That's what Jane does really well in, she's got that time to invest	787
Time to invest in Luke	If if there's one thing I could say it would be erm just invest time in getting to know what he's about	813-814

Availability to Luke	D: Just reassuring him that while he's on site I'm here he he can chat to me	134-135
Availability to Luke	D: We have had an agreement with Jane, for example she wanted me to come up there and spend time with Luke erm we would do that	166-168
Availability to Luke	D: If I'm if I'm in there I just pop by and say hello	178
Availability to Luke	D: My office door was open anytime or if he felt he needed me then Jane would only have to call and I would do my best to get over and see him	440-442
Availability to Luke	D: Letting him know in Luke's case that I'm here anytime he needs and as long as I'm on site I can I can do anything for him	823-825

Superordinate Theme: Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Sharing about self	D: It really was just edging in with him and letting him know who I was I: Mmmm D: Erm and what I'm about and what I do at the school erm what my hobbies are	204-208
Sharing about self	D: And just letting him know what we're about	409-410

Sharing about self	D: I believe erm working in education, forming relationships with students and getting to know them and letting them know what you're about as a person makes your job so much easier	526-529
Sharing about self	D: Just being yourself, really making him feel comfortable chatting with you	553-554
Sharing about self	D: So it's kind of like opening up about yourself to him to make him feel you've been comfortable enough to do that with him	219-220
The use of shared interests to develop a relationship	D: They knew of his interest in football um and kind of knew that I could probably try and relate to that and try and build bridges there with him. um and obviously get a relationship going	36-39
The use of shared interests to develop a relationship	D: He'd locked himself in the bathroom and I was just [laughs] outside the door for a long period of time just trying to engage him in to chat, um just yeah, talking football, just talking boy's things I: Yeah D: Um, and eventually, eventually he did start to talk	50-55
The use of shared interests to develop a relationship	D: Erm, once we got chatting about football and things and we were speaking through the door he, he did open up and come outside and we were	71-73

	chatting in his kitchen for a while	
The use of shared interests to develop a relationship	D: In the morning erm they have erm form time registration so erm [pause] normally I'm there five, ten minutes earlier so he would al- he would always be waiting chats on football chats	186-188
The use of shared interests to develop a relationship	D: We obviously had erm football I: Yeah D: As a as a thing there [laughs] so erm and a lot of our chats and jokes and things are always about football I: Yeah D: So that is erm the most common thing for us there, that kind of brought us together	209-216
The use of shared interests to develop a relationship	D: So from the very beginning it was easy to chat with him, er and to talk about a number of things, football you know obviously the main focus [laughs]	387-389
The use of shared interests to develop a relationship	D: Erm I would hope he kind of thought that he's got somebody here that's on em footballing terms erm like I said a lot of our chat was based all around of that erm and his	428-433

	knowledge of it was erm amazing I: Yeah D: was amazing so because he knew quite a lot about it it made it easier for our chats to be erm [pause] it was just nice it was really nice	
The use of shared interests to develop a relationship	D: And he, in chatting and the way he approaches we we've got to the point where we erm have a bit of banter and I: Yeah D: Jokes about his choice of football teams and I: [Laughs] D: Things like that its, once you've got that it's easier to I: Yeah D: To to bond more and find an interest in a student	446-453
The use of shared interests to develop a relationship	D: My hobbies are football and sport and we kind of matched that up	490-491
The use of shared interests to develop a relationship	D: each case is different um we've got another two at the moment and they're totally different to Luke and I if I'm looking at it I don't think I could bring too much to them I: Yeah	507-514

	D: But I could to Luke, football I: Yeah D: And there's a head of year that can bring stuff to the other two that they probably couldn't bring to Luke	
The use of shared interests to develop a relationship	D: Once I touched on the football side of it and we got well we got a few words from him it was erm in a way easy to pick it off then because he was engaging in it	551-553
Encouraging feelings of comfort	D: then you've got to try and engage him into the chat I: Yeah D: And and get him to feel comfortable around them so that's how it first started	79-83
Encouraging feelings of comfort	D: I think the main thing is making him feel comfortable I: Yeah D: In talking to you because once you've got that it just stems on from there really	232-235
Encouraging feelings of comfort	D: We knew we'd be fine once we'd got him [pause] I: Yeah D: Into a comfort zone	333-336
Encouraging feelings of comfort	D: Just trying to settle him and make him feel comfortable for what was going to be the rest of his day really	403-404

Encouraging feelings of comfort	D: Just making him feel really really comfortable when he's with you	409
Encouraging feelings of comfort	D: Yep erm so I I would hope he would be thinking he's got somebody there that he's comfortable speaking to	437-438
Encouraging feelings of comfort	D: It was just digging into kind of what was, what would make him feel comfortable	533-534
Encouraging feelings of comfort	D: I do believe this, once they're at a stage where they are comfortable and they erm and they feel they can chat to you you're onto a winner really because erm you'll find they will really engage with you you and speak	557-560
Providing reassurance	D: I'd go over there like other staff and they erm still see the students as well as when they're in mainstream school as well so it was just [pause] reassuring that we are here to help	136-139
Providing reassurance	D: You have to just persevere and just go with it erm and just keep reassuring keep reassuring and and and making him feel comfortable	679-680

Providing support during unstructured times	D: he would come out and familiarise himself at break time and lunch times with me I: Ok D: So erm walking around with me [pause] erm without Jane erm so he would get to walk the school that's what we do at breaks and lunches we we we we walk around erm we speak to different groups of students erm and he was he was doing that with me	168-174
Providing support during unstructured times	D: In the morning erm they have erm form time registration so erm [pause] normally I'm there five, ten minutes earlier so he would al- he would always be waiting chats on football chats	186-188
Providing support during unstructured times	D: Because I'm on the corridor for that fifteen, twenty minutes I often stand with Luke because if he's waiting for friends to arrive he will be stood all by himself, I erm spend some time with him until his friends come	458-460

Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

Superordinate Theme: Working in partnership with the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**

Involving Luke in developing his support plan	D: So you have to just persevere and just go with it erm and just keep reassuring keep reassuring and and and making him feel comfortable and making him come to an arrangement with us guys of of what would be the best way of getting him into school	679-682
Luke's investment in attending school	D: Erm but obviously it was down to to Luke at the time	89-90
Luke's investment in attending school	D: But, equally on Luke's side with him working with us has helped him to get where he is today I: Yeah D: It wasn't one sided	502-503

Superordinate Theme: Working in partnership with the parents of the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Commitment from home and school	D: Yeah, mum was doing everything she could, erm to get him to school, erm school was doing everything we could do	88-89

Master Theme Three: *He felt safer there:* Providing the pupil exhibiting EBSR with a base away from the main school building

Superordinate Theme: Use of the school's alternative provision to support the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
The role of staff within the alternative provision	D: Jane plays a big part in that and the way her alternative provision centre works and how it makes them feel comfortable	247-248
Role of staff within the alternative provision	D: Jane's alternative provision centre plays a big part of that because erm I mean she's great she she's really good with them erm but it is just making them feel really comfortable with the surrounding setting whose around building friendships there's so much to it we have in that centre there that helps us massively	263-267
The alternative provision as a route to the main school	D: They're working in the alternative provision with Jane and they're also visiting different lessons in school	328-329
The alternative provision as a route to the main school	D: We think that those little steps in there erm build it up see where we are then I'm confident will be going to mainstream erm building it up that way	250-251
The alternative provision as a safe base	I: Yeah yeah, does he ever go into the alternative provision centre now D: Yep I: Yeah D: So yeah erm obviously not as often erm and he's in the middle of his GCSE's and	535-539

	we've got revision sessions in a morning and after school so it is erm it's a lot less but he still knows that that yep that's a base for him anytime	
The alternative provision as a valued and unique resource	D: I think we're quite we're quite lucky that we've got that I: Yeah D: Because I don't think, I don't think many schools have I: No D: And I think that's why perhaps we've got one or two successes is because we've got we've got that in place	252-258
Small group sizes within the alternative provision	D: then we would place them with Jane so and probably has I don't know many she's got at the moment but I've erm I've known her having four or five in there at a time	279-281

Master Theme Four: *I've never worked in a school where staff work as hard as they work here:* Working in partnership with school staff

Superordinate Theme: A team response to supporting the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Different roles played within team of staff supporting Luke	D: So, um, it was just a case of the the two ladies that I attended with they were speaking to mum. Um and I can remember Luke was locked, he'd locked himself in	49-51

	the bathroom and I was just [laughs] outside the door	
Different roles played within team of staff supporting Luke	D: the process erm, of it all was pretty major and [pause] the ladies will go into a lot because they had more involvement than me	117-118
Different roles played within team of staff supporting Luke	D: we've got an attendance team who work very closely with the parents and er the students erm they pick up a lot of the work erm and in Luke's case it was just a gamble to take me	238-241
Involvement with Luke despite no direct responsibility	D: Um and with that um I wasn't his head of year at this point	29
Involvement with Luke despite no direct responsibility	I: So he would have been, like year nine D: Possibly yeah yeah, so I wasn't his head of year	32-33
Staff flexibility	D: from yeah from being at his home I: Mmmm D: And then coming away from there thinking he's actually really nice and if I could try and help, with not being his head of year it is difficult but I mean we do we are flexible if there's students that erm they feel I could get involved with and help then we do that and vice versa with other heads of year so erm we are flexible in that way	391-397
Staff flexibility	D: Like I said each case is different um we've got another two at the moment and they're	507-514

	totally different to Luke and I if I'm looking at it I don't think I could bring too much to them I: Yeah D: But I could to Luke, football I: Yeah D: And there's a head of year that can bring stuff to the other two that they probably couldn't bring to Luke so we we're flexible like that	
A team response to supporting Luke	D: He hadn't started on the arranged date I: Oh right D: Erm [pause] so obviously our attendance team had picked that up	23-25

Superordinate Theme: Communication between staff working with the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Communication between staff	D: So we look at the individual timetables and will then decide and discuss with the class teacher where they are in that subject, there will probably be an assessment to say this is his current level erm and then erm it's down to those guys to say right he's with me for this lesson	318-321
Communication between staff	D: Jane would speak with teachers around what things work, who who seating plans, differentiation of work and levels of where he's at and all	771-775

	those sorts of things so it just it just helps the process that I: Yeah D: that communications there for all, it just makes it easier for for Luke	
Communication between staff	I: How did that message get across to them? D: It would be erm Jane and she would have face to face chats I: Okay D: She would have, it would be emails coming out for example if he was attending one of my English lessons I'd have an email just to know Luke we have pencilled in for him to come to your lesson and erm is there anything you need from him as a teacher or is there anything you need from us er do you want anybody supporting with him in class	
Communication between staff	D: And and just yeah just contact really and communication between between the staff because because of the alternative provision centre [pause] that's what Jane does really well is she's got that time to to invest	785-787

Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

Superordinate Theme: The positive nature of supporting a pupil exhibiting EBSR to attend school more regularly

Emergent Theme	Quote	Line Number
A positive experience	D: I mean he's been with us quite a long time now erm and to see how far he's come, it's amazing	145-146
A positive experience	D: It's been a success I: Yeah exactly I know D: And erm it's been one that's, when it's nice to see success	155-157
A positive experience	D: it's it's it was really nice it was a really nice [pause] situation to be in	499-500
A positive experience	D: I was glad I was a part of it	515

Superordinate Theme: Difficulties associated with supporting a pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Timely nature of activities to support Luke	D: Erm, and we spent, a good two and a half hours at his house I: Wow OK D: So um we was quite a long time [laughs	42-44
Timely nature of activities to support Luke	D: And I was just [laughs] outside the door for a long period of time just trying to engage him in to chat	51-52
Timely nature of activities to support Luke	D: Um, and eventually, eventually he did start to talk. Um but it was a good hour or	55-56

	so before he'd even heard his voice	
Timely nature of activities to support Luke	D: So, so it was a, it was quite lengthy in terms of when we get to know children	75-76
Differences from usual job role	D: Normally its face to face but in this case it was it were unusual case for us because it was a home visit	76-77
Differences from usual job role	D: I haven't really in my own experiences erm ever dealt with a situation where we we'd been at their home and you are trying to get them to come out of a bathroom of a room to try and obviously speak to them	222-225
Differences from usual job role	D: Normally it is if er if we are meeting new students it is face to face in school whether they're new starters or you've just picked up a new year group so they quickly see what your about whereas Luke didn't know anything about me so you've got to be you've got to be smart	227-231
Difficult nature of supporting Luke	D: It was just really it was just a battle to try and get him to engage into chat	64-65
Difficult nature of supporting Luke	D: It was probably one of the [pause] how do I word it, [pause] complicated [pause] kind of situations that I've been involved, or I've known what my colleagues have done as well	121-124

Master Theme Seven: *I try and keep things as flexible as possible:* Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR

Superordinate Theme: Individualised support offered to the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Individualised response carried out by school	D: We kind of we look at the individual cases of each student and if we feel that they are, if they would work better we'd see progress then we would place them with Jane	277-279
Individualised response carried out by school	D: So, erm yeah, individual cases it I mean you you you'd have to manage it like that	341-342

Superordinate Theme: Amendments to timetabling

Emergent Theme	Quote	Line Number
Consideration of timetabling	D: So erm we we look at their individual timetables and in Luke's case I believe he was taken off science he was taken off another option subject erm just to ease that workload	310-312
Consideration of timetabling	D: So we look at the individual timetables and will then decide and discuss with the class teacher where they are in that subject, there will probably be an assessment to say this is his current level erm and then erm its down to those guys to say right he's with me for this lesson	318-321
Use of a part-time timetable	D: We looked at his timetable, he wasn't going to come in full	661-663

	time and it was going to be the hour, we agreed on the hour he would just come in	
Use of a part-time timetable	D: At the very beginning like I said before with with the baby steps it would be perhaps come in for an hour, go home I: Yeah D: All week and then the next week it would be two hours and and and so on	141-145
Use of a part-time timetable	D: At the beginning he was in for the for an hour and we we built that up	404-405
Use of a part-time timetable	D: So in in Luke's case we we started with the hour, the very bare minimum um and it slowly it started to work	686-687

Superordinate Theme: Providing the pupil exhibiting EBSR with adult support when entering and leaving the school

Emergent Theme	**Quote**	**Line Number**
Escorting Luke to the school gates	D: Once, once we'd got to a point where he was he was happy to come to school and he wanted to start we would build it up so it would be mum escorting him to the gates	124-126
Staff meet and greet	D: So he was escorted to the school gates he was picked up um by our members of staff	130-131
Staff meet and greet	D: When he first attended it was just like little things of meeting him at the gate and	397-399

	walking him from the front gate to the building	
Staff meet and greet	D: It was really a lot of baby steps it was just like I say like meeting him at the gate, taking him, dropping him back off to the gate	405-407
Staff meet and greet	I: you going to meet him at the gate, was that something that happened every day? D: It it wasn't it wasn't er it would mostly be Jane	411-413
Staff meet and greet	D: Because it it was so extreme literally picking him up from his mum at the gate and taking him to the alternative provision centre which is a thirty second walk that thirty seconds made it, made such a big difference	417-420

8.13.2 A table of the superordinate and emergent themes from in Carrie's interview organised in terms of the master themes identified for the whole group

Master Theme One: *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds:* The presence of key adult support for the pupil exhibiting EBSR

Superordinate Theme: Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Supporting Luke to feel safe	I: Could you tell me any more about his work with that early help worker? C: I think Luke felt safe with him	98-99
Supporting Luke to feel safe	C: When he was with erm the early help worker he kind of felt that was a safe person to be with and he would obviously help if anything happened	104-106
Developing a relationship through regular contact	C: Erm the more he was in school erm he really opened up towards the end em we had several TAC meetings with the other professionals erm and he became a lot more confident and he would speak to me we'd have long conversations during the TAC he would be making eye contact and he just became a lot more comfortable	177-181
Developing a relationship through regular contact	C: He didn't he didn't overly open up with me there were definitely other members of staff that he connected more	268-270

	with but I think that was whoever he saw regularly I: Yeah C: Erm whereas with me it was probably once every six weeks with the TAC	
Developing a relationship through regular contact	C: Erm so in the beginning he probably found it really beneficial but then the more I withdrew other people obviously took on that role so I think he enjoyed confiding in them really more than more than me yeah	275-277

Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

Superordinate Theme: Working in partnership with the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Luke's investment in attending school	C: Then the more he kind of gave something back and and gave things a go, he came to the alternative provision for a meeting it was it was really nice	291-293
Luke's investment in attending school	C: Yeah definitely he he always said that he really wanted to be in school to do the work erm if we set him work at home he always did it and really enjoyed that side of it	458-460

Luke's involvement in decisions around support from outside agencies	C: The group group anxiety sessions but he didn't want to do them he preferred the one to one so he then said I don't need CAMHS and he chose to just withdraw from them	225-227
Involving Luke in the development of his part-time timetable	C: It was kind of his choice really what he did and didn't feel comfortable with and she kind of just managed that and helped him with that so if he felt comfortable going then he could and if he didn't then she didn't force him or push him to to er to do it	160-163
Involving Luke in the development of his part-time timetable	C: Yeah he could control that and if he if he was nervous she'd give him say two weeks advanced notice and say oh I'd like you to try a maths lesson so he has two weeks to process and think about that and if he was comfortable and confident to do that he would go and if he said oh actually miss I'm not quite ready for that then she would say that's ok we'll try it next week	165-170
Luke's involvement in decisions around his schooling	I think that actually said that we weren't going to push him and that he could do what he wanted really	341-342

Superordinate Theme: Working in partnership with the parents of the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Working with parents	C: We kind of made arrangements with dad that if he went to school that he could he could do nice things after school rather than dad going to see him in the day which he was enjoying at home erm we got him to withdraw from that so I think that helped	327-331
Mediation between home and school	C: Yeah erm so I was kind of the middle person between home and school to try and try and support him to to come into school you know	114-115
Development of a relationship between school staff and parents	C: Yeah yeah it was on a home visit erm I think I'd done a couple of home visits and mum worked in a school so she wasn't always there and when I knocked he wouldn't answer but eventually the more I spoke to mum obviously she was allowed time off work to sort the issue out and she was at home a lot more so that we could do some home visits	49-53

Master Theme Three: *He felt safer there:* Providing the pupil exhibiting EBSR with a base away from the main school building

Superordinate Theme: Use of the school's alternative provision to support the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
The alternative provision as a route to the main school	C: Erm it was just a nice a nice meeting where we explained what the alternative provision was we introduced Jane explained the process that obviously it was a chance to build up to mainstream school er so we never hid that from him that he would actually have to [pause] there would come a point where he would have to go into mainstream	333-337
The alternative provision as a route to the main school	C: With Luke we offered the alternative provision which we kind of use quite regularly for children who are refusing to attend school whether that's anxiety or other issues where they just don't want to to come will use that as a kind of stepping stone to reintegrating them back into school	245-249
The alternative provision as a route to the main school	C: He was making the transition he was still in the alternative provision quite a lot but he was definitely going to a lot more lessons and the idea was that he was going to be fully integrated in the coming weeks	347-349

Role of staff within the alternative provision	C: Obviously you're with a member of staff all the time er and she kind of helped she was a bit of the middle person between school and obviously her separate building	156-158
Role of staff within the alternative provision	C: I think a lot of them enjoy just being in the small environment and that attention that they're getting from the teacher	256-258
Role of staff within the alternative provision	C: In the beginning Jane would go to lessons with him I: Oh okay C: And she began to sit with him and then kind of withdrew from that so she would just be around the room for him and then she would say oh I've just got to nip and get some paper or she she'd use an excuse to then leave the room so that he was on his own for short periods of time erm and gradually just built that up to where he felt confident to be on his own erm	428-436
Role of staff within the alternative provision	C: She also built him up a friendship group so he knew a couple of children from primary school which he'd obviously not seen for three or four years erm so she got them to go over to the alternative provision and they'd often spend lunchtimes in there	436-440

	together erm to build up a friendship	
The small environment of the alternative provision	C: Yeah it's the small environment being with only a couple of children obviously it's quite a big school and and a lot of them just prefer to they want to do their school work and they want to be in school but they don't necessarily want to be with everyone else erm so I think a lot of them enjoy just being in the small environment	253-257
The small environment of the alternative provision	C: I think a lot of them enjoy just being in the small environment and that attention that they're getting from the teacher	256-258
The small environment of the alternative provision	C: Yeah I think it was the small environment and he and he felt safer	155
The alternative provision as a safe base	C: Yeah I think it was the small environment and he and he felt safer there	155
The alternative provision as a safe base	C: This is what the alternative provision has to offer so you can use this as a base for however long he feels he needs to be in there he could be in there use that which made him feel comfortable	338-340
The alternative provision as a safe base	C: As soon as he saw older children he panicked that they were probably going to bully	398-403

	him and he just didn't feel comfortable at all I: Yeah C: Until he was obviously in the separate building of the alternative provision	

Master Theme Five: *She likes the fact that they check if she's in:* The pupil exhibiting EBSR's access to peer support

Superordinate Theme: Promoting friendships between the pupil exhibiting EBSR and their peers

Emergent Theme	Quote	Line Number
The role of key adults in developing relationships with peers	C: She also built him up a friendship group so he knew a couple of children from primary school which he'd obviously not seen for three or four years erm so she got them to go over to the alternative provision and they'd often spend lunchtimes in there together erm to build up a friendship before she then said oh why don't you go out for a break or a lunchtime with your friend and then they built their friendship up through that was as well so he kind of built the relationships up before he went into mainstream so that he felt comfortable with with other people	436-444

Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

Superordinate Theme: The positive nature of supporting a pupil exhibiting EBSR to attend school more regularly

Emergent Theme	Quote	Line Number
A positive experience	To kind of have a positive impact on someone and a success story it was really it was really nice	295-296

Superordinate Theme: Difficulties associated with supporting a pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
The difficult nature of supporting Luke	C: To begin with it was really hard you know we were making suggestions we were trying everything we could basically to try and get him into school and it felt like everything we suggested to him he wouldn't even give it a go it was just a blatant no I'm not doing it erm so it was hard to kind of [pause] say what was anxiety and what was actually him just being a teenager and not really wanting to go so it was quite difficult to manage you know the nice supportive role but also managing the you've got to go to school and give it a go role so it was quite difficult to begin with	283-289
The difficult nature of supporting Luke	C: But in the beginning it was tough I: Yeah	298-301

	C: Because it almost felt like he just liked to be in the house and he was never going to leave basically	

Master Theme Seven: *I try and keep things as flexible as possible:* Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR

Superordinate Theme: Amendments to timetabling

Emergent Theme	**Quote**	**Line Number**
The use of a part-time timetable	C: She helped him go into lessons and like she's built that up through a timetable where if he feels comfortable going to lessons then he can er and it was kind of his choice really what he did and didn't feel comfortable with and she kind of just managed that and helped him with that so if he felt comfortable going then he could and if he didn't then she didn't force him or push him to to er to do it I: So he had some choice in it? C: Yeah he could control that and if he if he was nervous she'd give him say two weeks advanced notice and say oh I'd like you to try a maths lesson so he has two weeks to process and think about that and if he was comfortable and confident to do that he would go and if he said oh actually miss I'm not quite ready for that then she	158-172

	would say that’s ok we'll try it next week or I: Oh ok C: We kind of built it up which I think he enjoyed	

8.13.3 A table of the superordinate and emergent themes from in Jane's interview organised in terms of the master themes identified for the whole group

Master Theme One: *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds:* The presence of key adult support for the pupil exhibiting EBSR

Superordinate Theme: The relationship established between the key adult and the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
A positive relationship	J: Our relationship it's pretty consistent because I think we know each other quite well we know what makes each other tick and we know what each other would find annoying or would upset us so erm I think as far as possible we try and rub along in a way that would avoid conflict	723-726
A positive relationship	J: I like to think it's because he likes me because we do have a good relationship	747-748
A family-like bond	J: We spend all day together right we have to like each other and we have to get on and I say we'll always fall out like normal families fall out but we always have to make friends again and so that's what it's been like	893-896
A family-like bond	J: But I was disappointed and I said Luke didn't ask me to sign his t-shirt and he went that's because you're too much of his mum I: Yeah	928-933

	J: And I thought oh god you're right yeah it's like asking your mum to sign your t-shirt you wouldn't would you yeah it was almost like we were too close	
Opening up to a key adult	J: And probably weeks or months later he did open up as our relationship built and did open up	211-212
Opening up to a key adult	J: Right yeah by this time as well Luke had opened up a bit about erm why he'd become a school refuser	650-651

Superordinate Theme: Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Sharing information about the self	J: I share with young people my life I share not deeply deeply personal things of course	688-689
Sharing information about the self	J: I share what I did last night and what I had for supper and I talk about my husband and I talk about my children and erm and so that was very easy with Luke because because Luke is an intelligent boy he would erm he would then er on a Monday morning say oh miss did your husband go to the match on Saturday because he knows the team my husband supports	701-705

Sharing information about the self	J: They know little things about my life like I say that aren't hugely private but that humanise me and that make me you know the same as them as far as possible I: Yeah J: Instead as seeing me as someone you know who is remote and distant and I think that's been really important	715-720
Being ready to listen to Luke	J: With Luke I may have said something along the lines of if you ever want to tell me why you got bullied or how it made you feel I'm ready to listen but I don't need to know	208-209
Engaging Luke in problem free talk	J: So I showed him round the whole building and er had a chat with him about what he liked what he didn't like I didn't really go into why he wasn't at school that wasn't important	136-138

Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

Superordinate Theme: Working in partnership with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Luke's investment in attending school more regularly	J: In his head he knew it was the right thing to do and it was you know having that conversation with him you	152-155

	could see in his eyes that he knew the right thing to do was to be in school	
Luke's investment in attending school more regularly	J: So by the way he came the next day I had no idea if he would pitch up but he did he turned up	173-174
Luke's investment in attending school more regularly	J: He actually said the words mum I know that was stupid now and I'm not going back there	875-876
Luke's involvement in his transition into the main school building	J: Then he decided he was ready for English that was the next one and then he was ready for History so then when we came so that was the academic side	514-516
Providing Luke with choice around his support plan	J: Choice was key in this process	292
Involving Luke in developing his support plan	J: I discovered in my dealings with Luke well actually I asked him I remembered asking him what is it you need from me I: Mmm J: To help you make progress and he said his answer was I need you to give me time	298-303
Involving Luke in developing his support plan	J: I was like wow the lightbulb came on for me wow that's a great idea of course why didn't I think of that [laughs]	309-311
Involving Luke in developing his support plan	J: Sometimes he'd come back and say no I'm not ready I'm not ready and I'd say that's fine because that was the deal we	317-320

	made tell me when you're ready	
Involving Luke in developing his support plan	J: So again in consultation with Luke look we think this is a good measure of progress we think you're ready for this how do you feel about it and he he he was okay with it	615-617
Involving Luke in developing his part-time timetable	J: Then I suggested to him that he come the first day for two hours and if he liked it he could come the next day for two hours but if he didn't like it he could drop to one hour but the important fact was that he was going to come	148-151
Involving Luke in deciding his seating position in the classroom	J: So that process led to meeting the teacher to finding the room to going in his seat to discussing with him actually where he would feel comfortable sitting do you like sitting at the front or do you like to sit at the back what makes you feel comfortable	279-282
Discussing potential support with Luke	J: Then I talked to him about how I felt it could work, my ideas for how I thought it could work and the way I thought it could work	141-143

Superordinate Theme: Working in partnership with the parents of the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Communication between home and school	J: I was in almost daily contact with his mum I'm in almost daily contact with all my parents and again that's really important	578-580
Communication between home and school	J: It's really important for parents to get good phone calls to get lovely phone calls to get your kid's had a great day phone call or your child's made something wonderful or your child's worked really hard	582-585
Communication between home and school	J: I encourage all my parents to ring me in a morning if somethings gone awry at home because then I'm able to head it off at the pass	585-587
Communication between home and school	J: I can actually track trace a lot of unpleasant days in the alternative provision I can trace it back to where something has gone awry at home and parents haven't let me know I: Mmm J: If there's been a huge argument or erm or a a a a drastic upset involvement you know the police or social services as often happens I'm able to then unpack that with children in the morning because that's first and foremost what they're thinking about when they walk in the door	589-597

Communication with Luke's mother	J: I er also spoke extensively with his mum and I think it helped that his mum worked within the education system she's a teaching assistant in a primary school and so I could see the um the heartache and the desperate sadness that his er refusing to come to school had caused the whole family er you know	42-46

Master Theme Three: *He felt safer there:* Providing the pupil exhibiting EBSR with a base away from the main school building

Superordinate Theme: Use of the school's alternative provision to support the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Physical environment in the alternative provision	J: We have a learning area erm an eating area a relaxing area a kitchen area that's also very important	89-90
Physical environment in the alternative provision	J: The colours in the room are important the er in my experience I've found that children love and gravitate towards bright colours and so having pom poms rainbow colours erm and having the room look nice this was important	90-94
The nature of the alternative provision	J: I was very clear at my interview when I took the role that I it wasn't about punishing children in any way shape or form it was about educating	60-64

	them in a different way it was about finding hooks I: Yeah J: Into learning	
The nature of the alternative provision	J: And as I say it wasn't about punishment er it was about erm the the tea and toast in a morning was important the social aspect of sitting round the table the social aspect of doing something for others, making something for another person	81-84
The nature of the alternative provision	J: I was given a lot of free reign and trust in that when I felt that things were perhaps reaching a pressure point I could just say right we're all going a walk and obviously we wouldn't leave the premises but that would be round the field or round the mainstream building but it was getting out of the classroom	96-103
The nature of the alternative provision	I was also able to develop the timetable to include PE em my own background is in PE	105-107
The nature of the alternative provision	J: The whole thing the whole thing has evolved and grown and embedded it's got a lovely vibe and it works really quite well	116-117
A nurture group perspective within the alternative provision	J: I decided as far as possible to base the alternative provision around nurture group principles	71-72
A nurture group perspective within the alternative provision	J: As far as possible we follow nurture group guidelines	77-78

The alternative provision as a safe-base for Luke	J: Oh shall we try him in the alternative provision, there's a safe and secure and separate facility within the campus erm that he could be located in	33-34
A focus on building relationships within the alternative provision	J: It was about slowly and steadily and surely building up relationships with those children	64-65

Master Theme Four: *I've never worked in a school where staff work as hard as they work here:* Working in partnership with school staff

Superordinate Theme: A team response to supporting the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Working with other staff supporting Luke	J: At that point obviously I spoke to the attendance team about the issues the background issues	37-38
Working with other staff supporting Luke	J: So I started by I'd ring the front office and I'd in the morning and I'd say er at half past ten I'm going to send Luke for a ream of paper I: Mmm J: And will you just give it to him yeah that's fine so they were in on it I: Yeah J: And then I'd go ah Luke I've run out of photocopying paper would you go could you nip to the front office do you feel okay about that and he'd go yeah yeah that's ok and so that was the first thing he did was go to the front office	351-360

Working with other staff supporting Luke	J: I work very closely with the classroom teachers so he was up to speed	462-463
Working with other staff supporting Luke	J: I've never worked in a school where staff work as hard as they work here and they have got on board with Luke and with all my students one hundred percent without any shadow of a doubt they understand the issues they're empathetic to those issues and sympathetic and they've been more than happy to take my lead and my guidance on what I think Luke needed and when he was ready	969-975

Master Theme Five: *She likes the fact that they check if she's in:* The pupil exhibiting EBSR's access to peer support

Superordinate Theme: Promoting friendships between the pupil exhibiting EBSR and their peers

Emergent Theme	Quote	Line Number
Developing Luke's friendships with peers	J: I then went out, because he was still terrified of teenagers, and I went out and found er lads out of his year group I found one very mature lad I asked around found a really mature lad and said look will you come and make friends with Luke I: Yeah J: And brought the brought the student into the alternative provision at breaks and lunches	403-409

Developing Luke's friendships with peers	J: This lad was really mature and really kind and unders- I explained a little bit of the situation erm without revealing any confidences er and that boy came in and erm befriended Luke so that was really nice	409-412
Developing Luke's friendships with peers	J: Then I found another group that had because by now lots of kids had seen him about they see him in mainstream they'd seen him with me they'd seen him going to cookery because he loved cookery that kind of thing and so I found another little group that would come and talk to him and chat video games and that sort of thing whatever else they do	418-423
Developing Luke's friendships with peers	J: So yeah slowly but surely he got to know other students in his year group	425-426
Developing Luke's friendships with peers	J: I told him I think it's time I think I think you need to go out there and survive em but we'll find out exactly where this friend is going to be and this friend is going to be	536-538

Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

Superordinate Theme: The positive nature of supporting a pupil exhibiting EBSR to attend school more regularly

Emergent Theme	Quote	Line Number
A positive experience	J: I think the thing with Luke is he's given me so much more job satisfaction	899-900
A positive experience	J: [Crying] it's been immense and I feel really privileged to have [pause] experienced this I'd never done it before and I didn't know what it would be like and I didn't know if I'd be any good at it so it's felt good being good at it	902-905
A proud experience	J: It's been a major success story for me it's been a joy really [begins crying] I'm so proud of him I am I'm really proud of him I am	887-889
A proud experience	J: I'm really proud [crying]	895
A joyful experience	J: So when Luke started for the first I would say for the first month he although he would sit at the breakfast table because I make everyone sit at the breakfast table that's not a an option you could you don't have to eat or drink but you have to sit and be part of the social activity so for the first month he didn't eat anything [pause] and then one day I erm he ate a slice of toast and I did a cartwheel across the room [laughs]	218-223
A joyful experience	J: So erm so this this this is quite remarkable this this this made me gulp one day so he he comes to me when he's not in	555-568

	mainstream lessons and I've got I've got it on my timetable and I put it up on the board so everybody knows where everybody is I: Yep J: And then one day he got up and he got his bag and it must have been break and he was heading out the door and he said bye miss see you tomorrow [pause] and I did I actually did a double take and I said what did you say and he said I said I'll see you tomorrow and I was like what and he said well I'm going to my lesson and then its dinner and then I've got another lesson and then I went oh ok then see you tomorrow and it was like oh he doesn't need me anymore I: Yeah J: It was I was delighted of course	
A joyful experience	J: And now and now we're looking at prom and he's saying to me miss have you got your prom ticket yet [laughs] because he's got his trousers got his shirt and tie he's bought his ticket he's ready for prom and it's just amazing	856-859
A joyful experience	It's been a major success story for me it's been a joy really [begins crying]	887-888

Superordinate Theme: Difficulties associated with supporting a pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
The timely nature of supporting Luke	J: He started with me in the February and I would say it took until about [pause] late April be after Easter before he managed to stay until lunchtime I: Mmmhmm J: And then it was it was right I would say it was a month three or four weeks before the summer holidays before he stayed all day	389-394
The timely nature of supporting Luke	J: It happened very very slowly it happened very slowly	453
The timely nature of supporting Luke	J: And he knew that when he was ready he could go back to mainstream so it was very very slow	476-477
The difficult nature of supporting Luke	J: At Easter em there were two revision sessions on in the Easter holidays I had got him a I hadn't got my letter he got a letter from his teacher I'd made sure his mum had signed it to give him permission to come in I came in after Easter asked him how the revision sessions went and he hadn't gone I: Mmmm	729-735

	J: And I was very cross and yeah so I was actually very cross	
The difficult nature of supporting Luke	J: There was another incident where he qualified to go for a Chinese meal with the rest of year eleven and he said he was going to go and I was over the moon and his mum was over the moon and then on the day of the Chinese meal he said he wasn't going to go	776-780
The difficult nature of supporting Luke	J: He came after lunchtime and he said I'm not going and I was really cross again and because I felt that the the the other students going on the Chinese meal were some of his friends that he befriended that he spent break and lunch with and that he needed he wasn't now extending himself	798-802
The difficult nature of supporting Luke	So it's been slow and sometimes really painful but it's always been steady	861

Master Theme Seven: *I try and keep things as flexible as possible:* Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR

Superordinate Theme: Amendments to timetabling

Emergent Theme	Quote	Line Number
Amendments to timetabling	J: I suggested to the parents was that Luke walk home on his own but he was doing a full day now but in order to	603-606

	facilitate a scenario that he felt safe erm I would send him home ten minutes before the end of the school day	
Considerations around timetabling	J: So I looked at his timetable and in discussion with his classroom teachers and him and his mum it was decided that we'd focus on er Maths where he could get two GCSEs Maths and Statistics, English where he could get two GCSEs English lang and English lit erm Media Studies which was er I think is a BTEC qualification erm and the the the he was so far behind he couldn't catch up in Science he couldn't catch up in Social Studies and he couldn't catch up in his other options subjects oh sorry apart from History	438-445
Use of a part-time time table	J: And then I suggested to him that he come the first day for two hours and if he liked it he could come the next day for two hours but if he didn't like it he could drop to one hour but the important fact was that he was going to come	148-151

Superordinate Theme: Providing the pupil exhibiting EBSR with adult support when entering and leaving the school

Emergent Theme	Quote	Line Number
Collecting Luke from school	J: I said at the end of the two hours your grandad can come and pick you up he can physically come in the building, collect you and take you back out again so there's never a point where you're on your own	159-162
Collecting Luke from school	J: Morning he was still being collected from the front door when he finished for the day	380-381
Escorting Luke to school	J: The way I thought it could work was that he was because he was too frightened to walk to school I: Mmmm J: that his mum could bring him literally to the front door every morning that that would keep him safe on his way	142-146
Escorting Luke to school	J: All this time he was still being brought to the front door in the morning	379-380

8.13.4 A table of the superordinate and emergent themes from in Elise's interview organised in terms of the master themes identified for the whole group

Master Theme One: *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds:* The presence of key adult support for the pupil exhibiting EBSR

Superordinate Theme: The relationship established between the key adult and the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
A trusting relationship	E: I think she sees me as somebody she trusts	415
Developing a comfortable relationship	E: That's absolutely brilliant because Tabitha now feels comfortable and that that that's been key really	364-365
Development of a relationship	E: Erm and we've been able to build up a bit more of a relationship	78

Superordinate Theme: The nature of the key adult supporting the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Genuine like for Tabitha	E: So you know we always have a bit of a laugh and a joke and I don't know she's she's a lovely kid	411-412

Superordinate Theme: Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Developing a relationship through regular contact	E: She particularly gets on with one of the TAs who's erm is probably my TA who's based over here more than the others the others tend to go out a bit more erm but she's usually here and so she's worked with her and has done a lot of the beat dyslexia stuff with her has sat and done her assessments with her and so you know she's she's she's also very experienced and she's erm she's built up quite a good relationship with Tabitha	354-360
Developing a relationship through regular contact	E: In year eight because I was teaching her it meant that I got to know her better and I got to understand her better [pause] erm and [pause] you know you get to you you you get to kind of tell by just the very physical erm the way somebody carries themselves what kind of day they're having	402-407
Use of positivity to build a relationship	E: She knows she's got people over here she can talk to and I've always been kind of quite upbeat with her you know we've always been very positive with her about everything	349-351
Use of positivity to build a relationship	E: I think that yeah [pause] she and I [pause] I don’t know we	407-410

	always have had quite a joke with each other I've always tried to be quite jovial with her because you know well poor love I think she's got enough to be coping with	
Lack of judgement within the relationship	E: I think [pause] I think she she feels that she's not judged and I think that's quite important I: Yeah E: You know she doesn't feel like I judge her for anything I don't ever make I don't ever make any kind of comment about ooh you weren't here on Tuesday or never ever talk about it I just let it roll because I don't again I don't want her to feel that pressure	415-421
Keeping Tabitha in mind	E: What I've tried to do you know that that's involved me sometimes sending work home for her sometimes sending little letters and notes with that just to kind of encourage her to kind of come in and be here	79-81
Use of interests to develop a relationship	E: She's erm she's built up quite a good relationship with Tabitha and you know talk about you know once they've done the assessment they talk about fashion and they'd have a little chat about other things	359-362

Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

Superordinate Theme: Working in partnership with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Tabitha's involvement in developing her part-time timetable	E: Her timetable was reduced for a while then we kind of let her lead on that I: OK E: In terms of her kind of picking the lessons that she felt she could cope with	238-242
Tabitha's investment in attending school	E: I think she she genuinely wanted to be educated she wants to learn she you know she's always so keen whatever you do she comes up with new ideas she does homework she really wants to do it	577-580

Superordinate Theme: Working in partnership with the parents of the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Communication between home and school	I: How did school manage to kind of convince mum of that, were there things that school did to help? E: Er well I think we talked to her quite a lot about you know	168-170
Communication between home and school	E: I think you know we've got very open lines of communication and so mum had you know had been in a lot	528-529

Strong relationship between home and school	E: Yeah really quite good I don't tend to deal with mum erm very much it tends to be more my colleagues in welfare tend to go with mum they'd built up a kind of really strong relationship with mum	186-188

Master Theme Three: *He felt safer there:* Providing the pupil exhibiting EBSR with a base away from the main school building

Superordinate Theme: Use of the school's alternative provision to support the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
The role of the alternative provision in reducing pressure on Tabitha	E: You know she doesn't feel the pressure of having to wear uniform she can just come she kind of does it in her own time and out of all of them that have been targeted to do that she is our 100% attender for that	260-262
The role of the alternative provision in reducing pressure on Tabitha	E: I think that it's just the pressure I think that it's a less pressurised environment and I think that she falters when she feels that she's under pressure	266-268
Access to an alternative provision	E: The other thing that worked very well this year for her is we've now set up this outreach outpost	252-253
Access to an alternative provision	E: We have a teacher go out there and do kind of you know basic skills and she's got a folder out there with stuff in it erm and it's based on the estate	257-259

Superordinate Theme: Access to learning and support from staff in an environment separate from the main school

Emergent Theme	Quote	Line Number
Providing a base separate to the main school	E: Which meant that she could come in to reception and just walk straight over to us rather than having to go through the school	85-86
Providing a base separate to the main school	E: And actually I think that that physical thing was actually quite important to her so her lessons were over here in this suite which is our additional needs unit erm so I she because much more comfortable with coming here	88-91
Providing a base separate to the main school	E: I think because we timed when she would come in we didn't have to necessarily when she used to go to the inclusion officers sweet it means that you actually have to go through the hub normally which is kind of quite busy I: Ok E: And also through one of the main corridors of the school to get to the inclusion suite and I think that actually she found that [pause] sometimes really overwhelming she's quite shy she's quite aware of her environment	218-225
Providing a base separate to the main school	E: Because she would come into here it's a walk in its outside so she she she doesn't	226-228

	you know she doesn't have to go kind of inside she doesn't feel like the kind of pressure of there being lots of people	
Providing a base separate to the main school	E: She could see that we were doing not that we'd moved the unit for her but actually it benefited her to be able to not have to go through the school but that she had this place that she felt that she could kind of own a little she had some of her stuff here erm	569-572
Accessing lessons in a separate location	E: Even to begin with it was it was she'd come she might access a little bit of the lesson and then she'd go and work on her own sometime she worked for some points of it and at some points she'd work in here so she'd work in my office	91-94
Accessing lessons in a separate location	E: I would teach in the next room I: Oh ok E: Next door so that she could hear everything that was going on I: Yeah E: She'd take part in the lesson kind of because I'd dip in and out I: Yeah E: The kids wouldn't necessarily know she was in here	96-102

Accessing lessons in a separate location	E: But it meant that actually she could access the lessons without feeling that she was kind of on show in front of people	108-109

Master Theme Four: *I've never worked in a school where staff work as hard as they work here:* Working in partnership with school staff

Superordinate Theme: A team response to supporting the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
A team response to supporting Tabitha	E: There's a real kind of three pronged approach especially if there's me involved as well because there's an additional need but you know you've got the welfare team are often involved I'm often involved and then the attendance side are often involved in a kind of legal kind of way	434-439
A team response to supporting Tabitha	E: There's lots of staff who have been involved with Tabitha even if they haven't actually taught her	530-531

Superordinate Theme: Communication between staff working with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Communication between staff supporting Tabitha	E: I mean her her head of year and erm her form tutor were still heavily involved so anything that goes out about	537-540

	Tabitha automatically goes to them anyway	

Master Theme Five: *She likes the fact that they check if she's in:* The pupil exhibiting EBSR's access to peer support

Superordinate Theme: Supportive friendships between the pupil exhibiting EBSR and their peers

Emergent Theme	Quote	Line Number
Development of friendships	E: So her other friends that she'd made in year seven would sometimes come over here at lunch times and she would build up you know kind of a little gaggle of them actually and it got to the point that we kind of said to them look actually you know getting so many of you and you're kind of dipping outside because you want to go and see the boys you might as well go out I: Yeah E: And with that she would go with her friends and not venture far off from here but she would be outside	312-140
The support of friends in school	E: And so we've looked at putting her with friends and her having a buddy to go with so she's got somebody that she always knows is in those lessons erm things like that have worked	250-252

Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

Superordinate Theme: The positive nature of supporting a pupil exhibiting EBSR to attend school more regularly

Emergent Theme	Quote	Line Number
A positive experience	E: It's it's been erm it's been quite satisfying in lots of ways	589
A positive experience	E: It it's been quite good there are always frustrations along the way but you just have to roll with it I guess	599-600
Pride due to Tabitha's achievement	E: I'm really proud that actually she she you know that this outpost education she's gone and she's really grabbed that I: Yeah E: And so that's brilliant	321-324

Superordinate Theme: Difficulties associated with supporting a pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Difficult nature of supporting pupils exhibiting EBSR	E: It's really hard it's really tricky and each one is so so different	440-441
Difficult nature of supporting Tabitha	I: How did you feel during the time when you were supporting Tabitha to attend school more regularly? E: Erm frustrated really frustrated	460-462

Master Theme Seven: *I try and keep things as flexible as possible:* Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR

Superordinate Theme: Individualised support offered to the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Individualised response to pupils exhibiting EBSR	E: It's kind of bespoke really	423
Individualised response to pupils exhibiting EBSR	E: We don't have a policy there's not a kind of standard routine of what we go through or what we do I know that as a team we go above and beyond with our school refusers	435-437

Superordinate Theme: Amendments to timetabling

Emergent Theme	Quote	Line Number
The use of a part-time timetable	E: Yes she was on a reduced timetable at that point I: How did that look for her? E: She didn't come in at tutor time she didn't come in at the start of the day	234-236
The use of a part-time timetable	E: Probably the first thing that we would be doing is reducing timetable	423-424
Considerations around timetabling	E: We looked at her timetable and we'd time when she'd come in so say she she had my lesson straight after break she would come in before break so that she was already here and	229-232

	she didn't have to kind of face lots of crowds and things	

Superordinate Theme: Providing the pupil exhibiting EBSR with adult support when entering and leaving the school

Emergent Theme	Quote	Line Number
Meet and greet with staff	E: We started by getting one of the TAs to go and get her in the morning that was sometimes successful sometimes not, she'd still got mum in reception	152-154
Meet and greet with peers	E: Yeah so we erm but then we started doing things like having to get one of her friends to go and wait for her so actually mum left her before the gate and Tabitha would come in kind of seeing the friend on the other side of the gate Tabitha would come in and mum wouldn't be hanging round school then mum would go	156-157
Escorting Tabitha to school	E: Because she used to come into reception and then mum used to walk her over here	150-151

8.13.5 A table of the superordinate and emergent themes from in Jessica's interview organised in terms of the master themes identified for the whole group

Master Theme One: *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds:* The presence of key adult support for the pupil exhibiting EBSR

Superordinate Theme: The relationship established between the key adult and the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
A trusting relationship	J: Putting in what she wanted to improve her thing I think it built some trust with her and those things would be done	52-53
Opening up to key adults	J: Erm when I first met her it was more on a why are you not in school what's going on for you is there anything I can do erm you know you should be in school that's what's happening erm now we've got much more of a she she'll be open with me now I: Mmm J: Erm so that's quite good whereas obviously she just was like dunno I feel anxious and that was all I got from her before two words three words	35-41
Opening up to key adults	J: Once you've got to know her she's got a bubbly personality and when you are one to one with her she is quite loud and but that's the trust thing with	83-85

	Tabitha but around everybody she's a quiet student	
Opening up to key adults	J: I think she feels I'm somebody she can talk to	162
Role around providing emotional support	J: It was actually more around the emotional support then about oh we'll do this we'll try that and then just reassuring her that people will do things for her	101-103
Sharing emotions with key adult	J: Oh she'll come down to me she will laugh cry scream shout whatever emotion she is she's quite open with that now	141-142

Superordinate Theme: Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Development of a relationship over time	J: Erm when I first met her it was more on a why are you not in school what's going on for you is there anything I can do erm you know you should be in school that's what's happening erm now we've got much more of a she she'll be open with me now	35-38
Providing reassurance	J: It was actually more around the emotional support then about oh we'll do this we'll try that and then just reassuring her that people will do things for her	101-103
Providing Tabitha with high levels of praise	J: I'm still very big on the positives if every day if she's in its so proud you're in really	185-187

	proud of you you know keep it up its amazing	
Providing Tabitha with high levels of praise	J: Yeah yeah that praise and recognition I: What do you think that means to her to have that? J: You can see her face light up and she knows that she's done well so she's got a big smile on her face and she's you can tell that she internalises it	191-194
Providing Tabitha with high levels of praise	J: You know like Elise and myself will be like [whispers] proud you're here [stops whispering] and you're doing well keep going	230-231
Support of key adults during new experiences	J: Yeah so me and Elise both went with her so she was it wasn't just like a one on one or two teacher for Tabitha it was two very familiar teachers for Tabitha and then that teacher so it was more that Tabitha was in control because she had that well not her posse but she had two teachers supporting her	357-361

Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

Superordinate Theme: Working in partnership with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Involving Tabitha in developing her timetable	J: Before the first day she ever did come back in we went through her timetable and it was like right what about this lesson what about that no don't fancy that lesson right come down to me instead then	64-66
Involving Tabitha in developing her support plan	J: That listening to her voice I: Ok J: Putting in what she wanted to improve her thing I think it built some trust with her and those things would be done	50-53

Superordinate Theme: Working in partnership with the parents of the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Communication between home and school	we've had meeting with mum to just you know not any structured meetings just how's things going what do you need to happen lots of phone calls with mum just about what she thinks works and what she doesn't think would work what she thinks may work and trying it	307-310
Communication between home and school	J: So there's a lot of parent communication so mum will communicate with me she will	312-318

	ring up and say can I have a chat with Jessica she will explain what's going on erm mum is very good at communicating with school if Tabitha isn't in she will text use the text service and just text in and say she's not in today because she's not feeling well or this is what happened or she's not in today she's not feeling well but I'll ring Jessica later to explain properly	

Master Theme Three: *He felt safer there:* Providing the pupil exhibiting EBSR with a base away from the main school building

Superordinate Theme: Use of the school's alternative provision to support the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Access to an alternative provision	J: There's the outpost education she goes there every Tuesday I: Ok J: She's our most regular attender	422-424
Access to an alternative provision	J: So the outpost education so it's just erm on the estate so it's like a central because obviously we're close to the estate so we've picked there because it's more central to the area we cover I: Lots of children live there? J: Yeah erm so we've picked there and erm so and two of	426-433

	our members of staff go on a Tuesday and then obviously we've handpicked the kids that aren't coming in to school or are coming into school but are struggling to be here all the time	
Access to an alternative provision	J: So she'll go every Tuesday there without fail she's there erm it's down to her if she goes in uniform	433-434
Access to an alternative provision	J: She goes and she's doing amazing	436-437
Access to an alternative provision	J: Yeah it's good for her it doesn't mum says she seems a lot more relaxed when she's going and she's coming home	499-500
Adult support within the alternative provision	J: There's two teachers and we've got four students registered on it at the moment but obviously I think the max we've had there is two each time so obviously it's definitely a one to one	443-445
Adult support within the alternative provision	J: Yeah she really enjoys it she likes the teachers that are there	453
Adult support within the alternative provision	J: Yeah because they're members of staff from here so they're familiar members of staff and it's members of staff that all children seem to have good relationships with so it's just them members of staff that they get on with everybody	483-486
Adult support within the alternative provision	J: I also think the members of staff that do it she loves them	492-497

	she actually loves the relationship she's got with them and they're very every time I've been with Tabitha and they've seen her they've got nicknames for her and she's got like a she's got smiles for them and allsorts so I think it's the members of staff encourage her to be herself and the staff members were picked	
Role of the alternative provision in supporting learning	J: And in that session she'll focus on Maths and English	439
Role of the alternative provision in supporting learning	J: Yeah she really enjoys it she likes the teachers that are there erm she feel's she's benefiting from it because obviously it's about the core subjects and catching up so it's not just a let's do a basic maths it's tailored to what her math's teacher has said she should be doing in maths	453-456
Role of the alternative provision in supporting learning	J: We feel like she didn't want to attend because she's so well not so behind but feel so behind it's the thing of well actually we'll get you all caught up through this	470-472

Master Theme Four: *I've never worked in a school where staff work as hard as they work here:* Working in partnership with school staff

Superordinate Theme: Communication between staff working with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Communication between staff	J: Yeah well they all understand they're very accommodating so if you if I go and have a chat with them about her or send emails about her like one to all staff really	373-375

Master Theme Five: *She likes the fact that they check if she's in:* The pupil exhibiting EBSR's access to peer support

Superordinate Theme: Supportive friendships between the pupil exhibiting EBSR and their peers

Emergent Theme	Quote	Line Number
The support of friends in school	J: She comes over to us in our inclusion suite with a friend and they sit in there have their lunch go on computers have a chill with her mates so she's got that	85-87
The support of friends in school	J: Oh her friends are really good she's got really good friends so her friends know that she comes down here maybe she'll have a struggle day so every day even if she isn't here a friend will come down to check is Tabitha here today no she's not really sorry oh right then off she goes so she's got that massive support from her friends of they'll come down to check she's here try to take her away erm so	238-244

	that's nice and they'll stay down here	
The support of friends in school	J: No er we showed her friends where we were so they could be able to meet er as a part of Tabitha's plan that she could come down here if she wanted to so her friends were shown where this area was	248-250
The support of friends in school	J: we've had sessions well not sessions but bits with her friends where we've introduced them to this area and what they can do what they can't do and all of that I: Yeah J: So that's kind of supported Tabitha and her friends	321-325
The support of friends in school	J: When I got to the bottom of it it was the classes and the class sizes so we spoke to Elise as part of her like SENCO type of plan and she said well actually we could just look at changing erm the classes so we looked at the timetables looked at who was in what lessons and what would support her to go to them and we actually changed her timetable to fit with her friends so she could be in their classes with a smaller class teacher er smaller class somebody that she's more familiar with	342-348

The support of friends in school	J: I think it's more she's happier if her friends are in the class	390-391
The support of friends in school	J: I think it's the comfort because what she says is erm the lessons that she likes are the ones that her friends are in because they can help her because she's so behind they can help her	394-395
The support of friends in developing learning	J: And I think as well her friends knowing that her friends will come and check if she's in I: Yeah J: She likes the fact that they check if she's in even if she's not and I'll say they've been down every day and I think she likes that	525-529

Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

Superordinate Theme: Difficulties associated with supporting a pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Difficult nature of supporting Tabitha	J: Obviously that makes it difficult because if she comes in at a lunch time she's only getting one yeah one mark out of the two for the day whereas actually she's been here erm so it's hard	110-112

Difficult nature of supporting Tabitha	J: Erm it's frustrating at times because you feel like you've put all this plan into place you've run around got everything sorted made teachers change their classroom round made teachers move certain students to the other side of the classroom	170-173
Difficult nature of supporting Tabitha	J: That's quite frustrating that you've upset another situation like science was a big one so you've upset the science layout when everyone was comfortable with that seating and then you know you've upset that and then she hasn't come in for that lesson anyway	176-180
Difficult nature of supporting Tabitha	J: So it's frustrating you're used to that aren't you with any plans you have in place they don't always work	182-183
Difficult nature of supporting Tabitha	J: Yeah I think it helps but I think it also gives her a bit of er I don't fancy this week and I know that if you know it's a bit early to come in at quarter to nine so actually if I don't come in for a bit they'll move the goal post and they'll let me come in later again and I'll get extra in bed so I do think it's it's good that she that we can and that it works for her but obviously she it can't happen forever she does need to be in school getting all that she's she's obviously if she's coming	296-304

	in at break she's missing some core lessons she's going into year nine and with her options next year so it's it's difficult	

Master Theme Seven: *I try and keep things as flexible as possible:* Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR

Superordinate Theme: Individualised support offered to the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Individualised response to supporting pupils exhibiting EBSR	I: And does the school take the same approach consistently for school refusers? J: No, it's its like focussed on on the child I think	
Individualised response to supporting pupils exhibiting EBSR	J: Yeah yeah so we ask what they're doing what they're doing what they haven't done what they need to be doing and they they design it from there so that's	458-460

Superordinate Theme: Amendments to timetabling

Emergent Theme	Quote	Line Number
Use of a part-time timetable	J: Yeah, well she didn't have the attendance panel we just did erm we were meeting to start with and put a plan in place right come at break time come at this time and we'll build it up	128-130
Use of a part-time timetable	J: So she had erm started coming in when it was just	259-260

	lunch er to start with that was that was in place before I started here	
Amendments to timetabling	J: Before the first day she ever did come back in we went through her timetable and it was like right what about this lesson what about that no don't fancy that lesson right come down to me instead then	64-66
Amendments to part-time timetable	J: After speaking to mum about it about why she's not coming in what's going on it was actually the fact that she's had all morning to think about coming to school wind herself up and it doesn't work so I said to mum well that's fine let's try to get her in for the first four lessons and then she can go home at lunch or the end of lunch so she's still having that reduced timetable obviously that was too much as well coming in so early	262-268

Superordinate Theme: Providing the pupil exhibiting EBSR with adult support when entering and leaving the school

Emergent Theme	Quote	Line Number
Escorting Tabitha to School	J: Her mum usually takes brings her in anyway which is good	417-418
Meet and greet with staff	J: To start with I was erm meeting with mum and Tabitha at reception in the mornings	58-59

8.13.6 A table of the superordinate and emergent themes from in Grace's interview organised in terms of the master themes identified for the whole group

Master Theme: QUOTE The presence of key adult support for the pupil exhibiting EBSR

Superordinate Theme: Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Gaining Harriet's views	G: I did get her voice but not in that context of the meeting, and sometimes young people don't feel that comfortable in those situations.	137-138
Time with a key adult	G: She will want to spend time here with the adults she is close to	284-285
Time with a key adult	G: Yeah I think adults do make time for her and it is important. I mean our pastoral team make a huge difference	166-167
Providing Harriet with time to talk	G: No we just sat in the office and had a chat and said you know [pause] we're looking at [pause] supporting you and we can see that there's some you know issues and how do you feel	142-144
Providing Harriet with time to talk	G: I think they just feel it's good for them to be listened to and I think sometimes that's, its having that time, in a busy school sometimes it's tricky to have that time. It's having that time to sit down and give a young person that time.	155-160

	I: Yeah G: I think that made a huge difference to her	

Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

Superordinate Theme: Working in partnership with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Harriet's involvement in generating her timetable	I: She had a personalised timetable? G: Yes she worked with the pastoral team to develop that, I can only really tell you clearly about my role though	205-207
Harriet's engagement with support offered by the school	G: So you know she was happy, she wasn't against it you know some young people won't be and say oh I don't want that and they're and they're kind of you know when you sort of approach that kind of area. But she seemed ok with that and sort of obviously she was happy with that information	145-149
Harriet's engagement with support offered by the school	G: You know, she was quite receptive and quite positive in that meeting. She was, you know there wasn't huge amounts of dialogue but you know she was she was happy to engage	162-164

Superordinate Theme: Working in partnership with the parents of the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Working closely with home	G: Basically I had a chat with grandma and we decided that the best way forward, we discussed the EHA approach but grandma felt she had everything under control and that wasn't needed, and that maybe just some work with the young person was appropriate so we looked at SEMH teams to support	32-36
Positive relationship between home and school	G: Building up if I'm honest that relationship between school and grandma that was extremely important	179-181
Positive relationship between home and school	G: Another colleague who was head of pastoral has now left so just left recently so she had a really good rapport with grandma so that really helps so that was really good, building that relationship up as we all know is really important and showing the young people that you're singing from the same hymn sheet in some respects you know. I: Yes G: So we're all together in this we're all united that's really important I think in getting better outcomes for young people	183-191

Positive relationship between home and school	G: But it really is keeping the the the the guardians on side so that we can all work together	203-204
Positive relationship between home and school	G: I think having the relationship with home was really important so [pause] that we're on the same side. Erm working with home	290-292
Good communication between home and school	G: I think collectively we have been very good at communicating with grandma and that has really helped us collectively be on the same sheet which has then helped Harriet	195-197

Master Theme Four: *I've never worked in a school where staff work as hard as they work here:* Working in partnership with school staff

Superordinate Theme: A team response to supporting the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
A team approach to supporting Harriet	G: We all we we work very closely together, because obviously pastoral and us I: Yeah G: And erm physically we're closer together and also we interact with each other in terms of there's a problem and we're feeling like we're not getting anywhere then we, they say have you got any ideas Grace, you know they'll ask me	115-121

A team approach to supporting Harriet	G: I'll erm try and come up with something if I can come up with something, you know we all sort of try to pull together	123-124

Master Theme Five: *She likes the fact that they check if she's in:* The pupil exhibiting EBSR's access to peer support

Superordinate Theme: Promoting friendships between the pupil exhibiting EBSR and their peers

Emergent Theme	Quote	Line Number
Developing and maintaining friendships	G: So, we used restorative practice as one method of resolving those things and building friendships, that's its clean slate moving forward	275-277
Developing and maintaining friendships	G: I think there was some restorative justice we've got that restorative justice programme so we looked at that. I think they looked at, in terms of erm the pastoral team working with her friends to try and iron out the difficulties I: Yeah G: Young people have which is quite common	74-79
Developing and maintaining friendships	G: She wasn't coming into school quite for a significant amount of time erm I: Right G: But lots of that was erm [pause] friendship issues	57-70

	I: Ah ok G: Social, social skills around erm there would be issues around her friendship groups and then that would obviously impact on how she felt coming in school, so that was work was done around that as well. That was nothing to do with what the SEMH team did that was obviously her self-esteem. I: Yeah G: So, there's different branches, so there was one on developing those friendship groups	
Positive impacts of friendships	G: A lot of social issues with other young people so that was one of our main, main difficulties I think and that was probably one of the main reasons that was holding her back from coming to school. I think they were as they were resolved she was happier to come in. I: Right G: It was working on those issues that helped	174-179

Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

Superordinate Theme: Difficulties associated with supporting a pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Difficult nature of supporting Harriet	G: It's not always easy and it's been tricky and I you know not to share that now but it's been a tricky background for this family and I just think it really helps you to understand why the young person is the way they are	235-238

8.13.7 A table of the superordinate and emergent themes from in Mike's interview organised in terms of the master themes identified for the whole group

Master Theme One: *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds:* The presence of key adult support for the pupil exhibiting EBSR

Superordinate Theme: The nature of the key adult supporting the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Preference for building relationships with same gender adults	M: She speaks more freely with female members of staff I think from her home background as well you know being with nan she's sort of more connected with female members of staff and I know she will go and have a chat with Rachel or some other members of staff so we'll say shall we going and talk to them erm	136-140
Preference for building relationships with same gender adults	M: As far as male members of staff I've not really seen her interact with them, not that she doesn't interact negatively it's kind of just there I: Yeah M: You know kind of like the beige of interaction, I don't know if that's the technical term	141-146

Superordinate Theme: Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Use of humour	M: I always try and get a smile out of her I always try and use I think humour a lot of and it's not just Harriet but for any kind of student use a bit of sense of humour a bit of humility and try and get a smile so trying to just gee her on and a little bit of humour helps as well	278-281
Engaging in problem-free talk	M: I tried to sort of get to know her a bit better I sort of you know when I saw her sat there I sort of didn't try and talk about attendance I tried to talk about oh what did you do at the weekend, oh what lessons have you got today, ooh is there any homework that you need help with you know just not going in straight away and talking about the attendance because you don't want to have that	121-126
A nurturing approach	M: When I you know first started to talk to Harriet I was sort of saying look look your attendance is going a bit down and I did it from a nurturing point of view	53-55
Use of positivity	M: I've sort of kept it positive and said yeah you're doing really well you know tried the positive approach	95-97

Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

Superordinate Theme: Working in partnership with the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Providing Harriet with choice	M: We put her then into a form, well I said look you can go in whatever form you want which form do you want to go into and we put her in the one she chose and that worked too so she could come in and go to that form when she got to school	107-110
Providing Harriet with choice	M: I think it was important to her and for any student to have as many choices as possible erm and what we try and do is give them as many choices as possible	253-255

Superordinate Theme: Working in partnership with the parents of the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Working closely with parents/carers	M: We always try and work with parents and give them enough warning	159
Good relationship between home and school	M: Our attendance officer Rachel I: Right M: So she she'd already started building up a relationship with home	60-62

Adapting to the needs of parents/carers	M: Some parents that we've got attendance issues with that there they want the whole hard line taken for the child to buck there ideas up there are some parents like Harriet's nan that we need to try and be a bit softer and wean her into school	219-222

Master Theme Four: *I've never worked in a school where staff work as hard as they work here:* Working in partnership with school staff

Superordinate Theme: A team response to supporting the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Working with the attendance officer	M: We sort of get together every two weeks and we make decisions on when letters should be getting sent home	63-64
Working with the attendance officer	I: You said before about you kind of meet every 2 weeks with the attendance officer do you think that was important in supporting Harriet? M: Oh good lord yeah	147-150
Working with the attendance officer	M: All about helping the students because of the end of the day they're here to learn and giving them chance to respond by improving their attendance so we look at it every 2 weeks	168-171

Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

Superordinate Theme: Difficulties associated with supporting a pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Lack of a relationship with Harriet	M: When I pass her I would say is everything ok and by doors always open but unfortunately she didn't feel a connection with me and she's never really come to talk to me so we needed to build on the relationships she did have	85-88
Harriet's reluctance to engage in conversation with Mike	M: So she was very sort of monosyllabic answers and talking very sort of under her breath very meek	78-79
The difficult nature of supporting Harriet	M: Talking to her was quite tough I: Yeah M: She was very closed off I mean I'm not an aggressive or a shouty person but erm she wouldn't really engage with any sort of form of conversation	70-72
The difficult nature of supporting Harriet	M: As I said it was it was it was tough I: Yeah M: It was getting teeth from a hen at some points	131-134
The difficult nature of supporting Harriet	M: I was erm confused, she never really had she never really brought up any issues in	231-233

	school er and frustrated because it was a really she wasn't very forthcoming	
The difficult nature of supporting Harriet	D: It gets hard to work with somebody when they don't give anything back	235-236

Master Theme Seven: *I try and keep things as flexible as possible:* Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR

Superordinate Theme: Individualised support offered to the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Individualised support offered to pupils exhibiting EBSR	M: But I am more flexible in the fact that if I can come up with a plan based on an individual students needs that works for home, works for the student and works for school	21-216
Flexibility in school policies		
Flexibility of school policies to meet Harriet's needs	M: So, she wasn't getting marked late because we've got a behaviour policy that sort of says you know if you're late to form time then you get an instant half an hour detention I: Yeah M: And that wasn't good for her so we were trying to work with her all the time. That did work well	102-107
A flexible approach to supporting pupils exhibiting EBSR	M: Er I try and keep things as flexible as possible	212

A flexible approach to supporting pupils exhibiting EBSR	I always try and keep it as flexible as possible because at the end of the day as I've said each student needs different things to be able to learn	212-216

Superordinate Theme: Amendments to timetabling

Emergent Theme	**Quote**	**Line Number**
Use of a part-time timetable	M: We did also remove her from form and we had it that she could then miss form time and then she could come straight it for period 1	99-100
Use of a part-time timetable	M: Not being in form straight away helped, that gave her a little bit of time because I think in her mind she was late by a minute or if she was late by 20 minutes she was still going to get in trouble so she thought she would be in trouble anyway which put her off coming I: Mmm M: But it did did work her coming in during or after form time	112-117
Use of a part-time timetable	M: So er Harriet didn't have to come in at form time and then we then looked at not sort of giving after school detentions so Harriet could get home at the right time	195-197
Use of a part-time timetable	M: I think it did help changing the timetable and getting rid of	60-263

	the tutor time to get her in more regularly early it did work better and it started to improve erm I think without sounding big headed we did put a lot in that had a positive impact for Harriet	

8.13.8 A table of the superordinate and emergent themes from in Rachel's interview organised in terms of the master themes identified for the whole group

Master Theme One: *Once you've got them to that stage they will then feel they can speak to you, trust you, you've got more things in common and then that relationship just builds:* The presence of key adult support for the pupil exhibiting EBSR

Superordinate Theme: The relationship established between the key adult and the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
A positive relationship with Harriet	R: we're changing next year our pastoral managers and there will be one for each house so she should have Mr James next year but I think that she will probably still want to come and talk to me because of the relationship we've got	246-248
A trusting relationship with Harriet	R: She gave me her phone and there were some things that she scrolled past that I wasn't happy with so I said to her can I just scroll back up there and she did let me see and there were things that she probably wouldn't have wanted me to have a look at [pause] erm so I think we have we have quite a good relationship	141-145
A trusting relationship with Harriet	R: I think she does erm [pause] feel like she can be open and trust me	240-241
A trusting relationship with Harriet	R: She I think she does trust me	258
Talking openly with key adults	R: I'd say we've got quite a good relationship I think she's	128-129

	got more open and would talk to me about things	
Talking openly with key adults	R: I think she feels like she can talk to me I think she does erm [pause] feel like she can be open and trust me	240-241
A close relationship with Harriet	R: I do feel like I am quite close to her actually	130
Opening up to adults	R: I think Harriet is quite open and honest with me she will say she didn't want to come in this morning she doesn't lie about it she quite open	137-139

Superordinate Theme: The nature of the key adult supporting the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Similarities in age between Harriet and key adult	R: I don't know because I'm younger I don't know she might pay more attention to me erm it's not that long since I was out of school so she maybe thinks that she can listen to me a little bit more	145-148
Similarities in age between Harriet and key adult	R: I don't know if it does help that I'm younger as well and she's living with her nan who is a bit older and she, things were definitely not the same as they were in nan's day I: Yeah yeah R: And as they are for them now and I do know what young students are doing	249-259

	nowadays however back in nan's day they were probably doing probably weren't doing those things and nan has no idea how snapchat and things like that work whereas I do	

Superordinate Theme: Actions taken by the key adult to build a relationship with the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Empathy towards Harriet	R: The nan they live with her dad passed away a couple of weeks ago and it really did put a lump in my throat seeing how upset she was	135-136
Providing Harriet with time to talk to a key adult	R: Giving her time to talk to me and helping with those friendships have been really helpful for her	312-313

Master Theme Two: *Him working with us has helped him to get where he is today:* Working in partnership with the pupil exhibiting EBSR and their parents/carers

Superordinate Theme: Working in partnership with the pupil exhibiting EBSR

Emergent Theme	**Quote**	**Line Number**
Harriet's involvement in developing her part-time timetable	R: Erm it kind of took away a part of getting to school she found difficult and she was able to say to us actually this would help and it did so she had a part in that too	231-233

Superordinate Theme: Working in partnership with the parents of the pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Communication between home and school	R: Also supporting nan and we've had a lot of contact with her nan, every week we're probably in contact with her	314-315
Communication between home and school	I: Yeah, so you've kept contact with nan quite a lot? R: Yeah yeah all the time we're in contact with her	317-318
A supportive relationship between home and school	R: I do I definitely think that it's good for her to know that we're all on the same page that we we're supporting nan and nan's supporting what we want to do	116-118
Providing advice to Harriet's grandmother	R: Nan's always been fairly supportive erm however she would say oh I've taken Harriet's phone off her she doesn't have it past ten o'clock at night and then we'd invite Harriet into the meeting who would say well I was on my phone until midnight last night and nan wouldn't challenge and say oh I hadn't taken that you you didn't because I took it off you erm so we did question nan sometimes is she is she saying all the right things but not doing them perhaps I: Mmmm	101-113

	R: Erm but I think nan [pause] erm [pause] has picked up erm from the advice from us about mobile phones and things and she has started I think to take them take them away from Harriet now and I think the impact because she was on them so late she didn't want to get up in the morning because she was tired	

Master Theme Five: *She likes the fact that they check if she's in:* The pupil exhibiting EBSR's access to peer support

Superordinate Theme: Promoting friendships between the pupil exhibiting EBSR and their peers

Emergent Theme	Quote	Line Number
Encouraging Harriet to make and maintain friendships	R: We did have different erm group sessions at lunchtime which helped Harriet meet Laura and some friends so that was good in getting that friendship going	290-292

Superordinate Theme: Supportive friendships between the pupil exhibiting EBSR and their peers

Emergent Theme	Quote	Line Number
The negative impact difficulties within friendships has on Harriet's attendance	R: She then fell out with the girl so she dackered off a little bit then coming in late and there were a few days where she refused	82-83

The positive impact of friendships on Harriet's attendance	R: Her other good friend went to XXXX she's now back with us and erm she sleeps over again so Harriet comes in with her again so it does seem to be the friends that have the most impact	83-86
The positive impact of friendships on Harriet's attendance	R: Then she er [pause] made really good friends with a girl erm who was sleeping over at her house I think and erm she seemed to improve a lot then	78-80
The positive impact of friendships on Harriet's attendance	R: Laura was going round to Harriet's house every morning and helping her get ready for school and I really do think that that that's what started it because she was here every morning with Laura and er we said to Laura how have you managed to do it we've been trying all year to get Harriet to attend	283-287
The positive impact of friendships on Harriet's attendance	R: So I think yeah just having a good friend in the school	289
The positive impact of friendships on Harriet's attendance	R: And the classes that we moved her too were classes with her friends in them so it is important for her to be around them	299-300

Master Theme Six: *It's been slow and sometimes really painful but it's always been steady:* The emotional impact of supporting a pupil exhibiting EBSR

Superordinate Theme: Difficulties associated with supporting a pupil exhibiting EBSR

Emergent Theme	Quote	Line Number
Difficult nature of supporting Harriet	R: Erm disappointed because you think sometimes you have those conversations and she says everything you want her to say and you think yes we're finally getting somewhere and then the next morning it's like oh she's not in again	265-268
Difficult nature of supporting Harriet	R: Erm it felt like you were hitting your head against a brick wall sometimes	270-271

Master Theme Seven: *I try and keep things as flexible as possible:* Making amendments to the usual school day in light of the individual needs of the pupil exhibiting EBSR

Superordinate Theme: Amendments to timetabling

Emergent Theme	Quote	Line Number
The use of a part-time timetable	R: When we first put put it in she was still not attending when she was supposed to be and we'd agreed that she could miss form time so she was coming in a little bit later, but gradually especially when we took her out of lessons she was worrying about things got a bit better	121-125

The use of a part-time timetable	R: She is getting in every day pretty much with that 15 minutes she's been given	233-234
The use of a part-time timetable	R: Just everything as a whole, taking the actions we have like reducing her timetable for that 15 minutes	331-332
Reviewing Harriet's part-time timetable	R: She was given the 15 minutes, well at first off we did try erm [pause] I can't remember exactly but it was erm different times of the day if you can come in for mornings like and things like that to try and integrate her back in however erm erm that didn't work but when we put in that fixed 15 minutes in the morning which was consistent that was helpful for her	224-229