

A mixed methods study exploring whether referral to the Internal Inclusion Unit results in change to pupil behaviour and exploring the student's perceptions of the facility.

Aaron E.L. Reynolds

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Impact of COVID-19

The research outlined in this thesis was conducted during the COVID-19 pandemic and consequently was impacted in several ways by this. Firstly, there was a considerable impact on the sample size that was achieved and data that could be gathered and analysed in this study. This was due to the lockdown which began on 24th March 2020, which effectively limited the sample time and course over which data could be gathered to the dates between 2nd September 2019 to 23rd March 2020, rather than all the way through to the end of the academic year in July 2020. Secondly, there was a considerable degree of pressure placed on the school of study within this research due to the pandemic. As such, certain lines of inquiry which may have been pursued were not possible, as the school simply lacked capacity to engage to the level they had originally intended (e.g. interviews with staff, extraction of other pupil data, such as attainment or attendance data, from their systems etc.). Finally, this research utilised interviews with a small sample of young people, which due to COVID-19 related restrictions, needed to be conducted virtually. This limited the procedures that could be employed with the young people to elicit information. For example, it was initially hoped that a drawing technique could be utilised to elicit information. However, this could not be efficiently or effectively employed using an online video conference platform. As such, there were key factors relating to the COVID-19 context which directly impacted the methodology of this research, as well as all the added demands the pandemic has placed on individuals at this time, including the researcher themselves.

Abstract

'Internal Inclusion Units (IIUs)' are facilities within or associated with schools, with the predominantly espoused purpose of reducing school exclusions and managing pupil behaviour. IIUs have become a highly prevalent facility across English schools, research indicated they exist in over half of secondary schools (IFF Research Ltd et al., 2018), despite minimal research or guidance regarding their use existing. With the Government's Behaviour Tsar, advising the government to expand the number of IIUs (Bennett, 2017), the Department for Education backing this with an allocation of £10 million (DfE, 2019d), and the Covid-19 lockdowns believed to have amplified behavioural issues in schools (DfE, 2020c), their numbers are only set to increase.

Consequently, this research explored the use of one London-based IIU: identifying whether referral to the IIU resulted in any statistical change in pupil behaviour and what IIU attendees perceived about IIU use. A mixed-methods study was conducted, with the quantitative phase analysing 20 attendees' behaviour over a twelve-week period, whilst the qualitative phase explored 6 attendees' perceptions of IIU use through interviews. The quantitative findings indicated that IIU referral likely resulted in a decrease in attendees' misbehaviour. However, the qualitative findings indicate there were also a series of negative and ethically questionable implications of IIU use on attendees. The findings suggest attendees engaged in considerable meaning making around IIU use, resulting in perceptions/fears of 'rejection and neglect' by school staff and 'unfairness and injustice' of the system; which in turn appeared to result in a considerable emotional toll from IIU use,

which attendees employed a series of coping mechanisms to manage. Nonetheless, most attendees believed the IIU improved their behaviour, was a necessary facility in schools and highlighted several ways the IIU resulted in their behavioural improvement. Therefore, this research raises numerous implications for practice and areas for future study.

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Contents

Table of Contents

| | |
|---|----|
| Impact of COVID-19..... | 3 |
| Abstract..... | 4 |
| Acknowledgements..... | 6 |
| List of tables..... | 13 |
| List of figures..... | 14 |
| List of abbreviations..... | 15 |
| Chapter one: Introduction..... | 16 |
| 1.1 Introduction and chapter summary..... | 16 |
| 1.2 Context around IIUs..... | 17 |
| 1.2.1 Origins of the IIU..... | 17 |
| 1.2.2 Current context of IIUs: Socio-political environment, regulations and research..... | 18 |
| 1.3 Context of exclusions..... | 21 |
| 1.3.1 Education..... | 22 |
| 1.3.2 Employment..... | 23 |
| 1.3.3 Criminal activity..... | 24 |
| 1.3.4 Wellbeing..... | 25 |
| 1.3.5 Disproportionate exclusion rates of certain characteristics..... | 26 |
| 1.4 Modern ways to exclude..... | 27 |
| 1.5 Relevance of the exclusion context to IIUs..... | 30 |
| 1.6 Challenging behaviour within English schools..... | 31 |
| 1.7 Relevance to EP work..... | 33 |
| 1.8 Theoretical frameworks..... | 34 |
| 1.8.1 Attachment theory..... | 34 |
| 1.8.1.1 <i>Attunement</i> | 37 |
| 1.8.1.2 <i>Containment</i> | 37 |
| 1.8.1.3 <i>Holding</i> | 38 |
| 1.8.1.4 <i>Relevance to IIUs</i> | 39 |
| 1.8.2 Maslow's hierarchy of needs..... | 39 |
| 1.8.2.1 <i>Relevance to IIUs</i> | 41 |
| 1.8.3 Behaviourism..... | 41 |
| 1.8.3.1 <i>Relevance to IIUs</i> | 42 |

| | | |
|---|---|-----------|
| 1.8.4 | Cognitive approaches..... | 42 |
| 1.8.4.1 | <i>Relevance to IIUs</i> | 43 |
| 1.9 | Chapter summary..... | 44 |
| Chapter two: Literature review | | 47 |
| 2.1 | Chapter overview..... | 47 |
| 2.2 | LR Protocol | 47 |
| 2.3 | IIU features..... | 48 |
| 2.3.1 | Location to/in school | 48 |
| 2.3.2 | Internal environment..... | 49 |
| 2.3.3 | Role and ethos | 50 |
| 2.3.4 | Referral..... | 51 |
| 2.3.5 | Attendance duration..... | 52 |
| 2.3.6 | Reintegration | 52 |
| 2.3.7 | Daily routine..... | 53 |
| 2.3.8 | Staffing | 54 |
| 2.4 | Perceptions of the IIU | 55 |
| 2.4.1 | Justified or too punitive | 55 |
| 2.4.2 | Supportive..... | 56 |
| 2.4.3 | Stigma | 57 |
| 2.5 | Outcomes attributed to the IIU | 58 |
| 2.5.1 | Exclusion | 59 |
| 2.5.2 | Behaviour | 60 |
| 2.5.3 | Academic..... | 61 |
| 2.5.4 | Relational | 62 |
| 2.6 | Limitations..... | 63 |
| 2.7 | Chapter summary..... | 64 |
| Chapter three: Methodology | | 65 |
| 3.1 | Chapter overview..... | 65 |
| 3.2 | Purpose and aims of the research | 65 |
| 3.3 | Research questions | 67 |
| 3.4 | Research paradigm and rationale..... | 67 |
| 3.4.1 | Pragmatism | 71 |
| 3.5 | Research design and rationale..... | 74 |
| 3.5.1 | What is mixed methods methodology?..... | 74 |
| 3.5.2 | Utilisation in this research | 75 |
| 3.6 | QUANT phase..... | 76 |

| | | |
|------------------------------------|--|------------|
| 3.6.1 | Participants and recruitment | 76 |
| 3.6.1.1 | <i>IU Recruitment</i> | 77 |
| 3.6.1.2 | <i>Study site</i> | 79 |
| 3.6.1.3 | <i>Sample pupil's recruitment</i> | 80 |
| 3.6.2 | Hypotheses and variables | 82 |
| 3.6.3 | Measures..... | 83 |
| 3.6.4 | Procedure..... | 84 |
| 3.6.5 | Data analysis and rationale | 85 |
| 3.6.6 | Validity and reliability | 86 |
| 3.7 | QUAL phase..... | 91 |
| 3.7.1 | Participants and recruitment | 91 |
| 3.7.2 | Procedure..... | 92 |
| 3.7.3 | Data analysis and rationale | 95 |
| 3.7.4 | Trustworthiness | 99 |
| 3.8 | Ethical issues | 103 |
| 3.9 | Chapter summary..... | 105 |
| Chapter four: Results | | 106 |
| 4.1 | Chapter overview..... | 106 |
| 4.2 | QUANT results..... | 106 |
| 4.2.1 | Aims..... | 106 |
| 4.2.2 | Data transformations..... | 107 |
| 4.2.3 | Visual inspection | 109 |
| 4.2.4 | Exploratory data analysis | 112 |
| 4.3 | Qual results | 117 |
| 4.3.1 | Aims..... | 117 |
| 4.3.2 | Overarching theme one: Why it's hard to talk about..... | 120 |
| 4.3.2.1 | <i>Theme one: Perceptions or fear of rejection and neglect</i> | 120 |
| 4.3.2.1.1 | Subtheme: Not being attuned | 121 |
| 4.3.2.1.2 | Subtheme: Feeling uncontained | 122 |
| 4.3.2.1.3 | Subtheme: A lack of holding | 122 |
| 4.3.2.1.4 | Subtheme: Splitting of IU staff..... | 123 |
| 4.3.2.1.5 | Subtheme: Feeling isolated and lonely | 124 |
| 4.3.2.2 | <i>Theme two: Perceptions that it's unfair and unjust</i> | 124 |
| 4.3.2.2.1 | Subtheme: Perceptions of power and authority | 125 |
| 4.3.2.2.2 | Subtheme: Draconian | 127 |
| 4.3.2.2.3 | Subtheme: The usual suspects..... | 127 |

| | | |
|-----------|---|-----|
| 4.3.2.2.4 | Subtheme: Trapped | 128 |
| 4.3.2.3 | <i>Theme three: The ways they cope</i> | 129 |
| 4.3.2.3.1 | Subtheme: Normalising the situation | 129 |
| 4.3.2.3.2 | Subtheme: Rebalancing power and authority | 131 |
| 4.3.2.3.3 | Subtheme: Playing the game | 132 |
| 4.3.2.3.4 | Subtheme: Getting angry | 132 |
| 4.3.3 | Overarching theme two: A necessary evil | 133 |
| 4.3.3.1 | <i>Theme four: The many impacts of the IIU</i> | 133 |
| 4.3.3.1.1 | Subtheme: Learning | 134 |
| 4.3.3.1.2 | Subtheme: Emotional | 135 |
| 4.3.3.1.3 | Subtheme: Behavioural..... | 136 |
| 4.3.3.2 | <i>Theme five: The influences on behavioural change</i> | 138 |
| 4.3.3.2.1 | Subtheme: Reflection and changing cognitions..... | 138 |
| 4.3.3.2.2 | Subtheme: IIU environment..... | 139 |
| 4.3.3.2.3 | Subtheme: Concerns for their future..... | 140 |
| 4.3.3.2.4 | Subtheme: Feedback and evidence of progress | 140 |
| 4.3.3.2.5 | Subtheme: Fear of missing out | 141 |
| 4.3.3.2.6 | Subtheme: Feelings and thoughts about parents..... | 142 |
| 4.4 | Chapter summary..... | 143 |
| | Chapter five: Discussion | 144 |
| 5.1 | Chapter overview..... | 144 |
| 5.2 | Summary of QUANT findings | 144 |
| 5.2.1 | Limitations to the QUANT phase and recommendations for future research | 145 |
| 5.2.2 | Conclusions from the QUANT findings and RQ1: Was there a change in pupil behaviour? 147 | |
| 5.3 | Summary and conclusions from the QUAL findings and RQ2: What were the attendees' perceptions about the use of the IIU? | 154 |
| 5.3.1 | Limitations of the QUAL phase and recommendations for future research | 155 |
| 5.4 | How do the overall findings integrate with current research and theory? | 159 |
| 5.4.1 | QUANT Findings | 160 |
| 5.4.1.1 | <i>Improvement in behaviour</i> | 160 |
| 5.4.1.2 | <i>Potential gender differences</i> | 161 |
| 5.4.2 | QUAL Findings..... | 162 |
| 5.4.2.1 | <i>Theme one: Perceptions or fear of rejection and neglect</i> | 162 |
| 5.4.2.2 | <i>Theme two: Perceptions that it's unfair and unjust</i> | 173 |
| 5.4.2.3 | <i>Theme three: The ways they cope</i> | 179 |

| | | |
|---------|---|-----|
| 5.4.2.4 | <i>Theme four: The many impacts of the IIU</i> | 184 |
| 5.4.2.5 | <i>Theme five: Influences on behaviour change</i> | 188 |
| 5.4.3 | Summary of reflections upon the findings and surrounding literature and theory | 194 |
| 5.5 | Implications and resulting recommendations | 195 |
| 5.6 | Potential areas of focus for future research..... | 205 |
| 5.7 | Dissemination of findings..... | 207 |
| 5.8 | Reflexivity..... | 208 |
| 5.9 | Chapter summary..... | 209 |
| | Chapter six: Conclusion | 210 |
| | References | 213 |
| | Appendices | 248 |
| | Appendix A. Tables showing the number of FPE and PEs by reason each academic year..... | 248 |
| | Appendix B. The key characteristics of a narrative and systematic literature review | 250 |
| | Appendix C. Literature review search strategy | 251 |
| | Appendix D. Included studies in the literature review..... | 254 |
| | Appendix E. Excluded articles and reasons for exclusion | 256 |
| | Appendix F. Contextual details of included studies and findings | 271 |
| | Appendix G. In depth details about the sampled IIU | 293 |
| | Section 1. Geographic location | 293 |
| | Section 2. Internal environment | 293 |
| | Section 3. Staffing | 296 |
| | Section 4. Role and ethos..... | 296 |
| | Section 5. Procedures | 297 |
| | Section 6. Rules..... | 298 |
| | Appendix H. A description of the school's code of conduct | 299 |
| | Appendix I. Information sheets and consent forms utilised..... | 301 |
| | Section 1. Information sheet for parents and post 16 participants | 301 |
| | Section 2. Information sheet for children | 304 |
| | Section 3. Consent form for participants under 16s | 306 |
| | Section 4. Consent form for post 16 participants | 307 |
| | Appendix J. The utilised interview schedule | 308 |
| | Appendix K. Confirmation of ethical approval | 311 |
| | Appendix L. Attendees transcripts and coding | 312 |
| | Section 1. Alex's transcript and coding | 312 |
| | Section 2. Brandon's transcript and coding | 324 |
| | Section 3. Fatima's transcript and coding | 338 |

| | |
|--|-----|
| Section 4. Harris' transcript and coding | 351 |
| Section 5. Idris' transcript and coding..... | 367 |
| Section 6. Inez' transcript and coding | 381 |
| Appendix M. Table of codes within the themes and subthemes..... | 396 |
| Appendix N. An example of a resource to gather vital information to monitor IIU impact | 407 |
| Section 1. What the resource currently looks like | 408 |
| Section 2. What the staff will need to do..... | 409 |
| Section 3. What information the document will automatically provide | 414 |
| Appendix O. Models produced displaying the findings of this research..... | 420 |
| Section 1. A simple model displaying the key findings of this research | 420 |
| Section 2. A more academic model displaying the key findings of this research for other psychologically informed professionals..... | 421 |
| Appendix P. Example publications/handouts to support IIUs in implementing recommendations... | 423 |

List of tables

| | |
|--|-----|
| Table 1. <i>Methods to unofficially exclude in the UK, identified by Parson (2018)</i> | 29 |
| Table 2. <i>Styles of attachment identified in their research and descriptions of them (Ainsworth et al., 1978; Kennedy & Kennedy, 2004; Main & Solomon, 1986; Riley, 2013)</i> | 36 |
| Table 3. <i>Stages of SIP (Lemerise & Arsenio, 2000) and illustrative example</i> | 45 |
| Table 4. <i>Commonly agreed key tenants of pragmatism (Gross, 2018; Guyon et al., 2018; Kaushik et al., 2019; Morgan, 2007; Weaver, 2018)</i> | 73 |
| Table 5. <i>Inclusion criteria for IIU and justification for these</i> | 77 |
| Table 6. <i>Inclusion criteria for QUANT participants and justification for these</i> | 81 |
| Table 7. <i>Threats to reliability and validity in the QUANT phase</i> | 88 |
| Table 8. <i>A table displaying the characteristics of the QUAL participants</i> | 92 |
| Table 9. <i>A table displaying the Braun and Clarke (2013) notation method</i> | 93 |
| Table 10. <i>Definitions and actions to enhance the four dimensions of trustworthiness</i> | 101 |
| Table 11. <i>Procedures/protocols emplaced to limit potential negative impact on participants</i> | 104 |
| Table 12. <i>The results of the one-way ANOVA exploring potential differences amongst participants</i> | 109 |
| Table 13. <i>The results of the test of normality for the different sample point data</i> | 112 |
| Table 14. <i>The number of respondents and minimum, maximum, means and standard deviations of number of BPs at the different sample points</i> | 112 |
| Table 15. <i>The results of the one-way ANOVA exploring whether there were any statistically significant differences between the mean scores for the different sample points</i> | 113 |
| Table 16. <i>The number of respondents and minimum, maximum, means and standard deviations of number of BPs at the different sample points</i> | 113 |
| Table 17. <i>A table listing the observable pattern of participant data and numerical coding of these patterns</i> | 115 |
| Table 18. <i>Limitations to the QUANT phase of the study and practical recommendations/considerations for future research</i> | 150 |
| Table 19. <i>Limitations to the QUAL phase of the study and practical recommendations/considerations for future research</i> | 157 |
| Table 20. <i>The four key factors of school belonging from Craggs & Kelly (2018b)</i> | 164 |
| Table 21. <i>Recommendations regarding the use of IIUs for schools and IIUs, including senior leadership, teachers of attendees, and IIU staff</i> | 196 |
| Table 22. <i>Recommendations regarding the use of IIUs for local and national contexts, and for EPs</i> | 201 |
| Table 23. <i>Areas for future study and justification</i> | 205 |
| Table 24. <i>A table showing the number of FPEs for different reasons each academic year</i> | 248 |
| Table 25. <i>A table showing the number of PEs for different reasons each academic year</i> | 249 |
| Table 26. <i>The key characteristics distinguishing a Narrative and Systematic LR. Information sourced from Ferrari (2015)</i> | 250 |
| Table 27. <i>Search process and justification of steps</i> | 251 |
| Table 28. <i>Table of Included studies</i> | 254 |
| Table 29. <i>Excluded articles from search strategy and reason for exclusion</i> | 256 |
| Table 30. <i>Table summarising sample characteristics from each study</i> | 271 |
| Table 31. <i>Table of role, practices and procedures used in sampled IIUs</i> | 277 |
| Table 32. <i>Table of Included studies protocol and findings/outcomes</i> | 283 |
| Table 33. <i>A table depicting the codes that composed the different themes and subthemes</i> | 396 |

List of figures

| | |
|---|-----|
| Figure 1. A diagram depicting Lemerise & Arsenio's (2000) adaptation of the SIP model. | 43 |
| Figure 2. A diagram displaying the planned design. | 76 |
| Figure 3. A diagram displaying the quantitative design. | 85 |
| Figure 4. A chart displaying the box plots for the different sample points and any identified outliers. | 108 |
| Figure 5. A diagram displaying plots of all the participants data for the three time points. | 110 |
| Figure 6. A chart displaying the box plots created following data transformation. | 111 |
| Figure 7. A chart displaying the data points gathered across sample points for each participant, and the mean and confidence interval for the mean of these data points. | 114 |
| Figure 8. A graph displaying the frequency of the different numerical codes obtained. | 116 |
| Figure 9. A figure displaying the different overarching themes, themes and subthemes, and their organisation. | 119 |
| Figure 10. A detailed floor plan of the IIU. | 294 |
| Figure 11. A 3-dimensional rendering of the IIU from the IIU staff's perspective. | 295 |
| Figure 12. A 3-dimensional rendering of the IIU from the attendees' perspective. | 295 |
| Figure 13. An image showing the tabs visible in the current IIU monitoring resource. | 408 |
| Figure 14. An image showing the first half of the Pupil Overview tab from the IIU monitoring resource. | 411 |
| Figure 15. An image showing the first half of the Whole Year tab from the IIU monitoring resource. | 413 |
| Figure 16. An image showing the second half of the Whole Year tab from the IIU monitoring resource. | 414 |
| Figure 17. An image showing the second half of the Pupil Overview tab from the IIU monitoring resource. | 415 |
| Figure 18. An image showing the facility wide data regarding referral number on the IIU Overview tab. | 416 |
| Figure 19. An image showing the facility wide data regarding the reasons for referral on the IIU Overview tab. | 417 |
| Figure 20. An image showing an example of the facility wide data regarding the characteristics of those referred on the IIU Overview tab. | 418 |
| Figure 21. An image showing an example of the information regarding the mean number of referrals for different characteristics provided on the IIU Overview tab and its importance. | 419 |
| Figure 22. A diagram depicting the key findings of this study for dissemination to IIUs and school staff. | 420 |
| Figure 23. A more complex diagram depicting the key findings of this study for dissemination to more psychologically informed professionals, including EPs. | 422 |
| Figure 24. An image of a publication/handout regarding the use of positive behaviour management strategies to limit perceptions of unfairness and injustice. | 424 |
| Figure 25. Page one of a publication/handout regarding using token economies as a positive behaviour management strategy that can limit perceptions of unfairness and injustice. | 425 |
| Figure 26. Page one of a publication/handout regarding using token economies as a positive behaviour management strategy that can limit perceptions of unfairness and injustice. | 426 |

List of abbreviations

| | |
|--|---|
| Alternative Provisions (APs) | Internal Exclusion Units (IEUs) |
| Attachment Theory (AT) | Internal Inclusion Units (IIUs) |
| Behaviour Points (BPs) | Internal Working Model (IWM) |
| Centre for Social Justice (CSJ) | Isolation Booth (IB) |
| Children and Young People (CYP) | Learning Support Units (LSUs) |
| Children's Commissioner Office (CCO) | Literature Review (LR) |
| Children's Commissioner for England (CCfE) | Local Authority (LA) |
| Code of Conduct (CoC) | National Foundation for Educational Research (NFER) |
| Default mode network (DMN) | Not in Education, Employment or Training (NEET) |
| Department for Education (DfE) | Office for National Statistics (ONS) |
| Department for Education and Employment (DfEE) | Permeant Exclusions (PEs) |
| Dependent Variable (DV) | Permanently excluded (PEXD) |
| Education Health and Care Plans (EHCPs) | Pupil Referral Units (PRUs) |
| Educational Psychologists (EPs) | Remove Rooms (RRs) |
| Elective Home Education (EHE) | Research Questions (RQs) |
| Excellence in Cities (EIC) | Social, Emotional and Mental Health (SEMH) |
| Fixed-Period Exclusions (FPEs) | Special Educational Needs and Disability (SEND) |
| Inclusion Room (IR) | Total Population Sampling (TPS) |
| Independent Variable (IV) | United Nations Children's Fund (UNICEF) |
| Institute of Education (IoE) | Youth Cohort Study (YCS) |

Chapter one: Introduction

1.1 Introduction and chapter summary

This thesis documents an investigation into the use of 'Internal Inclusion Units (IIUs)': units within schools with the key purpose of lowering school exclusion rates and managing undesirable behaviours (Gillies & Robinson, 2012; G. Gilmore, 2012, 2013). Research suggests that IIUs are now prevalent in over half of English secondary schools and even some primary schools (IFF Research Ltd et al., 2018). However, minimal research on their impact, the degree of variation between different IIUs in terms of role, ethos, practices, facilities/resources, and environments, and how these factors influence outcomes currently exists. Consequently, the short-term and long-term outcomes of IIU use is unknown despite existing for over 30 years.

Nonetheless, recent research commissioned by the Department for Education (DfE) and led by the lead governmental advisor for behaviour in schools has advised the government to fund more IIUs (Bennett, 2017). The government heeded this advice, allocating £10 million to enacting this recommendation (DfE, 2020a). Moreover, with the government expecting the recent Coronavirus lockdowns to have increased poor behaviour (DfE, 2020c), the likelihood of more IIUs being established will have only increased. It is therefore vital initial data and insight into IIU use is generated. Consequently, this research investigated IIU practice, exploring whether referral to an IIU changes pupils' behaviour. The research also explores pupils' perceptions around IIUs and what this can inform us about their impact and potential ways to improve them. This chapter first explores: the historical and current context around IIUs, exclusions and pupil behaviour in England, and their

influence and relevance to IIUs; the relevance of IIUs to educational psychologists (EPs); and theories that are relevant to this topic to contextualise successive chapters. Finally, the chapter concludes by outlining the structure of the remainder of this thesis.

1.2 Context around IIUs

1.2.1 Origins of the IIU

In 1999, the ‘Excellence in Cities (EiC)’ initiative was launched as part of the Labour government’s commitment to inclusion and improving education in the most socioeconomically disadvantaged areas (Kendall et al., 2005). A core goal of this initiative was to improve behaviour and reduce ‘Permeant Exclusions (PEs)¹’ and ‘Fixed-Period Exclusions (FPEs; Ofsted, 2003)²’. By 2005, the initiative encompassed over 1,000 schools in England, who were allocated funds to enact the seven strands of the EiC’s initiative to improve education (Machin et al., 2010). One of these strands was the production of ‘Learning Support Units (LSUs)’: facilities where pupils with difficulties, disaffected with learning or at risk of exclusion were sent from mainstream lessons for short-term supportive interventions (DfES, 2002).

However, with no specific criteria detailing how LSUs should be established or maintained, there was significant variation in practice (DfES, 2002; Ofsted, 2006). That said, all LSUs appeared to share one common tenet: being supportive environments centred on keeping pupils in education (DfES, 2002; Ofsted, 2006). This ethos appeared key to their

¹ PEs are where pupils are expelled from school and never permitted to return to that school (DfE, 2017).

² Whereas, FPEs last for a set period of time, past which they can return to that school; pupils can legally receive any number of FPEs to the sum of 45 school days per academic year (DfE, 2017).

functioning and success (Ofsted, 2006). Consequently, efforts were made by the Labour government to maintain this supportive nature, with guidance and reports clearly distinguishing between LSUs and more punitive facilities that isolated pupils from mainstream lessons as a punishment; which at the time were typically referred to as 'Remove Rooms (RRs)' or 'Internal Exclusion Units (IEUs; DCSF, 2009; DfES, 2002)'.

Despite many evaluations of LSUs overall being highly positive (DfES, 2002; Kendall et al., 2005; Ofsted, 2006), their life span appeared limited. Soon after the Conservative government took power, efforts to differentiate LSUs from RRs/IEUs ceased: the last clear distinction being made in the Labour government's final year in office, 2009 (DCSF, 2009). Instead, recent government commissioned reports refer little to LSUs or RRs/IEUs but coin a new term, the IIU (Bennett, 2017; Timpson, 2019), which appears to be a blanket term encompassing both LSU and RR/IEU style provisions³.

1.2.2 Current context of IIUs: Socio-political environment, regulations and research

Over recent years, the media has been rife with stories about IIUs and their ethical implications after numerous articles highlighted the week-long durations some pupils spend in isolation (Adams, 2020; Haynes, 2019; Lord, 2019; Mersinoglu, 2020; O'Connell, 2019; Perraudin, 2019; Staufenberg, 2018, 2019; Titheradge, 2018; Weale, 2020). When considered against the 'Mental Health Act 1983: Code of Practice (2015)', which stresses the

³ For the remainder of this thesis, the term IIU will be defined as outlined in the introduction of this chapter: units within schools with the key purpose of lowering school exclusion rates and managing undesirable behaviours.

significant ramifications seclusion has on Children and Young People's (CYP's) emotional development (Department of Health, 2015), these concerns are not unfounded. Moreover, with IIUs reportedly being used to manage individuals with 'Special Educational Needs and Disability (SEND)' and 'Education Health and Care Plans (EHCPs)' (Haynes, 2019; Titheradge, 2018), the ethical implications of their use are raised further: legislation and statutory guidance stating reasonable adjustments must be made for these pupils (DfE, 2015b; EHRC, 2010; Parliament of the United Kingdom, 2014), which does not resonate with isolation in IIUs. These concerns are substantial enough that numerous Members of Parliament, as well as the Children's Commissioner for England (CCfE; CCfE, 2019c; George, 2019; White, 2020), are pressuring the government to take actions against their use (Austin, 2019; Dix, 2019; Merrick, 2018; Mersinoglu, 2020). For many, the greatest concerns arise when this isolative practice is taken further by incorporating 'Isolation Booths (IBs)⁴'. The use of IBs is certainly controversial, often attracting more media attention than the facilities themselves, dividing opinions within the teaching community (Adams, 2020) and sparking the now infamous "Ban the Booths" campaign (Lightfoot, 2020).

Despite ethical concerns and socio-political unease surrounding IIUs, current regulation around the use of isolation is minimal, the DfE's 'Behaviour and discipline in schools' (2016a) guidance stating only that schools are the arbiters of isolation duration, rules and procedures, and "must act reasonably in all circumstances when using such rooms" (DfE, 2016a, p. 12); with no direct reference to or guidance on IIUs. It is therefore

⁴ Whilst no official or consensus definition, or description, of IBs in schools currently exists, based on descriptions they are typically small work spaces consisting of a desk and a three-sided wall structure extending around both sides of the pupil to prevent communication with others (Austin, 2019; George, 2019; Haynes, 2019; Lord, 2019; O'Connell, 2019; White, 2020).

unsurprising that significant variation in IIU practice has been reported (IFF Research Ltd et al., 2018); some schools embracing IIUs as supportive environments utilising bespoke interventions, whilst others adopt more punitive roles (IFF Research Ltd et al., 2018). The risks of such limited regulation are only amplified by the current lack of research surrounding IIUs practices or the short-term and long-term impact of them on pupils across developmental and academic areas, as will be seen in Chapter Two. This is perhaps the most alarming fact as the potential adverse effects of IIU use remain unknown.

Nonetheless, recent DfE commissioned reports praise the use of IIUs in managing behaviour and preventing exclusions (Bennett, 2017; Timpson, 2019), advising the government to fund and establish more (Bennett, 2017). With recent DfE research revealing over half of English schools, based on a sample of 276, had some form of IIU (IFF Research Ltd et al., 2018) it is apparent they have become common practice. With the government recently allocating £10 million towards enacting the recommendations outlined in Bennett's (2017) report to "crack down on bad behaviour" (DfE, 2019d, para. 1), this prevalence is likely to increase. Indeed, following the government's closure of schools due to Covid-19 (Parliament of the United Kingdom, 2020), the DfE's guidance on returning to school stated that adverse experiences, and lack of routines and classroom discipline, would likely result in increased poor behaviour (DfE, 2020c); meaning the need for and likelihood of producing more IIUs would only have increased. Whilst advising to create more IIUs and their current growth rate may appear as impetuous considering the minimal evidence around their use, it appears to be a solution to an issue that has plagued the government for decades: school exclusions (Parsons, 2005).

1.3 Context of exclusions

The use of exclusions as a form of punishment was officially recognised and sanctioned by legislation in the 'Education (No. 2) Act 1986' (Parliament of the United Kingdom, 1986). Soon after, problems arising from exclusions were brought to Parliament's attention in official government reports (Elton, 1989). Concerns included the disproportional exclusion rates of Afro-Caribbean children, inconsistencies in how LAs monitored exclusions and the lack of support for pupils following exclusions (Elton, 1989). By 1997, the White Paper, 'Excellence in Schools' (DfEE, 1997), indicated these concerns remained but further added rapidly increasing exclusion rates⁵ to the list of issues. Exclusion rates in the UK quickly became the highest in Western Europe, where exclusion rates were minimal (Parsons, 2002). Consequently, a flurry of policies and projects were launched from the mid-1990s to mid-2000s to tackle the issue (Gordon, 2001; Hallam et al., 2005; Parsons, 2002). Subsequently, from 2006 to 2011 both PE and FPE rates slowly but gradually declined (DfE, 2012a, 2015a). However, recently exclusion rates in England have been inflating once again; the most recent data showing that FPE rates increased yearly from 1.86% in the 2013/2014 academic year to 2.33% by 2017/2018, whilst PE rates increased from 0.06% in 2012/2013 to 0.10% in 2017/2018 (DfE, 2019b).

There are many reasons why this increase in exclusion rates has been raising concern within the government (Social Finance, 2020), the CCfE's office (CCfE, 2019a), and charitable organisations (Adoption UK, 2017; Gill et al., 2017; JUSTICE, 2019; Michelmore & Mesie, 2019). Some of these reasons are explored below to contextualise the severity of rising

⁵ Exclusion rates refer to the percentage of pupils receiving PEs/FPEs relative to the whole pupil population, often calculated at both school and national levels (DfE, 2019b)

exclusion rates and why IIUs might be promoted as a solution despite minimal evidence.

However, without research into IIUs, it remains possible that they result in similar impact on CYP, further indicating the importance of this research.

1.3.1 Education

A key concern repeatedly raised in the CCfE's reports is that excluded children are losing significant portions of their education (CCfE, 2012, 2013, 2019a); a point echoed in many studies on exclusion (Gill et al., 2017; Michelmore & Mesie, 2019). Indeed, the potential for CYP to legally miss large chunks of education if given multiple FPEs was highlighted in the Timpson (2019) review: CYP being able to receive multiple FPEs per year to the toll of 45 days (over 25% of the academic year). With 48,343 FPEs lasting for 5 or more days and 3,625 pupils receiving ten or more FPEs in England during the 2017/2018 academic year (DfE, 2019b), these concerns are legitimate. Research has noted the significant academic impact exclusions have on pupils (Gill et al., 2017), with the average attainment 8 score for pupils in England being 48.5 in 2016/2017 but only 7.8 for excluded pupils. Indeed, the impact on education appears long lasting, the DfE's (2011) longitudinal study showing that whilst 47% of non-excluded pupils remained in education by the age of 19, only 16% of those receiving a FPE and 8% receiving a PE during years 10 or 11 remained in education. However, it must be noted that low attainment and educational engagement are strong predictors of exclusions (Gill et al., 2017; Paget et al., 2018); bringing into questions whether exclusions result in lower attainment and educational difficulties or that pre-existing low attainment and engagement results in increased likelihood of exclusion and eventual avoidance of further education. Either way, it is clear exclusions result in significant loss of education. With education being a basic right for every child, as outlined by the

'United Nations Convention on the Rights of the Child' (UNICEF, 1989), the endorsement of exclusions in legislation is controversial; suggesting education is a privilege that can be removed for poor behaviour rather than a right (Parsons, 2018).

1.3.2 Employment

Given the educational impact, it is unsurprising that exclusions are detrimental to CYPs' future employment. The DfE's (2011) study revealed increased risk of being 'Not in Education, Employment or Training (NEET)' by 19 years old for excluded⁶ pupils relative to those not excluded, including increased likelihood to:

- Be NEET as their main form of activity within four years of compulsory education (accounting for 41% of those permanently excluded (PEXD), 31% of those receiving FTEs and only 13% of those not excluded);
- Have experienced three or more NEET spells lasting between one and two years by 19 (accounting for 13% of those PEXD, 8% of those receiving an FPE and only 2% of those not excluded);
- Spend over 2 years NEET (accounting for 15% of those PEXD, 8% of those receiving a FPE and only 3% of those not excluded).

Public Health England (2014) highlighted the serious implications of being NEET, including poor physical and mental health, long-term unemployment in adulthood, social exclusion, increased unhealthy behaviours (e.g., smoking and drinking) and criminality. These risks are

⁶ Here, an exclusion refers to the pupils receiving either a PE or FPE during Year 10 or 11, exclusions received during previous academic years were not included.

greatest if individuals experience NEET at a young age and/or experienced six or more months of NEET (Public Health England, 2014); which as outlined above, puts excluded pupils at considerable risk. However, the impact of exclusions on NEET likelihood is not only costly to the individual but also society: the average cost a NEET individual having on the public finance being an estimated £56,300 over their lifetime (Coles et al., 2010).

1.3.3 Criminal activity

An ever-growing body of literature evidences the link between exclusions and future criminal activity (Brookes et al., 2007; CCfE, 2019b; CSJ, 2011; McAra & McVie, 2012; Williams et al., 2012). The Department for Justice's research into the past circumstances of prisoners revealed 63% of detainees had received an FPE during their schooling, whilst 42% were PEXD (Williams et al., 2012). Moreover, the Edinburgh Study of Youth Transitions and Crime, which followed over 4,000 individuals beginning secondary schooling in 1998, found that a common pathway to convictions was exclusions: with an excluded 12-year-old being four times more likely to be imprisoned compared to those without an exclusion (McAra & Mc Vie, 2013; McAra & McVie, 2012). Moreover, the CCfE highlighted the strong evidence between exclusions and gang activity and knife crime, noting:

- Self-reported gang members aged between 10 and 15 were over five times more likely to have been PEXD the previous academic year, compared to those not involved in gangs;
- Children aged between 10 and 15 who were carrying knives were seven times more likely to have received a form of exclusion in the previous academic year, compared to those who did not carry a knife (CCfE, 2019b).

Indeed, a recent report by the Violence and Vulnerability Unit, emphasised how excluded pupils were being targeted for grooming into gangs and involvement in ‘county lines’⁷ (Cullen & McNally, 2018).

1.3.4 Wellbeing

Large amounts of research have indicated the significant impact of exclusions on pupil wellbeing (CCfE, 2017, 2019a; Ford et al., 2018; Gill et al., 2017; Michelmore & Mesie, 2019; Pirrie et al., 2011). Ford et al., (2018) analysed data gathered from the British Child and Adolescent Mental Health Survey conducted in 2004 and its follow-up conducted in 2007, obtaining sample sizes of 7,977 and 5,326, respectively. They identified a significant bi-directional relationship between exclusions and psychopathology: meaning children with mental health difficulties were more likely to be excluded than those without, but also those excluded developed more mental health difficulties (Ford et al., 2018). Other research has highlighted the impact of exclusions on self-esteem, self-efficacy, trust in adults within school systems, and distress at the sudden loss of a social support network (CCfE, 2019a; Michelmore & Mesie, 2019; Pirrie et al., 2011). There are also societal consequences, with the estimated annual cost of poor mental health on the economy being £105 billion, a figure approaching the overall cost of the NHS (Mental Health Taskforce, 2016). With the estimated cost of mental health services for CYP being approximately £1,778 per person each year (Knapp et al., 2016), they contribute a significant portion of this overall figure.

⁷ Where a supply route of class A drugs, most commonly Heroin and Cocaine, are transported from urban centres to rural towns and counties (National Crime Agency, 2017).

Consequently, with exclusions adding to youth mental ill health, they will be further driving the cost to public finances.

1.3.5 Disproportionate exclusion rates of certain characteristics

Perhaps the most alarming consequence of exclusions is the long-standing disparity between the exclusion rates of individuals with different characteristics. The disproportional overrepresentation of minority ethnic and SEND groups in exclusion data has persisted for decades (CCfE, 2012; CSJ, 2011; Michelmore & Mesie, 2019; Parsons, 2005): the disproportionately high rates of exclusions in 'Afro-Caribbean' populations first recognised in the Elton Report (1989) before centralised records of exclusions had even begun. However, despite this awareness, this unjust disproportionality persists, the most recent exclusion data on state-funded primary, secondary and special schools (DfE, 2019b) showing that:

- Black Caribbean pupils are 2.8 times more likely to be PEXD and 1.8 times more likely to receive an FPE compared to White British pupils;
- Gypsy/Roma pupils are 3.6 times more likely to be PEXD and 2.9 times more likely to receive an FPE compared to White British pupils;
- Those eligible for free school meals (FSM) are 3.6 times more likely to be PEXD and 4 times more likely to receive an FPE than those who are not eligible;
- Pupils with EHCPs are 2.6 times more likely to be PEXD and 4.7 times more likely to receive an FPE compared to pupils with no SEND; despite statutory guidance clearly indicating PEs should be avoided for those with EHCPs (DfE, 2017).

Many other statistical comparisons highlighting the apparent discrimination towards certain groups in exclusionary data, including those from deprived areas and those with mental-health needs (Gill et al., 2017; Michelmore & Mesie, 2019), could be made. Overall, these disparities indicate it is the most vulnerable in society who are likely to receive an exclusion (Gill et al., 2017), which in turn will likely make them more vulnerable in future.

Therefore, there are far reaching and long-term effects of exclusion on excluded CYP and wider society, prompting a plethora of governmental initiatives and schemes since the 1990s to reduce them (Parsons, 2005, 2018). On paper, these initiatives had an impact, with PEs in the mid-1990s estimated to be around 15,000 per year (Parsons, 2007) reducing to a relatively smaller 7,900 in 2017/2018 despite population growth (DfE, 2019b). The problem is these figures only reflect the numbers of official exclusions⁸. However, research indicates that in current times CYP are being ‘unofficially’ excluded in a vast variety of ways, which conceals the true figures of exclusions in the UK (Gazeley et al., 2015; Malcolm, 2018; McCluskey et al., 2016; Power & Taylor, 2020).

1.4 Modern ways to exclude

To date, legislation states that schools only need to report the numbers of PEs and FPEs issued in the annual School Census⁹ (Parliament of the United Kingdom, 1996). Consequently, schools can use other methods to remove pupils from their sites without legally needing to report them as exclusions. One of the most common ways schools can

⁸ Official exclusions are those recognised in legislation within the UK, i.e. PEs and FPEs (DfE, 2019b; Parliament of the United Kingdom, 1986).

⁹ a national survey regarding a range of measures at the individual pupil level, which has been legislative requirement since the Education Act 1996 (Parliament of the United Kingdom, 1996).

legally do this is to refer CYP to 'Alternate Provisions (APs; Malcolm, 2018; Parsons, 2018)': legislatively recognised organisations which are separate from the pupils' school and associated staff, where pupils are sent to engage with timetabled, educational activities; this can include 'Pupil Referral Units (PRUs)' (Taylor, 2012). Like exclusions rates, the number of CYP in APs and PRUs has been increasing in recent years, reaching 44,892 in 2019/2020 compared to 39,580 in 2017/2018 (ONS, 2020). However, it should be noted that not all AP referrals are exclusionary acts due to pupil behaviour, with many other reasons for CYP being referred to them existing, such as medical needs (Taylor, 2012). That said, it is also important to acknowledge that large numbers of APs are not registered with the DfE², the number of which remains unknown to the government (House of Lords, 2019). However, a 2012 freedom of information request indicated that the DfE knew of 484 registered APs, but estimated the number including unregistered APs to be around 10,000 (DfE, 2012c); which since 2012 has likely increased considerably. Consequently, the number of CYP in APs is potentially substantially greater.

Furthermore, a diverse range of ways in which CYP can be removed from school without having to report this officially have emerged. Parson (2018) outlined six methods to unofficially exclude in the UK; see [Table 1](#) for details and estimates of numbers of CYP subjected to these methods. Whilst many of these unofficial methods of exclusion can be used for appropriate reasons, concerns have risen about their use in a way Ofsted deems unacceptable (Owen, 2019) known as 'off-rolling' (Hutchinson & Crenna-Jennings, 2019). Whilst no legal definition of off-rolling exists, Ofsted define it as withdrawing a pupil from the school's roll without using PEs for reasons that are in the interest of the school and not the CYP, which includes pressuring parents to withdraw their child from school (2019). Ofsted recently produced two blogs reporting their concerns around the high number of

schools with above expected numbers of pupils leaving the school roll, citing 300 in 2018 (Bradbury, 2018), which had inflated to 340 by 2019 (Bradbury, 2019). Recent research noted that off-rolling is prompted by the publicised league tables and the pressure on schools to remove CYP who will affect their ranking (YouGov, 2019). It also noted that of the 1,018 teachers sampled in their study, 24% had experienced off-rolling, whilst 66% believed off-rolling was happening more now than it was 5 years ago (YouGov, 2019).

Table 1. Methods to unofficially exclude in the UK, identified by Parson (2018).

| Method | Description and prevalence |
|--------------------------------------|--|
| Managed Moves | Voluntary agreements to transfer pupils at risk of PE from one mainstream school to another (Social Finance, 2020). They can be beneficial to both pupil, who will not receive an exclusion, and school, who can prevent further inflation of their exclusion data (Parsons, 2018; Social Finance, 2020). However, to date there is very little research into their use and effectiveness (Graham et al., 2019). Once again, as there is no legislative requirement to report on these, their numbers are not accurately known. However, a recent report estimates 8,874 managed moves occurred in the 2017 cohort, relative to 4,682 in the 2014 cohort (Hutchinson & Crenna-Jennings, 2019). It should be noted the accuracy of these figures is limited as they are based on the rates of dual registration which the authors believed was an indicator of managed moves. |
| Elective home education (EHE) | Where a parent will voluntarily remove their child from full-time school enrolment to be home educated (DfE, 2019a). Concerns regarding families being forced into EHE to avoid exclusion has been raised by Ofsted, recently discussed in Parliament (Foster & Danechi, 2019) and is the subject of another CCfE report (CCfE, 2019c). EHE rates are not centrally recorded by the DfE (House of Commons, 2017), so again, accurate figures are limited. However, a recent survey of 106 local authorities (LAs) estimated 57,873 CYP were in EHE in 2018; a 27% increase from 2017 estimates (The Association of Directors of Children's Services, 2018). Whilst this increase alone is concerning, it is likely an underestimate with many LA respondents expressing concern that actual numbers within their locality were even greater (The Association of Directors of Children's Services, 2018). |
| Reduced timetables | Where a pupil has timetabled lessons, the sum of which is below the full-time equivalent (DfE, 2019c). DfE guidance acknowledges these may be used for pastoral means, but emphasises that these should be short-term, have a defined time limit and only be used in exceptional circumstance (DfE, 2019c). Whilst it is a statutory obligation for schools to report to LAs when children are not in full-time education (DfE, 2019c), there appears to be no central collection of this data. However, an Ofsted (2013) report |

| | |
|---|---|
| | estimated 10,000 CYP in England were not receiving full-time education in 2012/2013, whilst Parsons (2018) estimated 30,000 pupils who were at risk of exclusion and on reduced timetables during 2014/2015. That said, it is important to note that Parsons (2018) does not report how these figures were concluded and they cannot be cross-checked against other reports which do not exist, leaving their reliability and accuracy in question. |
| Extended study leave | Where study leave, a time when pupils are not required to attend school for full-time hours for the purpose of independent study (DfE, 2019c), is extended beyond the typical time parameters given to pupils. The DfE outline that study leave should be used sparingly and only for year 11 pupils during the period approaching examinations (DfE, 2019c). However, Parsons (2018) reports of an extended form of study leave being used to remove pupils from school for disciplinary purposes, estimating another 20,000 pupils for 2014/2015; once again this figure must be considered with caution. |
| Code B – Approved Offsite Educational Activity | The attendance code recorded for pupils who are on off-site educational activities (DfE, 2019c). The DfE note explicitly that pupils should not be at home completing school work but should be receiving supervised education off school premises (DfE, 2019c). Parsons (2018) reported another 15,000 pupils for the 2014/2015 academic year. |
| Children missing in education (CME) | A CME is defined as any CYP of legally required age to attend schooling but neither registered at a school or accessing appropriate education via another means (DfE, 2016b). With CME being ‘in the dark’ to the vast majority of agencies, this form of removal from school is particularly concerning from a safeguarding perspective. A recent FOI request returning data from 136 LAs (of a possible 343 in England) indicated 49,187 CME during 2016/2017 (Ellison & Hutchinson, 2018). |

1.5 Relevance of the exclusion context to IIUs

Evidently the number of exclusions may be much greater than official records suggest. Given this context, it is clear there will be significant pressure on the government and schools alike to reduce exclusions, with IIUs being an attractive solution. However, IIU use in its currently unregulated and unresearched state is highly concerning for various reasons. Firstly, there is no data regarding their impact on CYP and it is highly possible the same adverse effects arising from exclusions can result from internal exclusions in the IIU. Secondly, with IIUs being within schools, the numbers of pupils and durations of isolations can be wholly concealed from records. With Ofsted seeking to quell informal exclusions

(two schools recently being rated as ‘requires improvement’ and ‘inadequate’ by Ofsted for off-rolling [Allen-Kinross, 2019]), IUs will be even more attractive to schools struggling with pupil behaviour: as their use is difficult to scrutinise during inspections. Finally, although IUs have been indicated as useful facilities for reducing exclusions (Timpson, 2019), this does not indicate a resolution of the real issue underlying exclusions: challenging behaviour. For IUs to be a truly effective and efficient solution to exclusions, they need to resolve behavioural difficulties. However, currently there is no evidence to suggest they do and as shall be seen, challenging behaviour has been an enduring issue in England.

1.6 Challenging behaviour within English schools

In 1987, public and parliamentary concern regarding behaviour and rising bullying within schools prompted the government’s first intervention against behaviour in schools with the commissioning of the Elton Report (1989). Over 30 years on and behaviour remains a persistent thorny item on the government's education agenda (Greening, 2017). Within the last decade, the government’s investiture towards tackling behaviour has spiked, with repeated debates in parliament (Hansard, 2018), numerous government commissioned studies exploring the ‘behaviour crisis’ (Bennett, 2017; Ofsted, 2014; Timpson, 2019) and commitments of considerable sums to resolve this (DfE, 2020a).

Despite this, challenging pupil behaviour continues to pose significant issues in education. The most recent ‘Teacher Wellbeing Index (TWI)’ survey (Education Support, 2019), revealed 78% of the 3,019 respondents had experienced behavioural, psychological or physical mental health symptoms from their work, with 51% blaming poor pupil behaviour as the cause of this; a constant increase from the 37% of teachers expressing

these beliefs in 2017 and 44% in 2018. Ofsted's own report into teacher wellbeing returned consistent findings, with pupil behaviour being a common negative influence on teacher wellbeing (Ofsted, 2019). Of particular concern is that 42% of respondents to the TWI stated difficult pupil behaviour as the reason they wished to leave the profession (Education Support, 2019). This finding is consistent with the government's White Paper findings earlier that decade, which stated: *"The greatest concern voiced by new teachers and a very common reason experienced teachers cite for leaving the profession is poor pupil behaviour"* (DfE, 2010, p. 9). The paper also noted the most common reason for undergraduates not pursuing a teaching career was not feeling safe in schools (DfE, 2010).

With population growth, the demand for teachers is rising. However, with teachers being driven away by difficult behaviour, the profession is increasingly likely to be left over stretched. Indeed, in 2019 there were 43,406 new entrants into the teaching profession, but 39,675 leavers, of which 84.6% left to take a break from the profession as opposed to reaching retirement; an increase of over 11,000 since 2011 (DfE, 2020b). Moreover, the five-year retention rate of teachers has decreased 67.4%, meaning over 30% of teachers trained in 2014 have since left the profession (DfE, 2020b). With so many teachers leaving, many due to behavioural difficulties, there will inevitably be an impact on CYP's education as class sizes increase to compensate for the population increase and loss of staff. This may well result in more challenging behaviour, placing greater demands on teachers and therefore less retention of teachers, creating a vicious cycle.

However, behaviour not only affects teachers but pupils too. Whilst Ofsted's annual reviews do not suggest problems with behaviour in schools, finding the vast majority to have 'good' or 'outstanding' behaviour (Ofsted, 2020b), many other sources have not drawn

such positive conclusions, including independent research (Haydn, 2014; Trotman et al., 2015), government commissioned research (Bennett, 2017; DfE, 2010), teacher unions' or charitable organisations' surveys (Education Support, 2019; UNISON, 2016) and the news (Sellgren, 2019). However, Ofsted did note the worrying impact of pupil behaviour on their peers' learning and life chances in their 2014 report (Ofsted, 2014); a finding supported by those found by Haydn (2014). In addition to the impact to pupil learning, the 2018/2019 Ofsted annual report noted the National Society for the Prevention of Cruelty to Children (NSPCC) had seen a 29% increase in children seeking support for peer-on-peer abuse, suggesting additional physical dangers of pupil misbehaviour too (Ofsted, 2020a).

Unfortunately, there is no centralised records of behaviour and methods of measuring behaviour vary greatly between schools, making any investigation into the prevalence of behavioural difficulties and what behaviours are the most problematic difficult. However, exclusion data can be used as an indicator of what are the likely types of behaviour that cause difficulties within England. Currently, the most common behaviours resulting in exclusion include persistent disruptive behaviours (e.g., those which disrupt a class such as calling out), physical assault and verbal abuse/threatening behaviour (committed towards both pupils and adults; DfE, 2019b); persistent disruptive behaviour being the most common reason for exclusions every year since 2006/2007 (see [Appendix A](#) for a full breakdown).

1.7 Relevance to EP work

As has been shown, the impact of exclusions on CYP is stark. Whilst the EP role continues to be a widely debated topic (C. Boyle & Lauchlan, 2009; J. Boyle, 2016; Cline et

al., 2015; Lee & Woods, 2017; Patrick et al., 2011; Scottish Executive, 2002), there is a consensus the role encompasses work at a variety of levels (i.e., individual, group and systemic) to support CYP with any difficulties relating to learning, behaviour and development. With exclusions having diverse and long-term impacts on CYP, there is a clear remit for EPs to help prevent these. With behaviour being the fundamental aspect driving exclusions, identifying ways to support pupils and school staff in managing behaviour without exclusions, such as through the development of an effective IIU, is crucial and a key area EPs can support with. Therefore, this research provides some practical recommendations to support EPs in this role.

However, EP work can go much further beyond this more individual or local remit, highlighting the impact of legislative change, investigating and developing the evidence base that guides production of guidance and legislation, and being the 'agents of change' towards the most supportive practices for CYP (Dunsmuir & Kratochwill, 2013). With so little known about the use of IIUs it is an area in desperate need of greater investigation to develop an evidence base. In the next chapter, the current literature regarding IIUs is presented, but to contextualise this literature, relevant theories regarding behaviour and what theoretically could support behavioural improvement will now be presented.

1.8 Theoretical frameworks

1.8.1 Attachment theory

Attachment Theory (AT) regards how individuals form relationships and connections with other people (Kennedy & Kennedy, 2004; Riley, 2013). The theory states that infants have evolved to form an attachment with a primary caregiver, using biologically ingrained

responses to seek comfort and proximity to them (Bowlby, 1978; Gerson, 2019). This individual acts as a 'Secure Base' from which the individual obtains a sense of safety and trust that another individual can meet their needs (Bowlby, 1978; Gerson, 2019). The presentation of attachment related behaviours varies across ages (Ainsworth, 1989; Zilberstein & Spencer, 2017). In younger children, the typical manifestation is through the need to seek proximity and physical comfort from a primary caregiver at most times of distress (Ainsworth, 1989; Zilberstein & Spencer, 2017). Over time, this need for proximity and comfort decreases, with adolescents being more able to manage difficulties independently or turn to wider support networks, but usually returning to primary caregivers at salient times of distress (Zilberstein & Spencer, 2017).

Children form an 'Internal Working Model (IWM)' from their early attachments which provides a mental representation of the dependability of others (Bowlby, 1978; Kennedy & Kennedy, 2004). For example, children who are given consistent and nurturing care may develop IWMs that others can be depended upon and trusted; whilst those not receiving consistent care or are neglected, may develop IWMs that they must be cautious of others. The IWM serves as a template when making new relationships and consequentially it is believed early relationships greatly determine how individuals form later ones (Ainsworth et al., 1978; Bowlby, 1978; Riley, 2013).

Research has identified four distinct attachment styles that infants develop from their early relationships and determine how they approach all subsequent relationships (Ainsworth et al., 1978; Main & Solomon, 1986); these are outlined in [Table 2](#).

Table 2. Styles of attachment identified in their research and descriptions of them (Ainsworth et al., 1978; Kennedy & Kennedy, 2004; Main & Solomon, 1986; Riley, 2013).

| Style of attachment | Description |
|----------------------------|---|
| Secure | Where the infants form trusting and enduring attachments to their primary carers who serves as a secure base from which the infants can explore. |
| Anxious-ambivalent | The first insecure attachment style. Infants cannot use their caregivers as a secure base, becoming highly distressed upon separation from their caregiver. Upon reuniting with their caregiver, these children are difficult to sooth and often behave in a confrontational manner as if punishing their carers for leaving. |
| Anxious avoidant | The second insecure attachment. Infants appear unaffected by separation from their carers, upon reuniting will not seek their caregivers and may even try to avoid them |
| Disorganised | The third insecure attachment. Infants display an inconsistent array of behaviours towards their caregiver, including avoidant, ambivalent and nurture seeking behaviours. |

The type of attachment a child develops significantly influences their relationships with others, sense of self and behaviour, with insecure attachments being associated with more difficulties forming relationships throughout life (Candel & Turliuc, 2019), lower school readiness (Commodari, 2013), more difficulty in the pupil-teacher relationship (Verschueren & Koomen, 2012), greater anxiety (Colonnesi et al., 2011) and more behavioural difficulties (O'Connor et al., 2012).

However, through experiences of relating to others throughout development, new IWMs can form or pre-existing IWMs can be challenged and adapted. The interaction of old, new and modified IWMs influences how children form relationship with others throughout life, either better serving or hindering their functioning (Golding et al., 2015). Indeed, it has been noted that children with insecure attachments can experience an improvement in behaviour and ability to form relationships following successful development of a relationship with an adult in adolescence (Bergin & Bergin, 2009).

Three distinct concepts that are related to AT will now be explored as they offer further insight into the possible mechanics of how IUs may be able to promote behavioural change.

1.8.1.1 Attunement

Attunement refers to how adults 'tune in' to the needs of CYP (Field, 1985). If an adult is receptive to a child's needs and responds appropriately using both verbal and nonverbal means, they are said to be attuned to the child (Field, 1985). When adults attune to children, they meet the needs of the child and show the child that they can trust in others. Attunement allows for the child to develop the ability to co-regulate (to adapt their emotional state in response to the actions of another individual) and eventually develop the ability to self-regulate (Geddes, 2006). Through attunement the child not only learns about their own emotional states and how to process these, but also the emotional states of others, developing their empathic ability (Geddes, 2006; Siegel, 2012).

1.8.1.2 Containment

Containment, originally described by Bion (1984), is the process through which powerful emotions can be projected from one person to another who acts as a 'container' for these emotions. The 'container' can then empathically explore and process these emotions through 'projective identification'¹⁰, breaking down these raw emotions into more

¹⁰ The concept of projective identification was originally coined by Klein but has since been given many different definitions and subtle revisions by different authors and theorists (Waska, 1999). However, the

understandable and less harmful forms (Spillius & Hinshelwood, 2011). These more palatable forms of emotions can then be passed back to the original individual who can then better process them (Spillius & Hinshelwood, 2011). Containment also facilitates the child's self-regulation development (Siegel, 2012) and there is increasing evidence that inadequate containment, whether actual or just perceived, is associated with greater problem behaviour throughout development (Fite et al., 2020).

1.8.1.3 Holding

The concept of holding stems from the work of Winnicott (1960) as part of his discussion on 'good-enough' parenting. Winnicott describes holding as the process of the mother both holding-the-baby-in-mind, emphasising the need for empathy and love between the two individuals, as well as providing physical nurturance (e.g., food, warmth etc.); ultimately meeting the baby's physical and psychological needs (Abram, 2007; Winnicott, 1960). Through good-enough holding, the baby can free itself of concern about what needs will be met and unmet, providing space to develop a sense of self that is distinct from others termed the 'I AM' development (Abram, 2007; Winnicott, 1960). Winnicott believed that as the child developed, the extrapolation of increasing circles of good-enough holding from wider family, school and social networks was crucial to the development of a healthy and well-rounded functional adult (Abram, 2007). However, when a child has not received good-enough holding, the child may develop difficulties, including anti-social behaviour, which Winnicott believed was the externalisation of a need to obtain the holding

definition adopted here is that projective identification is a process through which an individual who has been the recipient of another individual's projected emotions comes to understand the feelings and thoughts of that individual and can begin responding to their needs in a manner more congruent to how the individual is feeling (T. N. Gilmore & Krantz, 1985).

absent from early life (Abram, 2007; Winnicott, 1960). Consequently, Winnicott believed a therapist's role was to hold individuals experiencing difficulty and fulfil their missing early needs (Winnicott, 1960).

1.8.1.4 Relevance to IIUs

In education, AT has had two significant lines of influence. Firstly, it resulted in considerations about how pupils' attachment styles affect relationships in school and influence their behaviour (Kennedy & Kennedy, 2004; Riley, 2013). Secondly, the importance of attachment as a developmental necessity for CYP has been translated into the school environment through thought about how to establish 'secure bases' within school (Kennedy & Kennedy, 2004); within the UK, this second strand is particularly notable in the development of nurture groups¹¹.

It is possible to see how IIUs centred on being caring and nurturing facilities may be safe spaces that support pupils in overcoming difficulties, particularly if these difficulties stem from attachment needs. Similarly, if the staff operating the IIU can attune to, contain, and hold the needs of IIU attendees¹², the potential for IIUs to support behaviour is high.

1.8.2 Maslow's hierarchy of needs

Maslow's (1943, 1970) Hierarchy of Needs (HoN) is a theory of motivation: depicting a multileveled set of ubiquitous needs individuals require and are driven to pursue. Maslow

¹¹ Facilities within schools where small groups of children with challenging behaviour are supported through attachment informed interventions (Boorn et al., 2010). In these spaces, both the room and adults who operate the room serve as a secure base for the children to develop a sense of safety, nurture and trust in others (Bennathan & Boxall, 2013).

¹² From here the word 'attendee' refers to the CYP who are referred to IIUs and have spent time within them.

believed individuals are unable to focus on meeting the needs located at higher levels, if those at lower levels are unmet (Maslow, 1970). However, Maslow highlighted that meeting the needs for lower levels before progressing to another is not an all or nothing response: it is only necessary for needs at a certain level to be predominantly met, with an individual's needs and motivation naturally fluctuating over time (Maslow, 1970).

The different levels of needs can be grouped into two different types. The first type are 'Deficiency Needs', which comprise 'Basic Physiological' (e.g. food, warmth etc.), 'Safety' (e.g. security, shelter etc.), 'Belongingness and Love' (e.g. intimacy, companionship etc.) and 'Esteem' needs (e.g. self-esteem/self-perception, self-efficacy etc.; Maslow, 1970). When deficiency needs are considerably unmet an individual is highly motivated to pursue them; this motivation increasing with longevity of their deprived need and the individual unable to pursue higher level needs until this is satisfied (Guest, 2014). The other set of needs are the 'Growth Needs'. Whilst deprivation needs arise from lack or absence of something essential to human functioning, growth needs arise from desire to better oneself (Guest, 2014). In Maslow's original five tier model, the only growth need was 'Self-Actualisation': the strong desire a person has to become the best person they can be (Maslow, 1943). However, Maslow eventually expanded the growth needs to include 'Cognitive' (e.g., pursuit of knowledge, curiosity etc.), 'Aesthetic' (e.g., recognition and enjoyment of beauty) and 'Transcendence' (i.e., the pursuit of endeavours external to one's own needs, e.g., volunteering, spiritual exploration etc.) needs (Maslow, 1970).

1.8.2.1 *Relevance to IIUs*

Maslow's HoN has been widely applied in education in various ways, including to explain and resolve difficult pupil behaviours (Beaver, 2011). For example, if a CYP's deficiency needs are unmet (e.g., they have low self-esteem about their academic difficulties) they may engage in disruptive behaviours that fulfil the need through avoiding the work. Consequently, these behaviours could be resolved through developing the individual's academic self-esteem. Therefore, like the reflections on AT, if IIUs are developed to be caring and safe spaces, it is possible to see how they can offer the potential for pupils to improve behaviours resulting from unmet lower-level needs.

1.8.3 Behaviourism

One of the original and most influential theories regarding human behaviour is behaviourism (Cline et al., 2015). A key tenant of behaviourism is that all behaviours are learned from interactions with the environment and serve a function within that environment (Simonsen & Sugai, 2019). For example, behaviourism would uphold that a child who continually calls out and is removed from the classroom has learned this behaviour because it serves a function within that environment: being removed from the lesson. Behaviourism states an individual's behaviour can be understood through observing the antecedents and consequences of different behaviours and how these serve the individual in each different context (Cline et al., 2015). From these observations, it was believed behaviours could be modified through altering the antecedents leading to undesirable behaviours (Simonsen & Sugai, 2019) or manipulating the consequences of the behaviour, with desirable behaviours being reinforced through rewards, whilst undesirable behaviours are eliminated through punishments (Lessing & Wulfsohn, 2015; Payne, 2015).

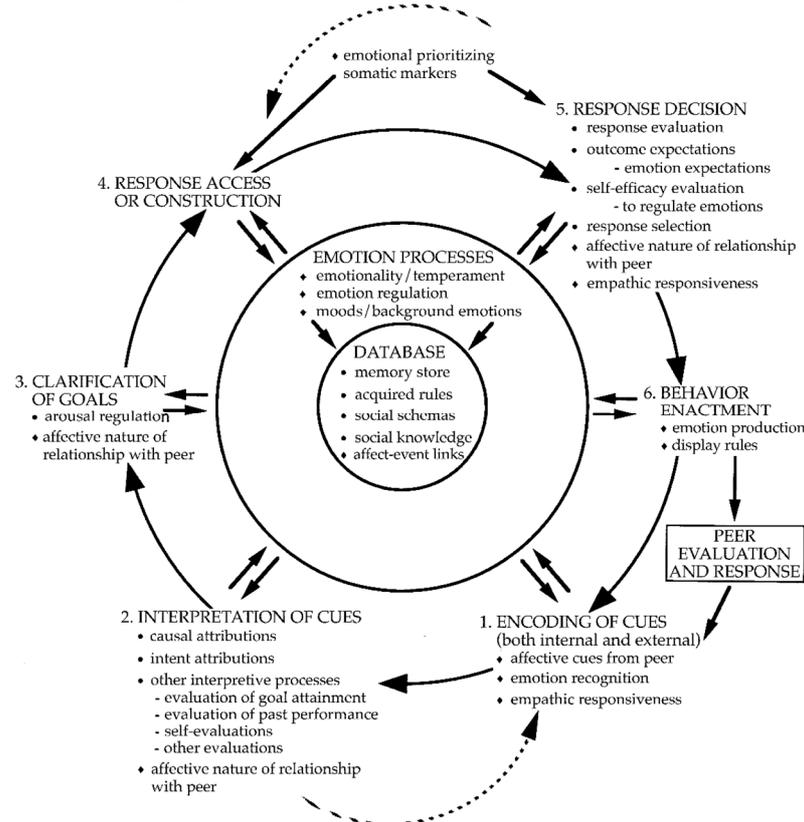
1.8.3.1 Relevance to IIUs

If, as already suggested within the context, some IIUs were viewed as punitive by pupils, it is easy to see how using IIUs as a punishment could lead to a decrease in unwanted behaviours. Indeed, behaviourism remains a predominantly utilised theory in school discipline systems (Bennett, 2017; Payne, 2015) and therefore likely to be utilised within IIUs.

1.8.4 Cognitive approaches

Cognitive theories conceptualise negative behaviour as external manifestations of internal cognitive processes; which are simply maladaptive or result from thought processes which are adaptive in certain contexts but not schools (Cline et al., 2015; Weeks, Hill, & Owen, 2017). There are several cognitive theories relating to behaviour management, but the one considered here is Lemerise & Arsenio's (2000) update of Crick & Dodge's (1994) Social Information Processing (SIP) theory (see [Figure 1](#)) as it is highly prevalent in literature and well supported in research (Cooke, 2017).

Figure 1. A diagram depicting Lerner & Arsenio's (2000) adaptation of the SIP model.



Note. Retrieved from <https://images.app.goo.gl/3kke8NiguDb11dSQ9>

SIP theory states individuals' behaviour results from: a multi-step interpretation process of a social situation; their own biological capacity for certain behaviours and processes; their previous experiences (the memories of which form a 'database' that guides them); and their affective state (Lerner & Arsenio, 2000). The stages of SIP are outlined in Table 3 using behaviours perceived as 'aggressive'¹³ as an illustrative example.

1.8.4.1 Relevance to IIUs

Attendance to the IIU could have several affects across the stages of SIP theory. For example, if a pupil has negative or hostile attributions about staff but experience positive

¹³ Averill (1982) defines aggression as a behavioural response intended on causing discomfort or pain to others. This example was chosen as it encompasses many of the behaviours resulting in exclusion (e.g., physical assault, verbal abuse, etc.; DfE, 2019b) and likely to result in IIU referral.

relationships with IIU staff, this may shape their schemas and lead to a change in behaviour through modifying the 'Interpretation of Cues' stage. Alternatively, pupils may experience even greater difficulties with IIU staff and drive their behavioural difficulties even further. The potential implications of the IIU on the SIP model are vast and likely to be highly dependent on the contextual factors of each IIU.

1.9 Chapter summary

This chapter outlined the context behind IIU use, including: their historical origins; current controversies; relevant legislation and policies; and their potential use as a solution to exclusions given the context of current exclusion and difficult pupil behaviour within England. The relevance to EP practice of this research was then outlined before theories relevant to IIU use were explored.

Table 3. *Stages of SIP (Lemerise & Arsenio, 2000) and illustrative example.*

| Stage | Name | Description and example |
|---------|--|--|
| 1 | Encoding of cues | Individuals pay attention to environmental cues, including both their own internal emotional environment and the external social/behavioural environment; a process influenced by the individual's 'schemas': mental constructs that inform the individual of likely outcomes in different scenarios based on previous experiences (Cooke, 2017). Interestingly, research exploring the difference in eye-tracking to 'hostile and 'non-hostile' cues in the environment between 'aggressive' and 'non-aggressive' children has shown that children who were 'aggressive' spend considerably more time attending to non-hostile cues (Horsley et al., 2010). The authors explained this phenomenon potentially indicated the 'aggressive' children spent minimal time attending to hostile cues, which fit to their schemas, were immediately accepted and influenced their behaviour, but spent considerably more time attending to cues that did not fit to their schemas and had minimal influence on behaviour. |
| 2 | Interpretation of cues | Individuals engage in a process of interpreting and appraising meaning to the cues including: interpreting the cause of a situation; the actions and intentions of others; their goal in the scenario; and their previous performance in the same situation (Cooke, 2017). An area of cognitive theory closely related to this stage that has been well researched in the school context is that of attributions: how individuals perceive the causes of a phenomena and the consequential effects of these on behaviours (Fishman & Husman, 2017; LaBelle & Martin, 2014). Research suggests attributions exist across three dimensions: locus (whether the attributed cause exists within a person or external to them), stability (the extent that the cause can change) and controllability (the degree of control an individual has over the cause; Fishman & Husman, 2017). For example, if a pupil attributed his academic failure to continual teacher absence, the attribution would be external to himself, unstable because the teacher would be transiently present and beyond their control. Studies within educational contexts have highlighted the impact teachers', parents' and pupils' attributions can have (Fishman & Husman, 2017; LaBelle & Martin, 2014; Miller, Ferguson, & Moore, 2002; Nemer, Sutherland, Chow, & Kunemund, 2019; Reyna, 2008). For example, parents and pupils typically make attributions regarding the child's behaviours as external to themselves, such as teachers being too strict or unfair (Miller et al., 2002). Whereas, teachers tend to attribute pupil misbehaviour on poor parenting and home circumstances (Nemer et al., 2019; Reyna, 2008). |
| 3 | Clarification of goals | Stemming from the cues and their interpretation, the individual now determines what they intend to accomplish through their behaviour; this is once again influenced by the individual's schemas (Cooke, 2017). Studies exploring the different goals of behaviours between 'aggressive' and 'non-aggressive' children and adults in ambiguous social scenarios indicated that, whilst 'non-aggressive' individuals' behaviours are oriented towards problem-resolution goals, the behaviours of 'aggressive' individuals are oriented towards asserting dominance, power or retribution towards others (Erdley & Asher, 1996; Pert & Jahoda, 2008). |
| 4 and 5 | Response access, and Construction | Over these two stages, individuals move to selecting behaviours that can achieve the determined goal and evaluate the likely outcomes of these before concluding on the appropriate action (Cooke, 2017). Studies have shown that individuals with 'aggression' display a restricted set of behavioural responses compared to 'non-aggressive' individuals. However, it is important |

| | |
|------------------------------|--|
| and response decision | to note that the behaviours selected are not only influenced by maladaptive appraisal processes but also previous experiences and biological factors (Cooke, 2017; Kempes et al., 2005). Moreover, studies have also shown differences in the way 'aggressive' and 'non-aggressive' individuals evaluate the likely outcomes of behaviours, including 'aggressive' individuals thinking aggressive behaviours would have better outcomes than more pro-social behaviours and drawing these conclusions more rapidly than 'non-aggressive' individuals (Cooke, 2017). |
| 6 Behaviour enactment | Finally, the individuals then enact their chosen behaviours; a process which is once again influenced by the individual's affective state and schemas (Cooke, 2017). |

Chapter two: Literature review

2.1 Chapter overview

This thesis now outlines the research around IIUs to explore the current knowledge regarding their utilisation. This chapter initially outlines the protocol used to conduct this literature review (LR) and justification for this. It then explores the key themes identified in the literature: IIU Features, Perceptions of the IIU, and Outcomes Attributed to the IIU. The literature is contextualised against the theoretical models discussed in section 1.8 and gaps in the current literature are highlighted. The chapter concludes by highlighting the limitations of this literature.

2.2 LR Protocol

LRs can be conducted systematically or narratively (Ferrari, 2015); [Appendix B](#) outlines the characteristics distinguishing these. As IIU research is sparse, it was deemed inappropriate to conduct a restrictive systematic LR, which would exclude much of the already limited literature, or to restrict the LR scope with a narrow review question. Consequently, a narrative LR was conducted with the broad aim of reviewing all previous research to ascertain what is known and unknown about IIUs. However, this narrative LR has been conducted systematically with procedures for gathering included articles and their justification clearly outlined in [Appendix C](#).

The literature search was conducted in January 2021¹⁴. Initial search terms and restrictors yielded 187 articles. Following screening of titles and abstracts using inclusion criteria, only 5 were deemed relevant. Additional articles were identified through reference in included articles and hand searches, yielding another 10 (see [Appendix D](#) for a list of included studies and [Appendix E](#) for a list of excluded studies and justifications). Each article was reviewed in full, findings relevant to IIUs extracted and grouped into re-emerging themes (see [Appendix F](#) for contextual details of the articles and findings).

2.3 IIU features

2.3.1 Location to/in school

The literature indicated considerable variation in IIU location relative to the associated school. Whilst many articles noted the facilities were ‘on-site’ (i.e., on school grounds; Barker et al., 2010; Gillies & Robinson, 2012; G. Gilmore, 2012, 2013; Preece & Timmins, 2004), numerous reported ‘off-site’ provisions ranging from being across the road from the school to considerable distances away from the school site (Hallam & Castle, 2001; IoE & NFER, 2014; Power & Taylor, 2020). This variation raises questions around the effects of an IIU being on- or off-site. Moreover, the use of off-site IIUs raises further questions of legality and ethics of IIUs: whilst on-site facilities are easily argued as ‘inclusive’ in terms of keeping children within school rather than without in both legal and ethical terms, this argument becomes tenuous when IIUs are off-site and physically excluded from the school.

¹⁴ An additional search using the same search strategy was conducted in April 2021 to explore whether additional literature was created after the main search in January. However, this did not yield any additional articles.

The variation in IIU location even continued amongst 'on-site' facilities. Some articles highlighted how the central location of IIUs within school contributed to inclusivity of the facilities (G. Gilmore, 2012; Preece & Timmins, 2004; Wilkin et al., 2003). However, Barker et al., (2010) noted their studied IIU was purposefully hidden and located towards the school's periphery, which they argued increased pupil isolation and contributed to any changes in pupil behaviour. However, research has yet to explore the impact IIU location actually has.

2.3.2 Internal environment

Several articles described, albeit briefly, the IIUs' internal characteristics (Barker et al., 2010; G. Gilmore, 2012; IoE & NFER, 2014; Mckee, 2001; Power & Taylor, 2020; Wilkin et al., 2003); further highlighting wide variation between IIUs. Descriptions included the IIU: layout closely mirroring the normal mainstream classroom (Mckee, 2001); consisting of a large open room with additional smaller rooms for interventions (Brickley, 2018); being a large room with limited and spaced out seating (Power & Taylor, 2020); being smaller than typical classrooms (Preece & Timmins, 2004; Thomson, 2020; Wilkin et al., 2003); being mundanely decorated and lacking visual stimuli (Barker et al., 2010; G. Gilmore, 2012; Thomson, 2020); being calmer and quieter than typical classrooms (Barker et al., 2010; Brickley, 2018; Preece & Timmins, 2004; Wilkin et al., 2003); and some having IBs (Barker et al., 2010; G. Gilmore, 2012; Power & Taylor, 2020; Thomson, 2020). Barker et al., (2010) explored the significance of the IIU layout to the greatest depth, comparing the spatial

arrangement of IBs around the IJU staff's desk to Foucault's (1977) panopticism¹⁵ in prisons; the author theorising this arrangement keeps the pupils under constant surveillance (or threat thereof) and was causal to perceived immediate short-term improvements in pupil behaviour. Indeed, reflecting on behaviourism it is clear how the IJU context and the continuous threat of consequence can lead to immediate behavioural change. However, following the same line of theory, the wide variation in IJU environments is likely to have diverse effects on behaviour. Nonetheless, to date the impact of IJU environment has not been explored and there remains no guidance on establishing the internal environment of IJUs.

2.3.3 Role and ethos

Various articles explored the IJUs' role (its purpose and aims), ethos (the beliefs upon which they would achieve their role) and how these appeared to influence the IJUs' operation. True to the EIC's original purpose for LSUs, all articles detailing IJU role highlighted this to be preventing exclusions and manage behaviour (Barker et al., 2010; Cole et al., 2019; Gillies & Robinson, 2012; G. Gilmore, 2012, 2013; Hallam & Castle, 2001; IoE & NFER, 2014; Mckee, 2001; Preece & Timmins, 2004; Wilkin et al., 2003). However, whilst many IJUs centred around this role, there appeared to be variation in ethos. Two older articles described the IJUs as having a supportive and nurturing ethos in line with original LSU philosophy (Mckee, 2001; Preece & Timmins, 2004). However, the more recent articles

¹⁵ A term coined by Foucault, which is influenced by the Panopticon (a prison design in which the inmates can be constantly but unknowingly held under observation), that refers to the process of exploring how spatial arrangements affect the actual or perceived threat of surveillance in individuals and consequently their behaviour (Foucault, 1977).

indicated less supportive and more punitive ethea (Barker et al., 2010; Gillies & Robinson, 2012; Gilmore, 2012), Gilmore (2012) quoting “I never wanted the room to be a nurturing environment” – headteacher (p. 44). With research indicating school ethos influences how pupil behaviour is viewed and managed, with more nurturing ethea being linked to greater improvements in behaviour and exclusions (Hatton, 2012; Saminathen et al., 2020), IIU ethos is likely to considerably impact attendee behaviour and outcomes. However, this area has yet to be explored by research.

2.3.4 Referral

Numerous articles discussed the referral processes, with wide variation once again being seen (Barker et al., 2010; Gillies & Robinson, 2012; G. Gilmore, 2012; IoE & NFER, 2014; Mckeon, 2001; Ofsted, 2006; Power & Taylor, 2020; Wilkin et al., 2003). One study described a complex and proactive referral process, with all new pupil files being explored by staff panels and all staff being trained to identify pupils displaying signs of unmet needs that may result in challenging behaviour and would benefit from IIU referral (Mckeon, 2001). Conversely, other IIUs had simple and reactive referral processes, akin to that of receiving an FTE: pupils simply being referred following serious incidents (G. Gilmore, 2012). Reflecting upon the theories previously outlined, these referral processes may have significant effects on pupil behaviour. For example, from an AT perspective, the proactive referral process in McKeon (2001), where unmet needs can be identified and resolved, would appear beneficial. Conversely, following a behaviourist perspective, if IIUs are seen as undesirable consequences, referral following a serious behavioural incident would theoretically lead to a decrease in behaviour. However, currently there is no research into the effects of different referral processes and so this remains hypothetical.

2.3.5 Attendance duration

Information regarding the attendance duration following referral was limited. The shortest durations were for single lessons or the remainder of a school day (Power & Taylor, 2020), whilst the longest was reported to be several years (Gillies & Robinson, 2012); which raises serious ethical questions around IIU use. However, most articles indicated durations would typically be several days (Barker et al., 2010; G. Gilmore, 2012; Power & Taylor, 2020). Nonetheless, even this relatively shorter duration can amount to considerable loss of education if attendees are regularly referred and the learning opportunities within IIUs is poor. Another important consideration is whether attendance duration impacts behaviour. Based on the theories, this likely depends upon what pupils are engaged in during their attendance (discussed in section 2.3.7). For example, following cognitive theory, if attendees' behaviour stems from maladaptive thinking and during their attendance they engage in interventions to restructure cognitions, longer durations may prove more beneficial. However, this also remains an area unexplored by literature and so the actual effects of attendance duration remain unknown.

2.3.6 Reintegration

Whilst articles emphasised the importance of structured and supportive reintegration processes (Hallam & Castle, 2001; Ofsted, 2006; Wilkin et al., 2003), details about these processes were minimal. The greatest details were provided by McKeon (2001), outlining the most comprehensive process with methods for monitoring attendee progress, work with attendees to identify the support needed following IIU dismissal, and ongoing support for classroom staff to better manage attendee reintegration. Unfortunately, McKeon (2001) only described but did not evaluate the impact of their reintegration

practices, meaning an appraisal of impact was not possible. However, Ofsted (2006) highlighted factors resulting in unsuccessful reintegration: classroom teachers not being aware of strategies used within IIUs to manage attendee behaviour; teachers not wanting attendees to reintegrate and holding negative perceptions of these pupils; prolonged attendance to IIUs making reintegration a difficult readjustment; and inadequate support following IIU dismissal. As the reintegration procedure outlined by McKeon (2001) would likely prevent these 'risk' factors outlined in Ofsted (2006), it appears probable that their reintegration practice would be beneficial. However, it is important to note Ofsted's (2006) 'risk' factors appear to be founded in their inspectors' judgements and not through empirical evaluation; meaning this interpretation must be taken with caution. Consequently, research exploring different IIU reintegration processes and their impact is an area still in need of exploration.

2.3.7 Daily routine

Whilst details were limited, all articles that explored the daily routine within IIUs noted they operated on different timetables to the wider school; typically starting and finishing later to increase pupil seclusion (Barker et al., 2010; G. Gilmore, 2012; IoE & NFER, 2014). Articles also discussed the work completed during attendance, which also varied considerably. Some articles noted IIUs ran highly structured timetables with a hybridisation of normal academic work and therapeutic interventions (CSJ, 2011; Gillies & Robinson, 2012; IoE & NFER, 2014; McKeon, 2001, 2001; Ofsted, 2006, 2006; Power & Taylor, 2020). One article highlighted an IIU providing opportunities for attendees to partake in alternative or vocational curriculums (e.g., construction; Power & Taylor, 2020).

However, most articles noted the typical routine within investigated IIUs was for the students to simply complete work matching the topics/subjects they were missing (Barker et al., 2010; CSJ, 2011; G. Gilmore, 2012; Ofsted, 2006; Power & Taylor, 2020; Preece & Timmins, 2004; Wilkin et al., 2003). That said, even this simple practice varied considerably: some IIUs conducting whole group teaching with qualified teachers (Ofsted, 2006; Wilkin et al., 2003), some using pre-made work packs (Ofsted, 2006; Power & Taylor, 2020), whilst others relied upon teachers bringing work to the attendees; something many teachers reportedly failed to do (Barker et al., 2010; CSJ, 2011; G. Gilmore, 2012; Ofsted, 2006; Wilkin et al., 2003). Indeed, the predominant concerns raised in articles regarding the work set was the lack of planning, delivery and support to complete work within the IIUs, with even some SEN pupils not receiving support (CSJ, 2011; Gillies & Robinson, 2012; G. Gilmore, 2013; Ofsted, 2006). Whilst this concern raises ethical questions, it is also likely to have considerable ramifications on behaviour. For example, if pupils behaved poorly in class to avoid work that is difficult or due to maladaptive thinking about their capacity to complete work, there will likely be similar difficult behaviours within the IIU due to the lack of support. However, the impact of the different daily routines and work plans within IIUs remains an unexplored area.

2.3.8 Staffing

Many articles discussed, albeit briefly, the staffing arrangements within IIUs; similarly indicating wide variation in practice. Some IIUs had small teams managing the IIU, including a dedicated manager who directed day-to-day operations and several support staff; often teaching assistants (Wilkin et al., 2003) but sometimes including other professionals (e.g., EPs or counsellors; Brickley, 2018; Mckeen, 2001). Other IIUs were run

solely by one individual, the qualification of whom ranged from a qualified teacher to a teaching assistant, with minimal or no additional support (Barker et al., 2010; CSJ, 2011; G. Gilmore, 2012; Preece & Timmins, 2004). Indeed, one interviewee emphasised their concerns that most IIU staff were “chronically underqualified teaching assistants, or teachers who are known to be ineffective or bad” (CSJ, 2011, p. 139). This is also likely to have considerable behavioural implications through various theoretical mechanisms. For example, reflecting on AT, overstretched, unsupported or untrained IIU staff are unlikely to provide the attunement, containment or holding attendees need; potentially limiting behavioural change. However, the actual effects of different IIU staffing procedures have yet to be explored.

2.4 Perceptions of the IIU

2.4.1 Justified or too punitive

In numerous studies, pupils, parents and teachers were noted to be in overall support of IIU use, upholding them as a necessity in schools; stating that pupils were ultimately responsible for their behaviour and IIUs could support them in improving this (Barker et al., 2010; G. Gilmore, 2012, 2013; Preece & Timmins, 2004). Interestingly, two of the IIUs explored in these studies appeared to be more punitive facilities (Barker et al., 2010; G. Gilmore, 2012, 2013) and therefore this finding contradicts what might be expected based on the media context outlined in section 1.2.2.

Nonetheless, various articles did highlight that a small number of parents, pupils and staff remained concerned about the IIU use (Barker et al., 2010; Cole et al., 2019; Gillies & Robinson, 2012; G. Gilmore, 2012). Barker et al., (2010) compared the IIU to a prison after

this depiction of the IIU continually reemerged in parent and pupil interviews. This highly punitive nature was echoed by pupils in Gilmore's (2013) and Thomson's (2020) studies, e.g., "it felt like prison" –attendee (Thomson, 2020, p. 83). Concerns were also raised by pupils, parents, teachers and LA staff about the risk of IIUs becoming 'sin-bins' for pupils needing, but unlikely to receive, therapeutic interventions; many emphasising this to be a key issue with IIUs which ultimately prevents the resolution of difficulties underlying behaviour (Cole et al., 2019; CSJ, 2011; Stanforth & Rose, 2020). Theory indicates these perceptions are likely to influence behaviour and are therefore important to consider. For example, reflecting on cognitive theory, if attendees viewed IIUs as justifiable and that they themselves were responsible for their behaviour, this could indicate the IIU prompted a change in their attributions (Fishman & Husman, 2017): moving from perceiving the cause of their behaviour as external to themselves (e.g., teachers being too strict), to something internal and within their control. Conversely, views that IIU are too punitive might yield attributions that their behaviour is simply the result of the system being too strict; which would place the locus of control over their behaviour beyond themselves and limit the potential for behavioural change. However, currently research has yet to explore the significance of pupils', parents', teachers', and other key parties' perceptions on IIU use.

2.4.2 Supportive

Various attendees' accounts highlighted the supportive features of IIUs, including assisting them with: catching up with work; reflecting on their behaviour; seeking and receiving ad-hoc support; and remaining within school rather than being excluded (Brickley, 2018; G. Gilmore, 2013; Preece & Timmins, 2004; Wilkin et al., 2003). Across articles, many attendees placed great emphasis on the importance of IIU staff being kind and caring, and

the strength of the relationship between them (Brickley, 2018; Gillies & Robinson, 2012; Preece & Timmins, 2004; Wilkin et al., 2003). In line with AT concepts, Brickley's (2018) study repeatedly noted attendees' perceptions of IIU staff being flexible, attuned, responsive and nurturing. Indeed, this supportive and inclusive view of the IIU staffs' role was noted by IIU staff themselves (CSJ, 2011; G. Gilmore, 2012; Wilkin et al., 2003): "We are very privileged in the centre because we have the time to talk to the pupils and to try to understand. We don't do sympathy here, we do empathy" – IIU manager (CSJ, 2011, p. 144). Building from AT, it appears some IIUs could provide opportunities for attendees with unmet attachment needs to receive the support and nurture they require; potentially resolving their behavioural needs. Similarly, reflecting on Maslow's HoN, with some IIUs providing safe spaces they could meet the basic security needs attendees may have been lacking and thereby support pupils in improving their behaviour. However, research exploring IIU features that can create spaces to achieve this change has yet to be conducted.

2.4.3 Stigma

In stark contrast to the previous finding, numerous articles highlighted the wider pupil and staff population held considerably more negative perceptions of the IIU and attendees (Barker et al., 2010; Brickley, 2018; Preece & Timmins, 2004; Stanforth & Rose, 2020). Two studies noted attendees were aware that the wider pupil population's perceptions of them were negative (e.g., describing them as 'bad people'; Brickley, 2018; Preece & Timmins, 2004). This stigma around attending the IIU was also noted by the IIU staff in Barker et al's. (2010) interviews:

“If I do have to walk any of the (students in Seclusion) to the canteen or to the toilet, everybody’s like, really interested. “Ooh, there’s the Seclusion people”, ‘cos they like to jeer at them a little bit.” – IIU manager (p. 380).

This excerpt indicates that attendance attracted greater and potentially unwanted negative attention. Similarly, an attendee in Gilmore’s (2013) study highlighted their belief that IIU referral resulted in teachers holding attendees to higher scrutiny than their peers; potentially resulting in further consequences. Indeed, the stigma held by wider staff towards attendees was seen across studies, including views that the IIU was a ‘soft option’ (Stanforth & Rose, 2020; Wakefield, 2004, p. 84), referring to the IIU with phrases such as the ‘sin bin’ or ‘zoo’ (Gillies & Robinson, 2012, p. 159), and describing attendees as ‘damaged’ (Gillies & Robinson, 2012, p. 164), ‘disturbed’ or an ‘unmanageable problem’ (Stanforth & Rose, 2020, p. 13). These negative perceptions are likely to have considerable behavioural implications. For example, following Maslow’s HoN and AT, it seems unlikely attendees would feel particularly safe or comforted outside the IIU if the wider school population held such negative views of them and may in turn result in behavioural difficulties outside the IIU. Moreover, as noted in section 2.3.6, negative staff perceptions are likely to impeded successful reintegration of attendees and consequently may limit IIU effectiveness. However, current research has failed to explore the implications of stigmatisation and so the impact remains unknown.

2.5 Outcomes attributed to the IIU

All articles noted outcomes they attributed, at least in part, to the IIU, including improvements in: attendee attendance (IoE & NFER, 2014; Ofsted, 2006; Wilkin et al., 2003), resilience (Brickley, 2018), and feelings of support (Brickley, 2018; Hallam & Castle, 2001; Mckee, 2001; Preece & Timmins, 2004); staff feeling supported (Hallam & Castle, 2001;

Mckeon, 2001); and financial savings compared to alternative measures (Hallam & Castle, 2001). However, due to word limitations, only the outcomes most prevalent throughout the literature are explored.

2.5.1 Exclusion

As could be expected, most articles noted reductions in exclusion rates following IIU implementation (Barker et al., 2010; G. Gilmore, 2012, 2013; Hallam & Castle, 2001; IoE & NFER, 2014; Mckeon, 2001; Preece & Timmins, 2004; Wilkin et al., 2003). However, as highlighted in the introduction, exclusion data can be unreliable due to the plethora of unofficial exclusion methods (Power & Taylor, 2020); whilst the fact IIUs are used in place of exclusions makes reductions in exclusion rates unsurprising and potentially meaningless as an evaluation method. A more meaningful evaluation would ascertain whether IIUs result in behavioural change. That said, numerous articles noted that attendees believed the IIU prevented them from missing out on more of their education by preventing exclusions and in this sense were more inclusive (Brickley, 2018; G. Gilmore, 2012; Mckeon, 2001; Wilkin et al., 2003). The view that being kept within school is more inclusive than exclusion, was echoed by staff: “If you exclude somebody they’re learning nothing. All they’re doing outside is probably getting into more trouble anyway, whereas in the Inclusion they still have school.” – Teacher (G. Gilmore, 2012, p. 44). However, articles did note limits to the inclusivity of IIUs (Barker et al., 2010; Gillies & Robinson, 2012; G. Gilmore, 2013) as evidenced in interviewees’ comments, such as:

“Well a lot of them do say they feel that they’re in prison. I explain to them it isn’t a prison and the door isn’t locked, as it would be in prison. But a lot of them say they feel as though this is what prison would feel like. – IIU manager (Barker et al., 2010, p. 381).

The perception of the IIU being prison like indicates the limits of inclusivity; whilst IIUs can easily be seen as more inclusive than exclusions, to argue that seclusion from the wider school population is inclusive is more difficult. This raises key questions currently unexplored in the literature, such as whether different IIU factors affect the perceived inclusivity or whether IIUs are perceived as more inclusive than alternative exclusion prevention strategies.

2.5.2 Behaviour

Numerous articles highlighted apparent improvements in pupil behaviour following IIU referral (Barker et al., 2010; G. Gilmore, 2012, 2013; IoE & NFER, 2014; Mckean, 2001; Ofsted, 2006; Preece & Timmins, 2004; Wilkin et al., 2003). However, most articles based this finding on qualitative judgements by interviewed parents, teachers, and pupils rather than statistically significant quantitative evidence. Moreover, an important consideration is the longevity of any behavioural change. Once again, no article quantitatively evaluated this, but Barker et al., (2010) did highlight that many interviewed staff perceived the behavioural changes to be temporary: “It tends to have a temporary effect, with, I think the worst offenders, and a more lasting effect with those who don’t really get into too much trouble” – Teacher (p. 383).

Building on behaviourism, this initial behavioural change may simply arise in response to the considerably different IIU context, which upon returning to the usual classroom context simply reverts to previous behaviours. Indeed, reflecting on the other theories, enduring behavioural change would likely require adaptations to attendees’ thought processes (according to cognitive theory), to feel more secure within school

(according to AT) or for unmet basic needs to be fulfilled (according to Maslow's HoN).

Some articles did note adaptations to pupil's thoughts about their behaviour (Brickley, 2018; G. Gilmore, 2013), for example: "You find a way how to solve the issue. Which I love... it's gave me so many ways of thought now." –attendee. (Brickley, 2018, p. 97). Other attendees' comments indicated that the IIU may have provided a 'secure base' or environment meeting basic needs, for example: "[It's] a place I can go to calm down when I lose my temper instead of punching a kid." – attendee (Preece & Timmins, 2004, p. 27), and "I've got so much support here[...] they're always smiling and they're always happy, and that's what I need to be around." – attendee (Brickley, 2018, p. 94). Consequently, it appears possible that IIUs could provide some of the factors theoretically needed for long lasting change. However, as IIUs are so varied, research to determine what IIU features can lead to long-term behavioural change will be crucial; unfortunately, this currently remains unexplored.

2.5.3 Academic

Various articles reported 'academic' improvements based on interviews with parents, pupils and staff following IIU referral (Barker et al., 2010; G. Gilmore, 2012, 2013; Mckee, 2001; Ofsted, 2006; Preece & Timmins, 2004; Wakefield, 2004; Wilkin et al., 2003). Barker et al., (2013) highlighted how parents, pupils and teachers perceived large improvements in sheer quantity of work completed and effort from attendees whilst within the IIU. This improvement was highlighted by other studies which also indicated that attendees may have adapted their thinking towards their studies (Brickley, 2018; Preece & Timmins, 2004; Wilkin et al., 2003): "It has made me realise how important school is. If you are not going to get on in school [academically] you won't get on anywhere." – IIU attendee (Preece & Timmins, 2004, p. 27). A further academic gain perceived to result from IIU

attendance was that it allowed pupils to catch up with outstanding work (G. Gilmore, 2013; Preece & Timmins, 2004; Wilkin et al., 2003). However, whilst studies highlighted perceived improvements in work quantity, effort, and attitude towards work, none evaluated the actual impact on attendees' attainment. Consequently, whilst attendees may appear to be completing more work within the IIU than in class, it is not possible to evaluate whether the quality of this work is sufficient to outweigh the lost learning opportunities from class and the overall impact on attendees' education.

2.5.4 Relational

Several articles noted improvements in attendees' feelings of security and connectedness to and within school (Brickley, 2018; Gillies & Robinson, 2012; Hallam & Castle, 2001; Mckeon, 2001; Ofsted, 2006; Preece & Timmins, 2004). Based on interviews with IIU staff and attendees, some articles described how the IIU may have served as a 'secure base' attendees could turn to when in need (Gillies & Robinson, 2012; Hallam & Castle, 2001; Preece & Timmins, 2004; Wilkin et al., 2003). Articles also remarked upon the strength of relationships built between attendees and IIU staff and the importance placed upon this relationship by staff and attendees alike (Brickley, 2018; Gillies & Robinson, 2012; Preece & Timmins, 2004): "[Some people think] they're just like every other teacher, but they're really not. I really feel like there's more of a relationship there [...] it just feels safe." – IIU attendee (Brickley, 2018, p. 93). In line with AT, Brickley (2018) proposed these strong relationships were fostered by IIU staff 'containing' and 'attuning' to attendees' needs. However, it should be noted the IIU described in Brickley (2018) appeared particularly 'nurturing' compared to other IIUs, which might have fostered these relationships to a greater degree than can be achieved in other IIUs. Consequently, it will be important for

research to explore the impact of different IIU factors on the development of these relationships. However, this currently remains unexplored.

2.6 Limitations

There are many limitations to the current literature presented here, which limit the degree of trust and generalisability that can be given to these findings. Firstly, with many articles approaching or being over a decade old (CSJ, 2011; Gillies & Robinson, 2012; G. Gilmore, 2012, 2013; Hallam & Castle, 2001; Mckee, 2001; Ofsted, 2006; Preece & Timmins, 2004; Wilkin et al., 2003), there are significant limitations on generalising these findings to current times where many local and national socio-political and economic factors within England have changed.

Moreover, given the wide degree of variation in IIUs, another key limitation is that most articles failed to describe the studied IIUs in sufficient detail to reliably generalise their findings to sufficiently similar IIUs. Indeed, as variation in IIU practice is so substantial, the limited number of IIUs investigated to date is simply too few to draw any reliable or generalisable findings; with so many contextual factors (e.g., school demographics, ethos and rules, LA policies etc.) likely to affect IIU practice and impact, research across a much wider range of geographic areas and communities will be required. This point is amplified by the fact the majority of findings are from qualitative analysis of a small number of interviews, which only yields insight into perceived impacts of IIU use and not actual evidenced effects, which would require quantitative methods that could evaluate a causal relationship. Indeed, to date there has been no quantitative study evaluating the impact of IIUs on behaviour. However, perhaps the greatest limitation is the lack of high-quality peer-

reviewed empirical research exploring IIU use and the many factors affecting it; with four of the included studies not being peer-reviewed and only six articles explicitly investigating IIUs, whilst the others made anecdotal references to IIU utilisation.

Consequently, only limited reliability can be had in the currently narrow scope of knowledge around IIUs outlined in this LR, whilst many important questions around their use remain unanswered; such as whether IIU use result in any actual change to pupil behaviour or what could make IIUs more supportive. With IIUs being so prevalent and potentially having considerable impact on CYPs' lives, it is clear a great deal more high-quality empirical research is needed. This includes larger scale, longitudinal, quantitative research to produce accurate, reliable and generalisable insights, more qualitative research to ascertain greater insight into attendees' lived experiences of IIUs, and for all these studies to be replicable so that findings can be validated or challenged by subsequent studies.

2.7 Chapter summary

This chapter sought to outline the current knowledge surrounding IIUs. It began by outlining the LR protocol and the justification for this. It then explored the key themes arising from the literature, contextualised these findings against the theories outlined in section 1.8 and highlighted key gaps in the current knowledge. The chapter concluded with a consideration of the current limitations to the literature around IIUs. This thesis now moves onto the Methodology chapter, where the aims, research questions (RQs) and justifications are outlined before the procedure of the investigation is detailed.

Chapter three: Methodology

3.1 Chapter overview

This chapter outlines how and why the research was conducted and the justification for this. It initially details the aims of the research before outlining the RQs. The research paradigm that underpins this study, pragmatism, is then explored before detailing the design of the study, including: an exploration of how participants were recruited; what data was gathered and how; how this data was analysed; issues around validity and reliability and how these were addressed; and any ethical implications that needed addressing.

3.2 Purpose and aims of the research

From the first two chapters, it is clear there are vast gaps in the knowledge around IIUs despite their prevalence, including basic information regarding their impact. Therefore, the purpose of this research is to be exploratory and explanatory. Exploratory research is a type of research that is typically conducted when there is very little known about a certain field, as is the case for IIUs, and seeks to develop a better understanding of the phenomenon but not yield conclusive results (Coolican, 2018). Exploratory research often serves as a foundation for future studies and seeks to identify areas that will be important for future research and processes through which this could be explored (Cooligan, 2018). Conversely, explanatory research seeks to explain why certain phenomena occur, support the ability to draw inferences about phenomena and subsequently make predictions about the phenomena based on the findings (Cooligan, 2018).

Overall, the research aimed to develop initial insight into the impact of IIUs.

However, this research did not evaluate IIU impact on exclusions but on negative behaviour for four reasons that have been previously discussed:

- 1) There are many unofficial ways pupils are excluded rendering exclusion data alone as an unreliable indicator of impact;
- 2) IIUs are used instead of exclusions so would inevitably reduce them making this information unsurprising and meaningless;
- 3) A reduction in exclusions does not indicate a reduction in the underlying issue: challenging behaviour;
- 4) For pupils at risk of exclusion to fully reengage with education, a reduction in behavioural difficulties will be crucial and should be the goal of any intervention.

Another area indicated to be lacking in the current literature is information into pupils' perceptions of IIU use, with the little information existing being largely outdated and failing to explore many important factors around IIUs. Therefore, this research aimed to explore attendees' perceptions around IIU use. With theory and research indicating children's perceptions to be powerful determinants of behaviour (Cline et al., 2015; Cooke, 2017), this was deemed an important area to explore and generate initial insights into how to enhance IIUs to make them most beneficial for attendees and schools.

Finally, an overall purpose of this research was to serve as a pilot study and identify potential successful methods, limitations, and ways to overcome these for future IIU research; which will be vital in eliciting information to produce evidence-based guidance and policies for establishing and/or running effective IIUs, which will be important considering the DfE's investment towards creating more of them (DfE, 2019d).

3.3 Research questions

To achieve these aims the following RQs were formulated:

1. Is there any change in pupil behaviour after being referred to the IIU?
2. What are pupil's perceptions about the use of the IIU?

Whilst many different methods could be used to answer these RQs, it is important to note the methods that could be utilised in practice were limited due to contextual factors which restricted what data could be gathered and how. Consequently, the methodology adopted was greatly determined by what methods could feasibly and practically achieve answers to the RQs given these contextual factors, which are explored throughout this chapter; particularly in section 3.6. However, this chapter first outlines the research paradigm underpinning this study.

3.4 Research paradigm and rationale

When conducting research, researchers must outline the philosophical assumptions they made about the nature of what they are investigating and how they can investigate it, typically termed their 'research paradigm' (Creswell & Creswell, 2017). These assumptions dictate the methods considered valid for capturing data and completing the research, making them a crucial determinant of the utilised methodology. Many paradigms exist and can be differentiated in numerous ways. Perhaps the most common approach is Guba & Lincoln's (1994): depicting paradigms as conceptually distinct across three philosophical ideas considered sequentially in a 'top-down' process; inevitably giving greater bearing to the first philosophical idea known as 'ontology' (Morgan, 2007). Ontology regards the

beliefs about the very nature of reality and are typically conceptualised on a continuum between the polar extreme positions of 'naïve realism' and 'relativism' (Guba & Lincoln, 1994). Naïve realism upholds there is a single objective reality which is subject to knowable and immutable laws governing its behaviour which can be studied without being influenced by the observer (Creswell & Creswell, 2017). Conversely, relativism states there is no single reality but infinite possible realities created and existent within the beholder's mind; for whom that reality is true (Creswell & Creswell, 2017). In contradiction to naïve realism, relativism dictates that researchers can never truly ascertain the nature of a reality but using specific methods make imperfect approximations of an individual's truth (Creswell & Creswell, 2017).

The second philosophical idea is 'epistemology': the nature of knowledge, what is knowable and how this can be known (Guba & Lincoln, 1994). It is commonly upheld in social science research that adherence to an ontology naturally limits the epistemologies that resonate with it (Morgan, 2007). As with ontology, epistemologies can also be conceptualised on a spectrum between the two extremes: 'objectivism' and 'subjectivism' (Morgan, 2007). Objectivism states that knowledge is simply the process of discovering the finite and knowable nature of reality, typically through empirical investigation and repeated replication of results (Morgan, 2007). Consequently, objectivism naturally aligns with naïve realism but could not logically coincide with relativism (Morgan, 2007). Conversely, subjectivism resonates with relativism but not naïve realism (Morgan, 2007); subjectivism dictates that knowledge is a complex entity fabricated within each individuals' mind through the amalgamation of their beliefs, observations and interpretations (Guba & Lincoln, 1994). Subjectivism states knowledge is unique to each individual and only gatherable through qualitative methods that allow insight into each individual's knowledge through open

dialogue (Creswell & Creswell, 2017). However, as the researcher applies their own interpretations to the data gathered, they create their own unique approximation of that knowledge and it must therefore be accepted that researchers can never truly know an individual's knowledge (Creswell & Creswell, 2017).

The final philosophical idea is 'methodology' (Guba & Lincoln, 1994): how researchers can gather knowledge and what methods should be utilised. Methodologies can be largely grouped into quantitative or qualitative approaches. Quantitative methodology upholds that research can be conducted objectively: variables can be measured without influence by the research to identify causal explanations of phenomena which are generalisable to larger populations (Yilmaz, 2013). To achieve this, quantitative methods have rigid processes to manipulate specific variables whilst maintaining continuity of others; giving researchers greater confidence their manipulation resulted in an outcome (Creswell & Creswell, 2017; Yilmaz, 2013). Measurements are typically taken with standardised or pre-constructed instruments with close ended questions, which allow many participants to contribute categorical data that can be statistically analysed to reveal the overall response pattern (Yilmaz, 2013). Moreover, participants are usually randomly selected to increase generalisability of data (Creswell & Creswell, 2017; Yilmaz, 2013). However, the key downfall of quantitative methodology is that it cannot provide insight into the significance of individuals' lived experience (Patton, 2002). Alternatively, this is a key strength of qualitative methodology (Patton, 2002; Yilmaz, 2013). Qualitative methodology focuses on understanding a phenomenon through individuals' lived experience, emphasising the significance of their meaning making in different contexts (Patton, 2002). Qualitative research utilises interviews and observations, which being open-ended, allow participants to share their meaning making of the world (Patton, 2002). However, to achieve this rich

insight into individuals' lived experience, qualitative studies can only be conducted on small participant samples and therefore the data cannot be generalised to larger populations (Yilmaz, 2013).

There is also consensus within social science that different epistemologies wed themselves towards methodologies most suited to identifying the different conceptualisations of knowledge (Morgan, 2007): objectivism typically coincides with large scale quantitative methodologies, whilst relativism aligns to smaller scale qualitative methodologies. Together, ontological, epistemological and methodological position compose the philosophical beliefs, values and assumptions about the nature of the world constituting the research paradigm (Morgan, 2007). The paradigm in turn provides the framework from which problems can be scrutinised and potential solutions identified. Historically, two paradigms dominated social science research: 'positivism' and 'constructivism' (Morgan, 2007).

More recently, use of an alternative paradigm known as 'pragmatism' has grown due to difficulties arising from adopting one of the aforementioned paradigms; two of which led to the adoption of pragmatism in this study (Creswell & Creswell, 2017; Morgan, 2007). Firstly, positivism and constructivism have given rise to a notion that their conceptualisations of knowledge are inherently incommensurable against each other (Morgan, 2007). Consequently, there is a belief between the supporters of these paradigms that different methodologies should not and cannot be used in conjunction (Morgan, 2007). This was pertinent to this study as the RQs required quantitative techniques to statistically analyse any change in behaviour and qualitative techniques to capture attendees' perceptions. The utilisation of both quantitative and qualitative methods together is a

methodology known as 'mixed methods' (discussed later). Secondly, supporters of these paradigms state that methodological inquiries can be resolved through reflecting upon the knowledge claims arising from ontology, which is often at odds with the realistic and often practical nature of designing research (Morgan, 2007); indeed, the practicalities of conducting this research were a key determinant in establishing the methodology. As will now be explored, pragmatism offered a solution to these two difficulties and consequently was adopted as the paradigm underpinning this research.

3.4.1 Pragmatism

Pragmatism grew from Charles Sanders Pierce's work in the 1870s, who stated that individuals' beliefs evolve from thinking processes regarding their worldly experiences (Weaver, 2018). Importantly Pierce believed these beliefs determined the human experience and their actions in the world (Weaver, 2018). For Pierce, belief statements were only meaningful if they inferred practical consequences and true meaning was only obtainable through comprehending these practical consequences (Weaver, 2018). For example, individuals only fully comprehend a pencil if they understand its function. Overall, people accept and act upon their beliefs with almost bigoted acceptance of their factual nature until novel information directly contradicting a belief is encountered (Weaver, 2018). This conflicting information produces doubt in the mind of the individual, inhibiting their action upon the belief and initiating an 'inquiry' process to resolve the doubt (Weaver, 2018). Pierce believed the inquiry process required individuals to adopt the correct method

to resolve this doubt and believed this was the scientific method¹⁶ (Weaver, 2018).

Consequently, Pierce believed individuals' belief positions were the product of a continual process of encountering information that conflicts with an original belief, creates doubt and drives a course of inquiry to systematically eliminate doubt through modifying or creating new beliefs (Weaver, 2018). This of course suggests that knowledge is created through the human experience and not just an objective external reality. However, Pierce believed that if this process occurred amongst a population of researchers who engaged in appropriate methods, their beliefs would eventually converge towards a consensus conceptualisation of truth which would be an, albeit imperfect, reflection of an external and objective reality (Weaver, 2018).

Pierce's ideas were later developed by James and Dewey who adopted and shaped the pragmatism paradigm in response to continuing ontological and epistemological debates within the scientific community; feeling the pursuit to truly identify the nature of the two constructs was an unobtainable and unnecessary endeavour (Kaushik et al., 2019). Consequently, pragmatism purposefully avoids involving itself with the contentious concepts by upholding that reality may be singular or multifaceted, but that all can be subject to empirical investigation (Kaushik et al., 2019). That said, as suggested previously and largely resulting from Pierce's notions, pragmatism favours the view that there is a truly objective reality external to the observer but because the observer makes appraisals of this reality it can never be known as truly separate from the human experience (Kaushik et al.,

¹⁶ Whilst many definitions exist, the scientific method is essentially a three-step process of formulating hypotheses (abduction), making predictions based on hypotheses and empirically testing them (deduction) and finally adopting verified hypotheses to make sense of observable patterns in the world and create beliefs (Weaver, 2018).

2019). Overtime, like many paradigms, pragmatism split into several subgroups each adopting slightly different conceptualisations of the pragmatic approach. Exploration of these subgroups is beyond the scope of this thesis, however an overview of commonly agreed key tenants of pragmatism are outlined in [Table 4](#).

Consequently, with this research needing to adopt a mixed method approach to answer the RQs and being influenced by the practical necessities of conducting the research in the real world, this research adopted the pragmatic paradigm. The next section of this chapter explores what is meant by a mixed methods design and how this was utilised in this study.

Table 4. *Commonly agreed key tenants of pragmatism (Gross, 2018; Guyon et al., 2018; Kaushik et al., 2019; Morgan, 2007; Weaver, 2018).*

| Key Tenant | Description |
|--|---|
| Anti-foundationalist | It opposes the principle of foundationalism: that there is an underlying epistemological truth forming the basis of all that is knowable and investigable. |
| Fallibilist | No belief or knowledge is considered concrete and is always open to the challenge of new evidence and subsequent revision. However, whilst knowledge can never be proven as concrete fact, it is accepted until disproved. |
| Contingent | It recognises that chance plays a part in all worldly things. Consequently, all knowledge is a probabilistic assumption of what will happen but through the scientific method our assumptions become the strongest possible approximations of what will happen. However, because of this, any new experience has the capacity to trigger a revision of beliefs or knowledge bases. |
| Socially and community embedded | All knowledge claims are conceptualised within a community of enquirers; with knowledge most accurately derived when triangulated amongst individuals from a range of perspectives. |
| Holist | It recognises beliefs are not independently judged against the single actions they have but as part of a complex network of beliefs, desires and purposes that grow throughout the human experience and influence the meaning and value we place on each belief. Consequently, a belief cannot be known by simply studying the component parts but must be considered as part of the whole. |
| Pluralist | It rejects the idea there is any single true ontology, instead upholding there may be many possible realities derived from the internalisation of |

| | |
|------------------------|---|
| | an external phenomenon. Consequently, different communities may have different knowledge claims for the same phenomenon. |
| Action oriented | It does not seek truth for a purely theoretical purpose but in the pursuit of actions. As such, knowledge is considered true and meaningful for as long as it infers a useful, practical, and actionable consequence. If the knowledge no longer infers any use it is considered null. Ultimately, this results in the true meaning of knowledge being whatever works best to resolve an issue. |
| Practical | It is concerned with practical matters and supports the use of whatever methodology best suits the pursuit of knowledge. |

3.5 Research design and rationale

3.5.1 What is mixed methods methodology?

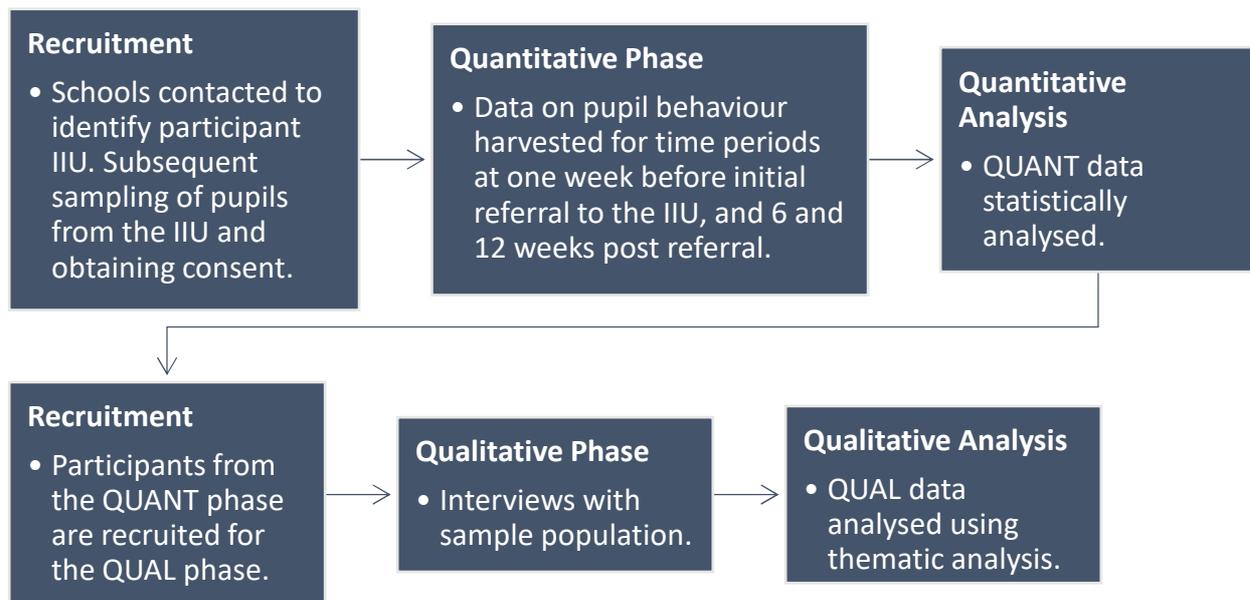
Mixed methods research combines both quantitative and qualitative concepts, language and methods into a single study (Johnson & Onwuegbuzie, 2004). This methodology grew from fatigue with unsolvable debates regarding whether hard and generalizable quantitative insights or deeper but more narrow qualitative insights was most appropriate for studying certain phenomenon (Creamer, 2018; Johnson & Onwuegbuzie, 2004). Mixed methods researchers recognise the merits and flaws to both methodologies and that selection of one would always have limitations. Consequently, driven by pragmatism, the notion of combining methodologies, drawing on each of their strengths whilst limiting limitations, emerged (Johnson & Onwuegbuzie, 2004). Mixed methods research seeks to legitimise the combined use of different methodologies to gain the greatest insight into phenomenon; which cannot be achieved through restrictive utilisation of a single methodology (Creswell & Creswell, 2017; Johnson & Onwuegbuzie, 2004). However, concerns remain about mixed methods research, particularly regarding how quantitative and qualitative data are combined and whether one is given preferential treatment (Creswell & Creswell, 2017). To alleviate this tension, mixed methods researchers developed numerous study designs to guide researchers in appropriate implementation

(Creswell & Creswell, 2017). Nonetheless, mixed methods research has other limitations, including requiring researchers to have working knowledge of both quantitative and qualitative methods, and placing greater time and resource demands on researchers to gather and analyse both forms of data (Creswell & Creswell, 2017).

3.5.2 Utilisation in this research

This design was selected as the RQs required both quantitative and qualitative data to be gathered. Moreover, it remains the researcher's belief that exploring both forms of data obtained the most comprehensive insight into IIU use and fullest answers to the RQs (Creamer, 2018). This research followed a 'sequential explanatory mixed method design' (Creswell & Creswell, 2017), meaning the research began with the quantitative phase of investigation and then conducted the qualitative (see [Figure 2](#)). When conducting a mixed method study, there are occasions a particular phase is given more weighting for reasons such as to balance the disproportionate amount of data generated from a quantitative phase or to emphasise data felt to be more important (Creswell & Creswell, 2017). Often with sequential explanatory mixed method designs, the quantitative phase, being conducted first, is given the greatest weighting. However, in this research no phase was given priority as the phases explored two distinct and, in the researcher's opinion, equally important RQs. To indicate each phase was given equal weighting, the words 'QUANT' and 'QUAL' are from here forwards both written in capital letters: usually a phase with greater priority is written in capital letters whilst the less prioritised is written in lower case. The two phases of this research will now be explored in turn.

Figure 2. A diagram displaying the planned design.



3.6 QUANT phase

3.6.1 Participants and recruitment

The QUANT phase sought to answer RQ 1: is there any change in pupil behaviour after being referred to the IIU? To do this a suitable IIU and sample of attendees whose behaviour records could be sampled for data analysis needed to be identified. Therefore, the QUANT phase recruitment occurred via a ‘cluster’ sampling procedure (Creswell & Creswell, 2017). This is where a study first identifies an appropriate organisation or ‘cluster’ to study (i.e., an IIU) and then identifies and samples a population¹⁷ (i.e., the attendees) within this (Creswell & Creswell, 2017). Several inclusion criteria were created to control for as many variables which could influence pupil behaviour other than the IIU, or to ensure the necessary data to complete the study was accessible.

¹⁷ When talking about sampling, the population refers to the sum of all the individuals who are relevant to a study (Creswell & Creswell, 2017). Here, the population regarded all pupils who attend the IIU.

3.6.1.1 IIU Recruitment

For inclusion in this study the IIU needed to meet a series of criteria (see Table 5 for the criteria and justification for these).

Table 5. Inclusion criteria for IIU and justification for these.

| Inclusion criteria | Justification |
|---|---|
| Be on a school site | Whilst no official or even consensus criteria for what classifies as an IIU exists, the current literature typically describes them as “on-site” (Bennett, 2017; Timpson, 2019). There are likely incidences where facilities deemed to be an IIU are “off-site”, for example an IIU might be shared amongst schools within an academy trust and therefore off-site for some of those schools. However, these IIUs were excluded from this study as the literature suggests the majority are on-site and the location of an IIU relative to the school may influence any potential change in behaviour. |
| Keep records of the dates pupils were first referred to the IIU as a result of their behaviour. | To analyse whether attendees’ behaviour changed following IIU referral, it was necessary to compare their behaviour from a time frame where they were not referred to the IIU as a consequence for their behaviour with a time frame where they were referred to the IIU for their behaviour. Meaning the dates when they were first referred were imperative. |
| To be part of a school that maintains robust behaviour records for all pupils using a system where behaviours can be logged to a central location by all staff simply and in real-time, such as using the school management system, SIMS®. | It was important that the behaviour of all pupils was monitored continuously as a robust record of the sampled attendees’ behaviour from a time before they were referred to the IIU for their behaviour was needed. If schools only maintained a robust record of pupil behaviour once the pupil was identified as displaying difficult behaviours and referred to the IIU, it was likely the behaviour data used for the time before the initial IIU referral would be inaccurate. Moreover, ensuring the school utilised a system where behaviours could be logged by all staff in real-time likely increased the accuracy of the behaviour data: as it limits the potential of behaviours not being recorded due to laborious recording methods or simply forgetting to log them as they cannot be recorded until after a lesson etc. A system such as this also allowed for pupil behaviour data to be easily exported into an Excel document for further analysis by the researcher. |
| For staff to have all received the same training on how | It was important that all staff received the same training on how to classify and record pupil behaviours as this would improve the inter-rater reliability: the degree of agreement |

| | |
|--|---|
| different pupil behaviours should be classified and recorded. | amongst different individuals recording measurements as to the value of that measurement (Creswell & Creswell, 2017). In this study the measurement would be what constitutes a certain type of behaviour and should be recorded on the system. |
| Have a hierarchical behaviour management system where referral to the IIU is an independent step of the hierarchy and pupils are only referred there after a certain point (e.g., a specific date they are placed on a higher level of report). | This was important as it allowed for pupil data collected from before the point of first referral to the IIU to be compared with data after they were referred. Moreover, the clear distinction between a time when the IIU was never used and a time where it was, strengthened the degree of certainty that it was referral to the IIU that resulted in any measured change in behaviour. |

The study only sought to recruit one IIU. It was acknowledged that this would limit the reliability and generalisability of the data produced from this study, however, for three key reasons it was deemed necessary. Firstly, many schools record behaviour in different ways and what would be included as an inappropriate behaviour in one school might have been acceptable in another. This means it would have been difficult to gather data from several IIUs and combine these for statistical comparison, unless all the staff from all the schools were trained to record behaviour in the same way and all the school's behaviour policies were changed to be more congruent. Secondly, the time required to extract the data from numerous school sites and combine these was beyond the feasible limits for a single researcher. Finally, it was anticipated that many schools would likely to be hesitant about allowing a researcher to access and evaluate the use of their IIUs, as potentially poor outcomes could reflect negatively on the school. For this reason, the researcher recruited the IIU sampled in this research by approaching a school known to have an IIU meeting the outlined inclusion criteria and had previously expressed a willingness to participate; this IIU being one the researcher had operated in their former role as the IIU manager. Whilst this

familiarity with the IIU was highly advantageous in designing this study, there were several potential limitations arising from this; these related to the QUAL phase and consequently are addressed in section 3.7.4.

3.6.1.2 Study site

As highlighted in Chapter One and Two, there is wide variation in IIU practice. For this reason, a comprehensive description of the investigated IIU is provided in [Appendix G](#) to support comparison to other IIUs and help inform judgements about the generalisability of findings to other settings. However, a brief overview of the IIU is outlined here to provide contextualisation for the results and discussion.

The studied IIU was in an ethnically diverse West London secondary academy school rated 'outstanding' by Ofsted. The facility consisted of a large rectangular room with an additional room at the back of the facility for private discussions with attendees. The IIU had capacity for 36 attendees, but typically only 8 to 12 were present at most times and there was an active effort to keep the occupancy low. Each attendee had a separate desk, most of which faced towards the front of the room where the IIU staff were seated. The room was run by one IIU manager, who did not have any formal training or previous teaching experience. The room was also monitored by two assistant headteachers who were the only two staff with authority to dismiss attendees from the IIU and consequently determined the duration of referrals. The IIU was vibrantly decorated and enjoyed lots of natural light. The IIUs key roles were to remove attendees from a classroom when being disruptive, thereby allowing the remainder of the class to learn, and to promote positive behavioural change. The ethos of the IIU was largely punitive, being used as a punishment for misconduct.

Attendees were sent directly to the IIU for any breaches of the school's 'Code of Conduct (CoC)'; see [Appendix H](#) for a full description of the CoC. Referral duration varied and depended upon the severity of the behaviour resulting in referral but typically ranged from a few hours for minor infringements (e.g., calling out in lesson) to a week or more for serious breaches (e.g., verbal abuse to staff). The IIU operated under exam conditions (e.g., no talking etc.). Upon arrival, attendees completed a series of reflective sheets before completing work in line with the lessons they were missing; this work was supplied through premade packs of work, but some teachers would also bring additional work for pupils. The IIU operated on a differentiated timetable to the rest of the school to increase the seclusion of attendees.

3.6.1.3 Sample pupil's recruitment

Upon identifying the IIU, a sample of attendees whose behavioural data could be extracted for analysis were identified from within this. The sampling method used was a nonprobability sampling technique called 'total population sampling (TPS)', meaning all pupils who attended the IIU and met the inclusion criteria were included (Battaglia, 2008; Creswell & Creswell, 2017; Etikan et al., 2016). Being a nonprobability sampling method, there was no procedure to randomly assign individuals to the sample (Battaglia, 2008). Instead, TPS is a type of purposive sampling: where judgement is used to determine the sample population (Battaglia, 2008; Etikan et al., 2016). TPS is used for various reasons, most commonly because omitting anyone from a population may result in significant gaps in the collected data (Battaglia, 2008). Here, TPS was used to recruit the highest number of participants and strengthen the reliability of the results; as sampling techniques that gather more balanced samples would impact sample size. Indeed, it has been noted TPS is effective

with small populations sizes, such as the one being investigated (Battaglia, 2008). TPS also has the advantage of limiting the potential for bias arising from sampling. However, it is acknowledged TPS has disadvantages; the most pertinent here being that it limits the generalisability of findings to wider populations as it lacks a stratification technique: where the sample is adjusted to better reflect the demographics of the wider population (Creswell & Creswell, 2017). That said, the wider demographics of IIU populations are currently unknown so this would not have been feasible.

The first stage of TPS is to clearly describe the investigated population and their characteristics. This information was incorporated into the inclusion criteria, which included several criteria needed as methodological necessity or to support the reliability of the findings; see [Table 6](#) for inclusion criteria and justification.

Table 6. Inclusion criteria for QUANT participants and justification for these.

| Inclusion criteria | Justification |
|--|---|
| To have been referred to the IIU because of their behaviour. | This is because the study aims to explore whether referral to the IIU results in any change to pupil behaviour. |
| To be studying at the school on a full timetable rather than a reduced timetable and have attendance above 80%. | If pupils were on reduced timetables or had a low attendance throughout the year it would have affected their behaviour data and influenced findings. 80% attendance was chosen as the cut-off point because this is the points at which pupils are referred to Education Welfare Services for poor attendance. |
| To have had a period of time spanning at least 1 week of the academic year prior to initial referral to the IIU and at least 6 weeks before the 24th March 2020. | This is because data regarding pupil behaviour before being referred to the IIU needs to be gathered and compared with data after being referred (i.e., this criterion was needed to gather pre- and post-measures). The period of 6 weeks, being the average duration of an academic half-term, is a commonly used period of time used by schools to monitor pupil's behaviour before reviewing their progress. The 24 th March was the first day of schools being closed due to the Covid-19 pandemic. |

| | |
|---|---|
| Have no other intervention (e.g., counselling) during the investigation. | This limits the number of variables that can influence pupil behaviour to increase the degree of certainty that any change in pupil behaviour resulted from the use of the IIU. |
|---|---|

Sampling yielded a sample population of 20 attendees (16M: 4F), 4 from year 7, 5 from year 8, 9 from year 9 and 2 from year 10; no pupils in Year 11 met the inclusion criteria. Regarding ethnicity, 6 attendees were Black-Somali, 3 Indian, 2 Black Caribbean, 2 Afghan, 2 White Eastern European, 1 Nepali, 1 Pakistani, 1 Egyptian, 1 other Black African and 1 other mixed background. 11 attendees were on Pupil Premium, 7 received free school meals, 16 had English as an additional language and one had a moderate learning difficulty. A power calculation was unfeasible as there was no previous data indicating the average expected number of behaviour incidents attendees accumulate over one-week, which is information required for this calculation. Of those excluded from the study, 3 were excluded for having less than 80% attendance, 23 were excluded for not having the minimum time period of 1 week of the academic year prior to initial referral, and 6 for not having a minimum period of six weeks before 24th March 2020 after their initial referral.

3.6.2 Hypotheses and variables

The following hypotheses were formulated:

- Null hypothesis (H_0): there is no statistically significant difference in number of attendees' behaviour incidents between the different sampling points;
- Alternate hypothesis (H_1): there is a statistically significant difference in the number of attendees' behaviour incidents between the different sampling points.

In this investigation the independent variable (IV) was the use of the IIU as a form of intervention for pupil behaviour. This means that prior to initial IIU referral only the

standard pastoral interventions utilised by the school (e.g., detentions, meetings with parents etc.) was used, whilst post initial referral the only intervention utilised was referral to the IIU itself. The dependent variable (DV) was pupil behaviour which was measured indirectly through analysing the number of behaviour points (BPs) recorded by school staff for each pupil. A BP was a recording made when pupils breached the school's CoC, detailing the behaviour and consequence. Finally, the study had one key control variable: the different sampling points when behaviour was measured; these are discussed in detail in section 3.6.4.

3.6.3 Measures

The main variable measured was the DV, pupil behaviour. This proved problematic as defining pupil behaviour is difficult; as highlighted in much of the literature (Bennett, 2017; Cameron, 1998; DfE, 2012b; Finn et al., 2008; Watkins & Wagner, 2000). Strictly speaking, human behaviour encompasses every action a person conducts, from the mundane to the complex (Lerner, 2019). However, within schools, pupil behaviour typically regards 'positive' (e.g., high organisation, hardworking etc.) and 'negative' behaviours (e.g., disruptive behaviours, arriving late etc.; DfE, 2012b). For practical reasons, the definition for behaviour in this study and those measured were defined by the school as it was their measurements that were extracted and analysed, making their definition key. Consequently, a negative behaviour encompassed any behaviour that breached the school's CoC (see [Appendix H](#) for more details on the school's CoC).

3.6.4 Procedure

The study utilised a ‘within-subject’ design, meaning the DV (pupil behaviour) was measured in the same sample group before and after the IV (referral to the IIU) was manipulated (Creswell & Creswell, 2017; Kim, 2010). This contrasts with a ‘between-subject’ design, where two groups experience different test conditions and their data is compared (Kim, 2010). A key advantage of within-subject designs is that each participant effectively serves as their own ‘control’, rather than needing a separate group of individuals (Coolican, 2018). Consequently, issues arising due to subject-to-subject variation was removed (Coolican, 2018). This reduction in variability often results in a dramatic increase in ‘power’: the probability of a statistical test not making a Type II error¹⁸ (Coolican, 2018). This greater power means within-subject designs can be conducted with fewer participants than between-subject designs, whilst still detecting effects (Coolican, 2018). However, there are numerous limitations to this design, a considerable limitation being the ‘order effect’: where data indicates an effect, which is not due to the IIU but simply due to the time between measures (e.g., there may be fatigue throughout the year which influences behaviour; Howitt & Cramer, 2007).

The specific within-subject design utilised here was a ‘single-group interrupted time-series design’ (Creswell & Creswell, 2018), meaning the investigation explored the impact of the intervention by following one group of attendees over a period of time and sampled their behaviour at various time points, as displayed in [Figure 3](#). [Figure 3](#) depicts how the

¹⁸ A type II error is where the null hypothesis (H_0) is incorrectly accepted and the alternate hypothesis (H_1) rejected despite there being an actual real-world effect, commonly called a false negative). Conversely, a type I error is where the null hypothesis is rejected and the alternate hypothesis accepted when there is not actually a real-world effect, commonly called a false positive (Creswell & Creswell, 2017).

QUANT phase data was gathered at various points indicated with 'O', whilst 'X' marks the date of the attendees' first IIU referral. The duration between O₁ and X was 1 academic week¹⁹, whilst X to O₂ and O₂ to O₃ was 6 academic weeks. At points O₁, O₂ and O₃ the number of BPs accumulated during a period of 1 academic week from the start of that time point was measured. When school holidays interfered with these time frames, they were extended so that all attendee data was sampled with the same number of weekdays between the sample points (e.g., 30 weekdays [six academic weeks] between O₂ and O₃), and behaviour recorded over the same time period, 5 weekdays (i.e., one academic week).

Figure 3. A diagram displaying the quantitative design.

Group A O₁-----X-----O₂-----O₃

Note. Moving from left-right indicates the temporal location of the different stages. X represents the date pupils are first referred to the IIU and O represents the data sampling points.

3.6.5 Data analysis and rationale

Data analysis consisted of descriptive and inferential statistics. Descriptive statistics review and summarise data and include measures of central tendency (e.g., the mean and mode; Howitt & Cramer, 2007). In this study, descriptive statistics were used to describe the mean numbers of BPs accumulated at different sample points and identify outlying data. Inferential statistics allow predictions to be made about the data that can be generalised (or 'inferred') to larger populations (Coolican, 2018). In this study, inferential statistics were used to identify whether there was a significant change in attendees' behaviour following

¹⁹ An academic week consists of five weekdays and does not include the weekend.

IJU referral. This was done through conducting a 'One-Way Analysis of Variance (ANOVA)', which examines whether a statistically significant difference between the mean number of BPs recorded at O₁, O₂ and O₃ exists (Coolican, 2018); thereby indicating whether there was a significant change in behaviour following IJU referral. This statistical test was selected over a 'repeated measures ANOVA' or 'linear mixed model' as the data, whilst gathered and structured as if a repeated measure, did not meet the expectations for truly repeated measures in statistics: that interventions are repeatedly delivered at the same time for all participants whilst all other control variables are rigidly maintained (Littell, 1990).

Following this, a series of Fisher's exact tests were conducted to compare the data from the three sample points in a pairwise fashion; thereby identifying over which sample points any significant change had occurred. The Fisher's exact test was used as it computes all possible variations of the data and ascertains exact *p*-values and is an appropriate test when working with small sample sizes (Leon, 1998). To conduct these statistical analyses the data was inputted into the statistical package JMP®.

3.6.6 Validity and reliability

Key to producing trustworthy research is high validity: the degree to which a study measures what it is supposed to (Coolican, 2018; Creswell & Creswell, 2017; Howitt & Cramer, 2007). Unique considerations regarding validity exist for quantitative and qualitative research; consequently, mixed method designs are recommended to consider validity of each phase separately (Creswell & Creswell, 2017). As such, the validity and reliability issues pertaining to the QUANT phase will now be considered.

Threats to validity can be broken down into two types: internal and external (Creswell & Creswell, 2017). 'Internal validity' regard factors arising from the methodology that affects participants and threatens the ability to draw accurate inferences about the population from the findings (Creswell & Creswell, 2017). Internal validity threats include participant characteristics (e.g., bias selection), factors relating to treatments (e.g., cross contamination between participant groups) and factors relating to the study procedure (e.g., inaccurate instruments; Creswell & Creswell, 2017). 'External validity' regards factors affecting the extent to which findings can be generalised to wider populations, predominantly the uniqueness of the sample population, the setting of the study or even the time the research was conducted (Creswell & Creswell, 2017). Finally, reliability focuses on how stable and consistent recorded measurements will be if they are repeated (Coolican, 2018).

Threats to validity and reliability in the QUANT phase are summarised in [Table 7](#). Researchers should identify threats to validity and reliability and outline actions taken to limit these (Creswell & Creswell, 2017). However, as Shadish et al., (2002) highlight, in social science research it is often impossible to circumvent certain threats as practical constraints limit feasible controls. On these occasions, they argue researchers should outline the likelihood of the threats and potential for it yielding an observed effect (Shadish et al., 2002). Where necessary, these reflections are also summarised in [Table 7](#) and the investigator has recognised these limitations and exercised caution when drawing conclusions in the discussion. This chapter now considers the QUAL phase methodology.

Table 7. Threats to reliability and validity in the QUANT phase.

| Category | Threat | Definitions. Based on the work of Creswell and Creswell (2017) and Shadish et al., (2002). | Risks | Action and/or likelihood if uncontrollable |
|--------------------------|---|--|---|--|
| Internal Validity | Selection | Participants are selected with certain characteristics that influence the outcomes. | The population of pupils referred to the IIU may share common characteristic which influence the results of this study. | The sample population was largely composed of Black and Asian Minority Ethnic (BAME) pupils which had the potential to influence results. Indeed, it has been noted in research how individuals from different ethnicities are treated differently by school disciplinary systems (Morris, 2005; Morris & Perry, 2017) and would likely influence behaviour. |
| | Maturation | Participant development over the study effects results rather than the IIU. | With a period of 6 to 12 weeks between sampling points, it is possible participants' behaviour changes due to development over this 1.5 to 3-month period. | The teenage years are a period of rapid development across developmental areas; one area being executive functioning (Best & Miller, 2010), which supports CYP in regulating their behaviours and emotions. Consequently, participants may develop in this capacity during the study which will affect their behaviour. A sample of pupils from different academic years were gathered to limit this threat. |
| | History | Events occurring concurrently with the research influence the results. | Schools are complex systems with many different within-system events (e.g., exams, class changes etc.) and external factors (e.g., DfE funding, Covid-19 etc.) which can influence results. | The sampling and measurement procedure sampled individuals from different year groups and at different time points throughout the academic year which limited this threat. However, it is important to note the Covid-19 pandemic was a highly significant historical event occurring during this research, which likely affected pupil behaviour. |
| | Inadequate explication of constructs | Measured constructs are not defined to an operational degree that allows for robust study. | It is impossible to define all the potential behaviours that would result in IIU referral. Consequently, behaviours were loosely defined and | The recruited school was chosen as all staff received a high degree of training and continual guidance on monitoring and recording behaviour, limiting the impact of this threat. |

| | | | | |
|--------------------------|---|---|---|--|
| | | | relied upon observer judgement. | |
| | Instrumentation | The nature of measurements changed between sampling points which influence results. | Over time teachers may become more lenient or strict with behavioural expectations which would affect results. | The measurement procedure gathered data from different time points (as children were put onto report cards at various times). This limited the impact from this threat. |
| | Regression | Participants with 'extreme' scores on a measurement tend to regress towards a mean value over time and can be falsely interpreted as an effect. | The sample population may have extreme scores (i.e., number of BPs) which over time regress towards the average. | The pupils referred to the IIU were likely to have had extreme scores and was likely why they were referred to the IIU. |
| | Attrition | Participants are lost over time for varied reasons but sometimes due to factors correlated with test conditions. | Participants in this study may be lost due to a variety of factors (e.g., decreasing attendance, exclusion etc.). | The data outlined in the context show a substantial number of ways pupils can be excluded and that rates of these practices are rising (Power & Taylor, 2020). Therefore, it is highly possible sample pupils may be lost due to these factors; particularly if the IIU does not reduce their behaviour incidents and the school looks for other solutions to manage them. |
| External Validity | Interaction of setting and treatment | Specific contextual factors of a studies' setting limit the generalisability of findings to other settings. | The unique characteristics of the IIU limit generalisability of findings to other IIUs. | Data outlined in the context and literature review highlight the considerable variation in IIU practice making this threat significant and the limits to the generalisability of the findings to other IIUs considerable. |
| | Interaction of selection and treatment | Narrow sample characteristics reduces the generalisability of findings to wider populations. | School and IIU demographics might not be generalisable to the wider population. | The recruited school's population was largely composed of minority groups (e.g., Pakistani and Indian) and indeed the sample population was predominantly composed of BAME individuals, which limits the generalisability of findings to other settings where demographics are substantially different. |

| | | | | |
|---|---|--|--|---|
| Interaction of history and treatment | The results of a study are time-bound (i.e., influenced by historical factors of the time) limiting generalisability to past or future contexts. | Results from this research could be affected by historical events. | As mentioned, results may have been affected by Covid-19 which would limit the generalisability of findings to future or past time points. Similarly, with Brexit occurring on 31 st January 2020 and the sample population predominantly consisting of BAME individuals, whose families may have been affected by this, the risk associated with this threat is further elevated. However, the measurement procedure gathered data from different time points which will have limited the impact of this threat to a degree. | |
| Reliability | Interrater reliability | Whether measurements by different individuals differ significantly due to differences in judgement. | Behaviour recorded by different staff members may significantly vary due to differences in judgement. | As behaviours were loosely defined and relied upon staffs' judgement there were likely discrepancies between their measures. However, the recruited school was chosen as all staff received a high degree of training and continual guidance on monitoring and recording behaviour which limited the impact of this threat. |
| Lack of control variables | Control variables are factors that can influence results and therefore should be kept consistent throughout the investigation. | Variables that were not measured (e.g., changes to staffing, timetabling etc.) could potentially affect the results of the research. | In the large school system, large numbers of factors could not be controlled for and may have affect results. No control group could feasibly be utilised in the procedure. However, certain variables likely to affect results and could be controlled for were maintained in this study (e.g., the interventions a participant received during the research). | |
| Lack of control group | Control groups are groups of participants who experience the same variables throughout an investigation other than the IV. This increases the reliability that findings found in the test group result from manipulation of the IV. | | | |

3.7 QUAL phase

The QUAL phase explored attendees' perceptions around IIU use to answer RQ 2.

This phase sought to yield 'deeper' insight into IIUs than could be achieved via quantitative means alone (Gill, Stewart, Treasure, & Chadwick, 2008). Through conducting in-depth interviews with a small sample of attendees, rich data regarding their perceptions was gathered and analysed to yield insight into IIU use from their perspective.

3.7.1 Participants and recruitment

Participants for the QUAL phase were purposefully selected from the QUANT sample. Purposive sampling was selected to ensure a mix of participants characteristics (e.g., gender, ethnicity, degree of behavioural change in QUANT phase etc.) as these could influence the data; therefore, ensuring heterogeneity of sample characteristics can limit this (Creswell & Creswell, 2017). To identify the sample, a list of anonymised participants from the QUANT data who represented the greatest possible mix of characteristics were sent to the school. School staff then identified these pupils and contacted their families for participation in the study; initially with a phone call to parents/guardians of attendees to explain the research and subsequent circulation of a pre-made information sheet and consent form (examples of these are in [Appendix I](#)). Families who were interested in participating were then offered a discussion with the researcher to further explain the process and answer any questions arising. The QUAL sample aimed to gather six to ten participants as this number was recommended for the type of analysis utilised, Reflexive Thematic Analysis (RTA; Braun et al., 2019; Braun & Clarke, 2013, 2019). In total six participants were achieved; their characteristics are outlined in [Table 8](#).

Table 8. A table displaying the characteristics of the QUAL participants.

| Attendee (pseudonym) | Gender | Year group* | Ethnicity | Trend in behaviour from QUANT phase | Other |
|----------------------|--------|-------------|------------------------|-------------------------------------|-----------|
| Alex | Male | 9 | White Eastern European | Decrease in BPs | Bilingual |
| Brandon | Male | 8 | Black Caribbean | Decrease in BPs | LAC |
| Idris | Male | 8 | Black Somali | Decrease in BPs | Bilingual |
| Harris | Male | 7 | Indian | Decrease in BPs | |
| Fatima | Female | 9 | Black Somali | Decrease in BPs | Bilingual |
| Inez | Female | 8 | Afghan | Increase in BPs | Bilingual |

Note. Behaviour points (BPs). Looked after child (LAC).

*At time of IIU attendance and QUANT data collection

3.7.2 Procedure

The researcher met with each participant individually over the online video-conferencing service 'Zoom' and interviewed them for one 40-60-minute period, with the child and myself being in a private room to maintain the confidentiality of their answers. Discussions were recorded using three different recording devices as a redundancy measure in case of technical faults. Recordings were then reviewed and transcribed by the researcher using the Braun and Clarke (2013) notation method (see Table 9). Interviews used a semi-structured schedule: where participants were asked key questions that guided the conversation to explore relevant areas of study whilst remaining open to exploring the participant's contributions in further detail (Gill et al., 2008). Interview questions were open-ended (e.g., what was the IIU like?) to capture the participants views on a range of IIU factors without the questions being constrictive and preventing participants from discussing what they felt was important or leading participants to answers in specific ways. However, more closed-ended questions were utilised (e.g., was there anything you found helpful?)

when the discussions needed redirection to obtain the most in-depth answers; see Appendix J for the questions used. Questions were trialled and revised based on informal trials where they were tested to explore how individuals interpreted and answered them (Creswell & Creswell, 2018).

Table 9. A table displaying the Braun and Clarke (2013) notation method.

| Characteristic feature | Notation method |
|---|---|
| The speaker's identity and who is taking a turn speaking | <ul style="list-style-type: none"> - Denoted by the speaker's name which is capped with a colon (e.g., Tom:). The denotation 'Interviewer/Int:' is used to depict when the interviewer is speaking. - A new line is started when each speaker takes a turn or enters the conversation. The first letter of the first word is in capitals. |
| Laughing, coughing etc. | <ul style="list-style-type: none"> - Depicted using the name of the bodily reaction in double parentheses [e.g. ((laughs)) and ((coughs))] when a speaker conducts these. - The demotion '((General laughter))' signals when multiple speakers engage with a bodily reaction at the same time. This should occur on a new and separate line. |
| Pause in conversation | <ul style="list-style-type: none"> - The denotation '((pause))' signals a substantial pause in conversation (i.e., for a few seconds or more). - A short pause (i.e., less than a few seconds) can be indicated with '(.)'. - A longer pause should be indicated with '((long pause))' |
| Abbreviations that are spoken | <ul style="list-style-type: none"> - When someone speaks an abbreviation the abbreviation itself is denoted (e.g., 'DfE'). - Abbreviations are not used unless the speaker uses them. |
| Overlapping speech | <ul style="list-style-type: none"> - Denoted by '((in overlap))' which is added prior to the transcription of the overlapping speech. - '((inaudible))' is used to indicate where the speech has become completely inaudible. - Single parentheses are used to denote transcriptions where the researcher is unable to confidently interpret the recorded speech due to audio quality and has made their best approximation to what has been said. |
| Marking uncertainty regarding who has spoken | <ul style="list-style-type: none"> - Use a question mark to signify uncertainty to who is speaking following the greatest approximation of who it is talking that can be made. E.g. 'Tom?' if an approximation to the speaker's actual identity can be made or 'M?/F?' to identify the speaker's gender if that is all that can be identified. - Denote phonetically and commonly uttered non-verbal sounds, such as 'erm', 'er', 'mm' and 'mm-hm'. However, note |

| | |
|---|---|
| | these are context dependent and denoted different from country to country. |
| Notation of non-verbal communications | - Denote phonetically and commonly uttered non-verbal sounds, such as 'erm', 'er', 'mm' and 'mm-hm'. However, note these are context dependent and denoted different from country to country. |
| Spoken numbers | - All numbers should be spelled out. |
| Use of punctuation | - Punctuation is commonly used to depict features of spoken language (e.g., using a question mark to denote inflection of speech to ask a question). - However, it is important to take note of how punctuation can change the meaning of data. |
| Cut-off speech and speech sounds | - Not necessary for the majority of experiential forms of analysis but can be useful to signify moments that participants have difficulty answering questions. - Captured at the level of phonetic sounds where the sound is typed out and capped with a '-' (e.g., 'I mea-') |
| Emphasis on particular words | - Not necessary for the majority of experiential forms of analysis but can be useful to indicate words or sounds that are particularly emphasised. - Denoted by underlining the word that is emphasised. |
| Reported speech | - Used to denote when a speaker is quoting the speech or thoughts of another person or themselves in the past. - Denoted using inverted commas (i.e., ') around the reported speech. |
| Accents and abbreviations/mispronunciation and vernacular usage. | - Whilst important not to transform a speaker's speech into more standard English it can be too time consuming to accurately transcribe strong regional accents. - To compromise, only common abbreviations and vernacular language (e.g., 'cause' instead of 'because') are denoted. - Incorrect pronunciation or misspoken words are not corrected. |
| Names of media (e.g., books, newspapers, television programs etc.) | - Denoted in italics. |
| Identifying information | - Identifying information is changed in one of two ways. Either details are changed to unmarked and appropriate alternatives (e.g., 'I really like blue' to 'I really like red') or replacing specific information with generic descriptions in brackets (e.g., 'I am from Bristol' may be replaced with 'I am from [large city]'). |

3.7.3 Data analysis and rationale

Transcripts were analysed using RTA: a qualitative method for analysing interview data gathered on an individual basis, which explores all the factors within the data and any recurrent themes across data sets (Braun & Clarke, 2006; Creswell, 2009). RTA is a unique qualitative analytical method in that it purely outlines an approach for analysis; as opposed to setting ontological, epistemological and methodological necessities like other methods (Braun & Clarke, 2013). Consequently, RTA is a flexible approach which can be used to analyse many forms of data, answer diverse types of RQs and is not wed to any epistemological stance (Braun & Clarke, 2006); making it compatible with the pragmatic paradigm adopted here. RTA was also chosen as it allowed for the substantial amounts of data gathered to be analysed and synthesised into a coherent and meaningful summary (Braun & Clarke, 2006). There are many different types of TA which can vary significantly in terms of philosophical underpinnings and process (Braun & Clarke, 2019) but this research adopted Braun and Clarke's (2006) approach; which the authors have since revised and now term 'Reflexive TA (RTA; Braun et al., 2019; Braun & Clarke, 2013, 2019)'.

RTA upholds TA as a fully qualitative method: with all the methods for data collection and analysis being driven by qualitative research paradigms (Braun et al., 2019). The term 'reflexive' emphasises researchers' active roles in interpreting data as part of the knowledge production process (Braun et al., 2019). In RTA the aim is not to simply summarise data and limit researchers' influence on this, but to develop clear and convincing interpretations grown from both data and the influence from researchers' experiences, cultural influences and theoretical beliefs (Braun et al., 2019). This aim is achieved through the development of 'themes', which are meaning laden patterns across the data and

derived from researchers' active analysis to gain insight and understanding of the joint meaning arising throughout data sets (Braun et al., 2019). Themes are developed through the interpretation of 'codes' produced during coding: the process of identifying data features which relate to RQs (Braun & Clarke, 2013). RTA occurs via a six-stage process.

The first stage, 'familiarisation', regards the process of the researcher shifting from gathering to analysing data by 'immersing' themselves into the data and initially building connections to and within the data (Braun et al., 2019). In this study, the researcher actively listened to the audio recordings and read the transcriptions repeatedly to begin conceptualising the data and critically thinking about the factors governing the data (Braun et al., 2019). The researcher started making initial notes about features within data items which sparked interest in relation to the RQ and started scoping for further exploration in the subsequent analysis stages (Braun et al., 2019). Finally, the researcher tried to be actively reflexive: being critical of their thinking and how past experiences or beliefs may have shaped this initial familiarisation (Braun et al., 2019).

The second stage, 'generating codes', entailed a more in depth, systematic and rigorous analysis of data to make greater meaning of it (Braun et al., 2019). Data started to be collated and organised around areas of similar meaning which were given 'codes': clear and concise short phrase labels highlighting how the data may be useful in answering the RQ and support latter analysis stages (Braun & Clarke, 2013). Coding can be done via two methods: selective and complete (Braun & Clarke, 2013). 'Selective coding' involves identifying the most pertinent elements within the data for answering the RQs for later analysis as a means of reducing the overall data (Braun & Clarke, 2013). Conversely, 'complete coding' is the form typically used in RTA and adopted in this study, where all

aspects of the data relevant to the RQ was identified; with data narrowing only occurring at later stages of analysis (Braun & Clarke, 2013). Another consideration made at the coding stage is whether an 'inductive' or 'deductive' orientation of coding is adopted (Braun et al., 2019). Inductive coding is a "bottom-up" process: analysis and meaning being built up from the data itself and not from predetermined concepts. Deductive coding is a "top-down" process where researchers approach data through a lens derived from previous experience, ideas or theories (Braun et al., 2019). To negate the effects of the researcher's previous experience of running the IUU, analysis was conducted using an inductive approach.

A final consideration regarding coding is whether meaning is derived from a superficial or deeper level; which is partly determined by epistemological positioning (Braun et al., 2019). The 'semantic' level is where meaning is derived from the data at a superficial level, with explicit meaning derived from the face value of language (Braun & Clarke, 2006). Alternatively, 'latent' coding derives meaning from deeper and more implicit messages conveyed within the data, which can be considerably different from the semantic meaning alone (Braun & Clarke, 2006). Braun et al., (2019) highlight that coding usually occurs on a continuum between these two levels but that researchers new to TA typically code more semantically, as latent coding requires practice (Braun et al., 2019). As the researcher was new to TA, it was anticipated that most coding would be semantic, but later rounds of coding were noted to be more latent in nature. It is considered good practice to have more than one individual coding the entire data set in RTA, so that other individuals apply their own meaning to the data and produce different codes; developing a rich and diverse range of codes to develop themes from (Braun et al., 2019). Unfortunately, it was not possible to have other individuals code the entire data set in this study due to time constraints, but

sections of the data that were coded at more latent levels were coded by three of the researcher's peers to gather potentially different interpretations.

The next stage, 'constructing themes', is another active process where meaning grows from the interaction between data, researchers' subjectivity and RQs (Braun et al., 2019); for this reason, themes are 'constructed' by researchers rather than simply 'emerging' from the data, which suggests they are pre-existing entities waiting to be found. This phase is where larger patterns of meaning which traverse across the different codes are interpreted to make sense of the data (Braun & Clarke, 2013). In this study, it began with developing 'candidate themes': initial prototype themes that were trialled and tested to determine whether they 'fit' and tell an informative narrative of the data in relation to the RQ (Braun et al., 2019). The most common way to do this and the way utilised here was to use codes as building blocks, with similar codes and corresponding data being grouped to form clusters of meaning which can narrate part of the data (Braun et al., 2019). However, there were occasions a single code was promoted to a theme as it alone could explain a meaningful pattern occurring across the data and consisted of a central organising concept: the key concept of a theme that links all the codes and data to it (Braun et al., 2019).

The next two stages are 'revising' and 'defining themes'. In this study, thematic maps were used to visually represent the different candidate themes and explore potential themes, subthemes and relationships between these (Braun & Clarke, 2006). During the revision stage, the themes went through repeated processes of revision and definition as candidate themes were tested to explore how distinct they were from each other and how well they explained the patterns across codes and data; at this point some candidate themes were dropped, created, combined or renamed (Braun et al., 2019). Themes were

then defined to give them a clear definition that outlined the theme's boundaries and central organising concept (Braun et al., 2019). These processes led to deeper and clearer understanding of each theme, its central organising concept and what part of the overall narrative about the data it composed (Braun et al., 2019).

The final stage is to 'produce the report', which once again tests how well the themes explain the data, create meaningful narratives and answer the RQ (Braun et al., 2019). Consequently, the researcher once again reviewed the themes and their functionality against the data, codes, theme definitions, notes made during coding and theme development and the RQs (Braun et al., 2019). Moreover, during the writing up, connections between the themes, previous research and theory created an additional layer of insight into the theme's nature and at times caused subsequent revisions to the themes to be made; indeed, it is for this reason Braun et al., (2019) considers this to be a final stage of analysis. To support the RTA process, a qualitative data analytics programme (NVIVO® 12+) was used to analyse the data.

3.7.4 Trustworthiness

Whilst quantitative methodologies require consideration of validity and reliability, these labels are not well suited to qualitative methods, which being founded in paradigms that uphold there is no singular reality that can be reliably measured, make discussions of validity and reliability redundant (Denzin & Lincoln, 2018). Instead, alternative labels are used when considering the validity and reliability of qualitative methods, which better describe the factors that influence robustness of qualitative studies. Overall, the key factor to be determined is the 'trustworthiness' of qualitative data, its interpretations and any

conclusions (Denzin & Lincoln, 2018). This is done through considering four dimensions: credibility, transferability, dependability and confirmability (Guba & Lincoln, 1994). The definitions of these four dimensions and actions taken to foster trustworthiness are outlined in [Table 10](#).

Table 10. *Definitions and actions to enhance the four dimensions of trustworthiness.*

| Dimension | Definition. Based on the work of Lincoln and Guba (1985). | Actions taken to foster trustworthiness. Based on the work of Korstjens and Moser (2018). |
|--------------------|--|--|
| Credibility | How confident the researcher can be that findings are truthful. This regards whether the researcher's interpretation of findings is plausible and coherent with the participants' original data and reality. | <p>Extended engagement with the culture of participating organisations: the processes through which researchers familiarise themselves with participating organisations to best identify misinformation, build the greatest rapport with participants and get the greatest insight into the phenomenon. In this study, the researcher has invested large amounts of time immersing himself into the culture of the IIU, through over a year of first-hand experience running the IIU being studied, conducting observations of different IIUs and immersing himself into the literature around their use.</p> <p>Triangulation: the process of using different data sources to identify findings that are consistent across them. Here, the researcher triangulated findings between participants in the QUAL phase, between the QUANT and QUAL data to explore whether the results from each section matched or were conflicting, and between the different codes and themes generated by the different individuals who analysed the data; a total of three of the researcher's peers coding sections of data and offering their interpretations.</p> <p>Reflexivity: the process of critical self-reflection about the researcher's impact on the findings through their previous experience or relationship to the area of study and participants. Given the researchers familiarity with the IIU, the researcher ensured reflexivity through keeping a research diary which tracked his interpretations of data, critically reflected on how he had determined these and the extent to which his previous experience, assumptions, preconceptions and beliefs may have influenced them. In addition to this, the researcher explored each step of the research in supervision with their research supervisor to ensure their process and appraisal of information was justifiable and balanced.</p> |

| | | |
|------------------------|---|---|
| Transferability | How well the research results can be transferred to other contexts. | Profuse descriptions: where the description of the particularities of the research setting, participants and theoretical analysis are given in great depth to ensure the data obtained is meaningful when read by an outsider and credible inferences can be made. In this study, the researcher has described the context of the study and methodology in as great a depth as possible to offer insight into the limitations of transferability to other contexts. This will also be noted in the discussion chapter of this thesis when the implications of the findings are considered. |
| Dependability | How stable the data gathered will be over time. | Audit Trail: this consists of clear, accurate and transparent descriptions of the steps taken from the initial development of the research, through to the final reporting and discussion of the findings. In this research, the audit trail recorded all decisions made throughout the research, discussions during supervisory meetings with the researcher's supervisor, reflective thoughts, analysis of the QUANT and QUAL data, and development of findings. |
| Confirmability | Whether findings from the research can be confirmed by other investigators. It regards the degree to which findings were derived from the data rather than the researcher's biases, assumptions, beliefs etc. | This was maintained through a research journal, memos created during RTA of QUAL data and minutes of the supervisory meetings. |

3.8 Ethical issues

Prior to conducting this research, ethical approval was sought from the Tavistock and Portman NHS Foundation Trust's Ethics Committee; which was granted on 15.06.2020 (see [Appendix K](#)). The research was conducted within the guidance of the 'Code of Human Research Ethics' (BPS, 2014) and the 'Code of Ethics and Conduct' (BPS, 2018). The central principal throughout this research was maintaining participants' physical and psychological well-being; with all precautions possible being taken to prevent risks to wellbeing, mental health, personal values, and dignity. As previously outlined, consent was obtained from the senior leadership team of the research setting and all participants in the QUAL phase, with these individuals being given information regarding the research and their rights to allow them to make this decision from the most informed position possible.

As the current exclusion data indicated BAME individuals were disproportionately overrepresented in exclusion data (DfE, 2019b) and the largest represented ethnicities in the school of study being Indian, Pakistani and Black Caribbean, it was deemed highly likely attendees would be BAME individuals. Given that the researcher was white male and the well documented potential for 'Race of Interviewer' effects, which indicate differences between the race of the interviewee and interviewer can influence the interview (West & Blom, 2016), it was deemed highly possible this group may be vulnerable in this research. Moreover, with attendees being at risk of exclusion and likely to have had frequent negative experiences with school staff, who were predominantly white adults, there was a strong possibility attendees might have felt a sense of power imbalance between a white male researcher and themselves. Consequently, several procedures/protocols were employed to limit the potential impact of the research on participants (see [Table 11](#)).

Table 11. Procedures/protocols emplaced to limit potential negative impact on participants.

| Number | Procedure/Protocol |
|---------------|--|
| 1 | The researcher required a Disclosure and Barring Service check to ensure the safety of the participants. |
| 2 | The school staff and researcher clearly and explicitly outlined to all potential participants their right to not take part in the research and could decline participation without fear of consequence. |
| 3 | The researcher explored the characteristics of all participants with school staff to identify additional characteristics within the sample population which could potentially put these individuals at greater risk (e.g. cognitive difficulties, being a looked after child, having special educational needs) and ensured these children were signposted to their pastoral lead to ensure they could raise any concerns/queries they may have had and seek additional support before and after the study if needed. Moreover, where relevant the researcher met with these individuals to explore the study and ensure their full comprehension of what they were consenting to. |
| 4 | Prior to conducting the interviews, the researcher 'checked in' with participants to summarise the study, the requirements on them and ensure they were still willing to participate. During this, the researcher reemphasised their right to stop the interview at any point and be removed from the study up to the point of their data being anonymised without fear of consequence. The researcher also spent time explaining his role, and encouraged them to feel free to explore and be truthful about any experience or opinion they wished to explore. It was hoped these actions would empower the participant and reduce the power imbalances between us. |
| 5 | After each interview the researcher offered an hour debrief session, where pupils could discuss the investigation, the way they felt and who they could contact for further support. Moreover, the leads of pastoral care within the school system (e.g., the pastoral team and child protection officer) were informed of any difficulty the participants experienced so they could be monitored over the following weeks. |
| 6 | When individuals appeared to be becoming unsettled or distressed during the interview process, the researcher terminated the interview, signposted these individuals to staff within the school they could seek additional support from and notified the pastoral leads and their families immediately. However, there were no incidences of this being necessary. |
| 7 | Interview questions were open ended to allow the participants to explore and discuss what was important to them and how the socio-cultural context shaped their experience if they wished to do so. The researcher remained mindful and sensitive to this during the analysis of their data to try and represent their stories as closely to their intended meaning and being conscious about how the researcher's own cultural identity might shape their interpretation of this. |

3.9 Chapter summary

This chapter initially outlined the aims of this study and the RQs before outlining the pragmatic paradigm that was adopted and justification for these. The chapter then described the methodological process of the QUANT and QUAL phases, including the procedures, inherent methodological risks to validity and reliability, or trustworthiness, and actions taken to limit these. Finally, the chapter concluded with the potential ethical implications of this study and the precautions taken.

Chapter four: Results

4.1 Chapter overview

This chapter outlines the QUANT and QUAL findings. It commences by outlining the necessary data transformations in the QUANT phase, before presenting the results of the visual inspection and exploratory analysis of the data to answer the first RQ. The findings from the QUAL phase are then presented to answer the second RQ. The implications of these findings in relation to the context within which this research has been conducted, the different theoretical perspectives and pre-existing research will be considered in the following chapter.

4.2 QUANT results

4.2.1 Aims

This section details the results of the QUANT phase, which aimed to answer the first RQ:

1. Is there any change in pupil behaviour after being referred to the IIU?

To answer this RQ, statistical analysis of attendees' behavioural data was conducted to ascertain whether there was any statistically significant change in number of BPs across the three sample points: O_1 , O_2 and O_3 , corresponding to -1, 6 and 12 weeks relative to initial IIU referral, respectively.

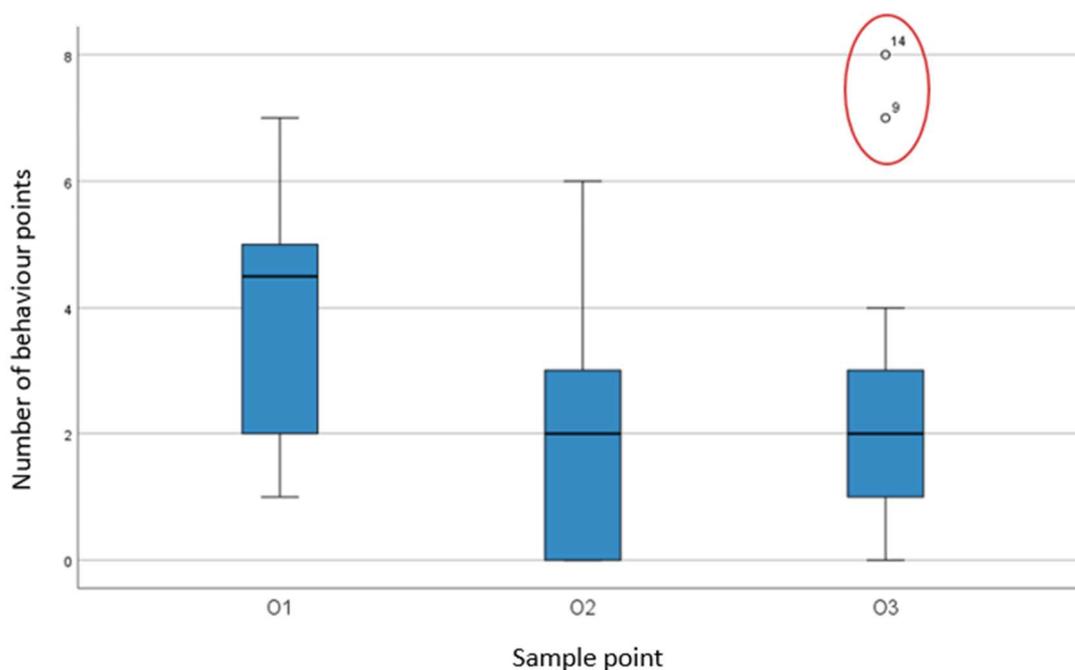
4.2.2 Data transformations

Data was aggregated into three groups corresponding to the different sample points and box plots created for each to identify outliers. The box plots indicated two outliers within the O₃ sample point, corresponding to a log of 7 and 8 BPs for two participants (student 19 and 27, respectively), whilst the mean and modal value for the time point were 2.29 and 1 respectively; see [Figure 4](#) where the two outliers are located substantially beyond the maximum range of the boxplot and indicative of the magnitude to which they outlie the rest of the data.

To further evaluate whether these two data points were truly anomalous, the behaviour logs for the two participants were inspected to explore whether the number of BPs incurred during the O₃ sample point was fitting to the overall trend of their behaviour in the weeks preceding and following the sample point. The nature of the BP logs during the O₃ sample point were also scrutinised to evaluate whether there were any characteristics to them that would indicate they were anomalous. Upon inspection, the number of logs for both participants in the sample week did appear unusually high relative to the weeks preceding and following this: during the week immediately preceding and following the sample week, student 19 and 27 incurred an average of only 3 and 0.5 BPs, respectively. Moreover, and more importantly in considering whether these data logs were anomalous, many of the BPs logged during the sample period appeared unusual in nature compared to the typical trend in the logs, in that many were logged on the same day by various staff members for outstanding homework/coursework and some appearing to be a repeated log for the same missed homework; potentially indicating staff had an opportunity (e.g., timetabled admin time) to review pupils books/files and 'catch up' with logging BPs or potentially indicative of human error (i.e., the logs were repeatedly added by mistake).

Indeed, in exploring this with the pastoral staff in the school they were of the impression it was likely to be human error. Consequently, these two data entries were determined to be true outliers.

Figure 4. A chart displaying the box plots for the different sample points and any identified outliers.



Note. The figure depicts the different box plots for O₁, O₂ and O₃. Outliers in O₃ have been circled in red and can be seen lying considerably beyond the whiskers of the box plot, indicating the substantial magnitude of these outliers.

As these outliers would exert a disproportionate influence on any statistical analysis, they were transformed using the Winsorizing method: a process that ‘reigns in’ outliers by converting them to the value of the closest data point that is not itself an outlier and deemed appropriate for managing outliers in small sample sizes, where attrition should be avoided (Reifman & Keyton, 2012). As such, the outlying values of 7 and 8, were Winsorized with the next closest value that was not an outlier: 4. Whilst every effort was made to ensure the outliers removed were truly anomalous outliers, it is important to recognise that it is possible these behaviour logs were truly representative of the pupils behaviours and

consequently removing these entries may have resulted error; as the higher rates of behaviours arising from the O₃ time points were winsorized to lower values, thereby indicating a potential change in behaviour where one was not actually evident.

Finally, a between-subjects one-way ANOVA was conducted to identify any differences between participants on the main outcome measures (see Table 12). The results indicated there was no statistically significant difference between participants on the mean number of BPs and therefore no statistical reason to consider removing additional outlying data from further analysis.

Table 12. *The results of the one-way ANOVA exploring potential differences amongst participants.*

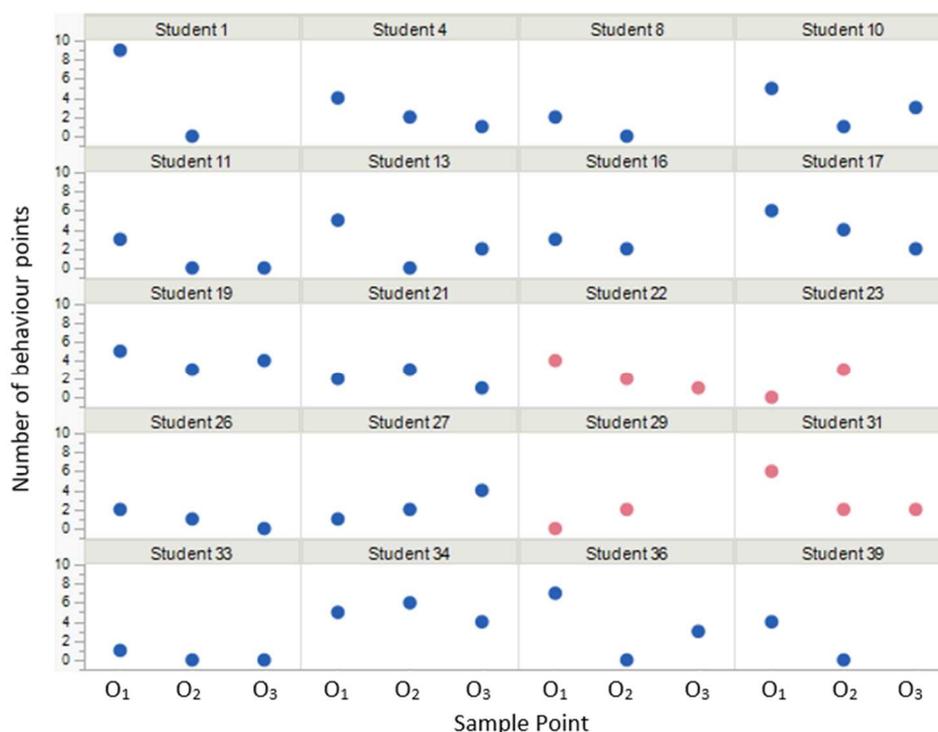
| Source | DF | Sum of Squares | Mean Square | F | p |
|---------------------|-----------|-----------------------|--------------------|----------|----------|
| Participants | 19 | 85.31481 | 4.49025 | 1.0167 | 0.4686 |
| Error | 34 | 150.1667 | 4.41667 | | |
| C. Total | 53 | 235.4815 | | | |

Note. Degrees of freedom (DF); F ratio (F); p-value (p).

4.2.3 Visual inspection

Following data transformation, participants' data was presented graphically on separate axes and visually inspected to identify the general trends in individual data (see Figure 5). Where O₃ sample point values were missing, the trend of the data from O₁ to O₂ was assumed to continue for ease of visually appraising and describing the data trends.

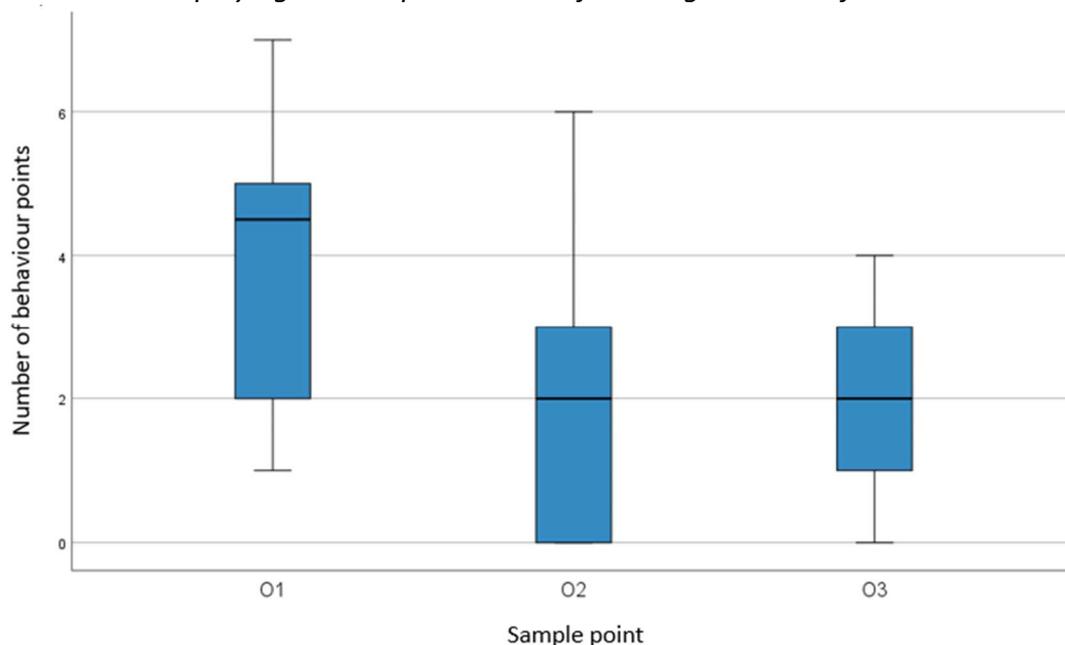
Figure 5. A diagram displaying plots of all the participants data for the three time points.



Note. Male data is presented in blue and female data in red.

Eight participants showed monotonic decrease in BP number from the O₁ to O₃ sample points (student 1, 4, 8, 16, 17, 22, 26 and 39). Three participants showed an initial decrease from O₁ to O₂, followed by a plateau in BP number to O₃ (student 11, 31 and 33). Four participants showed an initial decrease from O₁ to O₂, followed by a slight increase to O₃ (student 10, 13, 19 and 36). Two participants showed an initial increase from O₁ to O₂, followed by a decrease to O₃ to a value that was less than the initial O₁ value (student 21 and 34). Three participants showed monotonic increase from O₁ to O₃ (student 23, 27 and 29). New boxplots for the three sample points were then created to continue the visual inspection of data (see Figure 6).

Figure 6. A chart displaying the box plots created following data transformation.



The box plots show the median line for O₁ is greater and lies beyond the boxes (i.e., the interquartile range) and median line for O₂ and O₃; indicating BP number decreased from O₁ to O₂ and O₃ and that there is a likely difference between the O₁, and the O₂ and O₃ data groups. There was only slight change between O₂ and O₃ with both median values being equal. Interestingly, 25% of participants incurred zero BPs at O₂, but this 25% then received more BPs in O₃. Over time, the spread of data consistently decreases from O₁ to O₃ and becomes progressively less skewed; with O₁ showing considerable negative skew, O₂ showing slight negative skew and O₃ appearing symmetrical.

The normality of the data was further explored using the Shapiro-Wilk test (see Table 13). The results showed that the test of normality was non-significant ($p > 0.05$) for all three sample points and therefore normal.

Table 13. *The results of the test of normality for the different sample point data.*

| Sample point | Statistic | DF | p |
|---------------------|------------------|-----------|----------|
| O1 | 0.929 | 14 | 0.298 |
| O2 | 0.892 | 14 | 0.087 |
| O3 | 0.896 | 14 | 0.100 |

Note. The table displays the results of the Shapiro-Wilk test of normality. Degrees of freedom (*DF*); Significance level (*Sig.*).

4.2.4 Exploratory data analysis

The number of measured values, minimum and maximum values, and means and standard deviations of BP numbers that participants incurred at the different sample points are displayed in Table 14. Note there are 20 respondents for O₁ and O₂ but only 14 for O₃ due to the covid-19 school closures which prevented sampling an O₃ measure for 6 of the included pupils.

Table 14. *The number of respondents and minimum, maximum, means and standard deviations of number of BPs at the different sample points.*

| Sample point | N | Minimum | Maximum | Mean | Std. Deviation |
|---------------------|----------|----------------|----------------|-------------|-----------------------|
| O1 | 20 | 0 | 9 | 3.70 | 2.386 |
| O2 | 20 | 0 | 6 | 1.65 | 1.631 |
| O3 | 14 | 0 | 4 | 1.93 | 1.492 |

Note. Number of respondents (*N*); Standard deviation (*Std. Deviation*).

A one-way ANOVA was then conducted to explore whether there was any significant difference between the mean values for the different sample points, treating the data groups as independent (see Table 15). The results indicated there was a statistically significant difference between the sample point means $F(2,21) = 6.495$, $p = .003$, partial $\eta^2 = .20$.

Table 15. The results of the one-way ANOVA exploring whether there were any statistically significant differences between the mean scores for the different sample points.

| Source | DF | Sum of Squares | Mean Square | F | p |
|--------------|----|----------------|-------------|-------|--------|
| Sample point | 2 | 47.80291 | 23.9015 | 6.495 | 0.0031 |
| Error | 51 | 187.6786 | 3.68 | | |
| C. Total | 53 | 235.4815 | | | |

Note. Degrees of freedom (DF); F ratio (F); p-value (p). Significant values are displayed in red.

To explore this significance further and identify between which time points there was a significant change, a series of Fisher's exact tests were conducted to compare the mean values of each sample point with those of the other sample points (see Table 16). The results indicated there was a statistically significant difference between the O₁ (3.70 ± 2.39) and, O₂ (1.65 ± 1.63, $p < .001$, $d = 1.00$) and O₃ (1.93 ± 1.49, $p = .011$, $d = .89$) sample points. There was no statistically significant difference between the O₂ and O₃ sample points ($p = 0.68$, $d = .18$). These results indicate a statistically significant change in number of BPs from O₁ to O₂, with numbers decreasing from a mean of 3.70 to 1.65, behaviour then plateaued from O₂ to O₃ where there was no statistically significant change.

Table 16. The number of respondents and minimum, maximum, means and standard deviations of number of BPs at the different sample points.

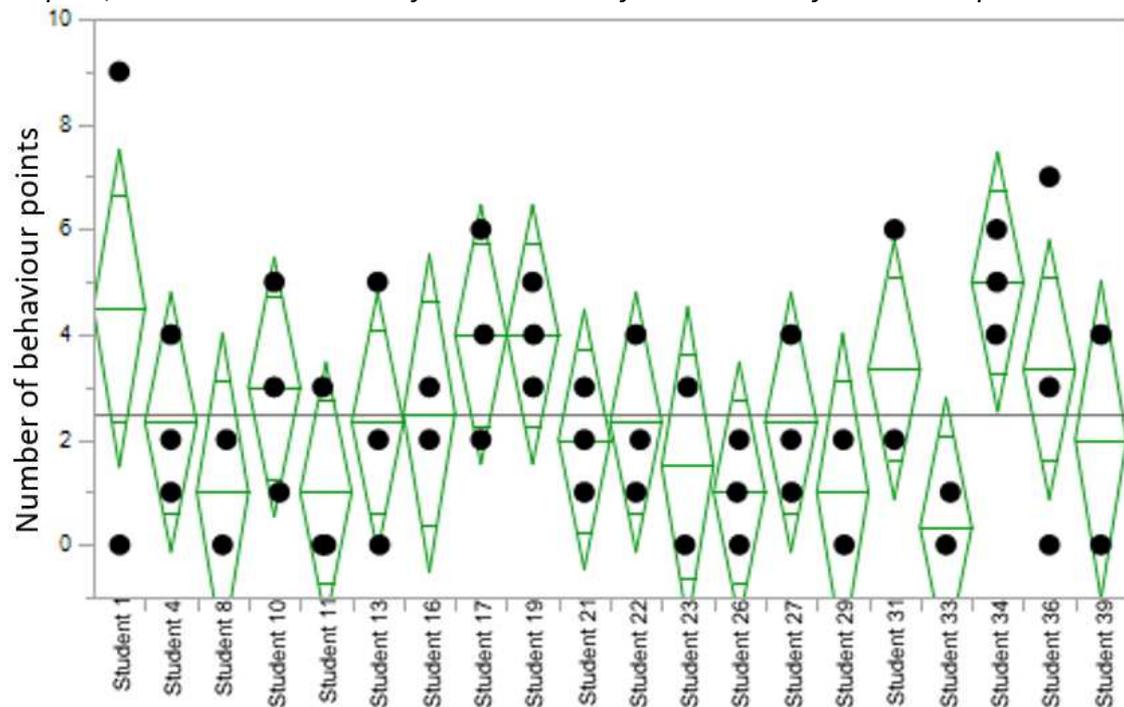
| Sample point | Comparison sample point | Difference | Std Err Dif | Lower CL | Upper CL | p |
|----------------|-------------------------|------------|-------------|----------|----------|--------|
| O ₁ | O ₂ | 2.05 | 0.606628 | 0.83214 | 3.267856 | 0.0014 |
| O ₁ | O ₃ | 1.771429 | 0.668471 | 0.42942 | 3.11344 | 0.0107 |
| O ₃ | O ₂ | 0.278571 | 0.668471 | -1.06344 | 1.620583 | 0.6786 |

Note. Standard error difference (Std Err Dif); Confidence level (CL); p-value (p). Significant values are displayed in red.

However, Figure 7 displays the spread of participants' data along with their means and confidence intervals for the mean. This figure indicates the considerable degree of

spread in participants' results and limited degree of confidence that repeating the study would return the same results. As can be seen, some individuals had particularly high O_1 values and then very low O_2 or O_3 values (e.g., Student 1 or 36). Whilst these values were not statistical outliers, it is possible they exerted a large enough influence on the means of each sample point to 'drive' the significant results seen; potentially resulting in type I error and if the procedure was repeated the results may not have been significant. The risk of this effect was inflated by the small sample size, where each data point has a greater effect on the mean compared to larger sample sizes. Consequently, it was deemed appropriate to conduct additional statistical analysis to try to further validate the findings.

Figure 7. A chart displaying the data points gathered across sample points for each participant, and the mean and confidence interval for the mean of these data points.



Note. The centre line of the green diamonds indicates the mean of each participants data points, whilst the lines above and below this represent the confidence interval for the mean.

A subsequent t -test was conducted to evaluate whether the observable patterns in the data (see Figure 5 and relevant commentary) occurred at a statistically significant rate

than would be expected due to random chance if the IIU did not result in any observable change. To do this, data was categorised into five groups (see Table 17): Monotonically decreasing (**MD**), where data consistently decreased across the sample points; Decreasing (**D**), where data decreased from O₃ to O₂ but plateaued to O₃; No pattern (**NP**), meaning there was no discernible trend in the data (e.g., it initially increased and then decreased etc.); Increased (**I**), where data initially increased from O₁ to O₂ but then plateaued to O₃; and Monotonically increasing (**MI**), where data consistently increased across sample points.

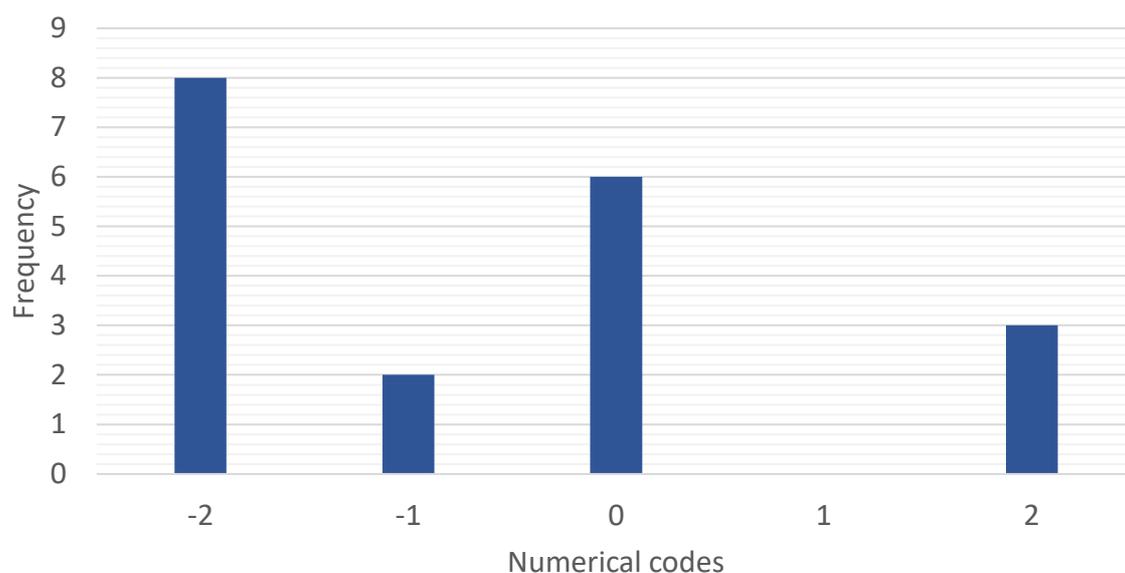
Table 17. A table listing the observable pattern of participant data and numerical coding of these patterns.

| | | | | | |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| Student | 1 | 4 | 8 | 10 | 11 |
| Trend | D | MD | MD | NP | D |
| Num. coding | -1 | -2 | -2 | 0 | -1 |
| Student | 13 | 16 | 17 | 19 | 21 |
| Trend | NP | MD | MD | NP | NP |
| Num. coding | 0 | -2 | -2 | 0 | 0 |
| Student | 22 | 23 | 26 | 27 | 29 |
| Trend | MD | MI | MD | MI | MI |
| Num. coding | -2 | 2 | -2 | 2 | 2 |
| Student | 31 | 33 | 34 | 36 | 39 |
| Trend | D | D | NP | NP | MD |
| Num. coding | -1 | -1 | 0 | 0 | -2 |

Note. Numerical coding (Num. Coding); Monotonically decreasing (**MD**); Decreasing (**D**); No pattern (**NP**); Increasing (**I**); Monotonically increasing (**MI**).

Following this, the observable patterns were assigned numerical codes to allow for statistical analysis (see Table 17), as such: **MD** was coded as -2; **D** as -1; **NP** as 0; **I** as 1; and **MI** was coded as 2. The frequencies of numerical codes are displayed in Figure 8.

Figure 8. A graph displaying the frequency of the different numerical codes obtained.



Note. -2 is **MD**; -1 is **D**; 0 is **NP**; 1 is **I**; 2 is **MI**.

Using this data, a simple *t*-test calculation was conducted to determine whether the frequency of patterns occurred at a statistically significant rate than would be expected by random chance if the IIU did not result in behavioural change. The following equation was used:

$$t = \frac{\sqrt{n} \times (\bar{x} - \mu)}{s}$$

Where:

t = *t* statistic

n = sample size;

\bar{x} = sample mean;

μ = proposed consonant for the population mean;

s = sample standard deviation.

In this calculation, μ was zero because if the IIU did not result in behavioural change and any change across the sample points was due to random chance the mean result would be 'NP';

which was numerically coded as zero. Using the numerically coded data and *t*-test the following hypotheses were tested:

$H_0: \mu = \mu_0$ ("the population mean is equal to the 'proposed' population mean")

$H_1: \mu \neq \mu_0$ ("the population mean is not equal to the 'proposed' population mean")

The results indicated that at the .05 probability level, the population mean ($M = -0.65$, $SD = 1.42$) and the proposed population mean did not differ to a statistically significant degree, but was tending towards significance, $t(19) = -2.04$, $p = .055$ ²⁰ to two significant figures. The test was then recalculated using only female and male data. The results show that for females there was also no statistically significant difference between the population mean ($M = 1$, $SD = 2.06$) and the proposed population mean, $t(3) = .24$, $p = .82$. However, for males, there was a statistically significant difference from the population mean ($M = -.88$, $SD = 1.20$) and the proposed population mean, $t(15) = -2.91$, $p = .01$.

4.3 Qual results

4.3.1 Aims

This section presents the QUAL results, which aimed to answer the second RQ:

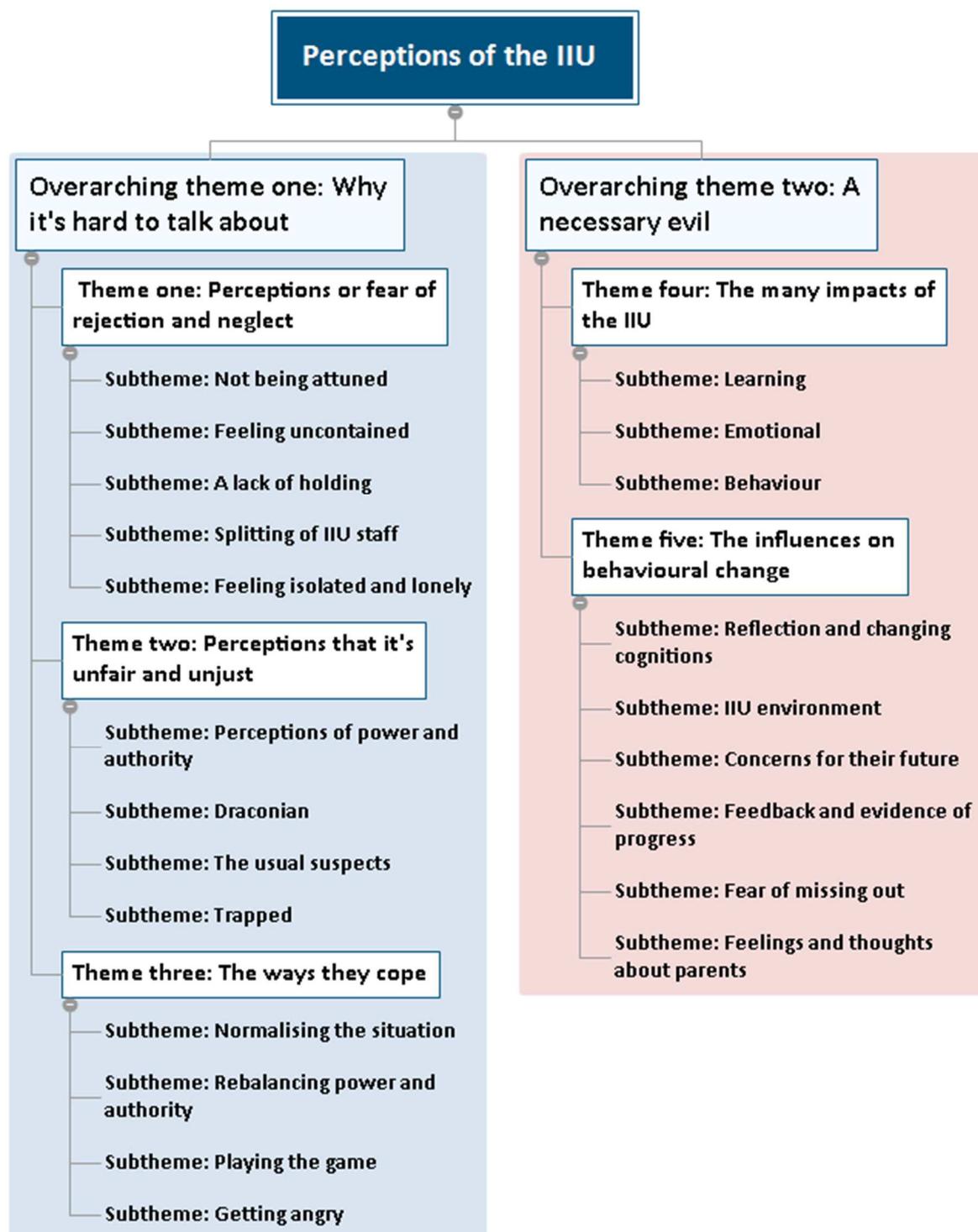
2. What are pupils' perceptions about the use of the IIU?

Pupils' perceptions around IIU use were explored using TA of the attendees' interview data; developing a rich narrative to answer this RQ. The analysis resulted in the derivation of five

²⁰ Effect sizes could not be calculated for these statistics as they would have relied upon, and been predominantly influenced by, the arbitrary scale assigned to the observable patterns when coding them (i.e. those assigned in Table 17), which means the effect size could have been arbitrarily increased or decreased by changing the codes assigned and hence made the effect sizes invalid.

themes organised around two overarching themes: with three themes subsumed in one and two themes in the other (see [Figure 9](#)). Please see [Appendix L](#) for the full transcripts and coded segments, and [Appendix M](#) for a table detailing the codes from which each theme was derived. All overarching themes, themes and subthemes are described in detail and accompanied by exemplary extracts; extract sources are presented in parentheses stating participant name and paragraph number (e.g., Inez, 22). Whilst themes are bounded and distinct, there are many points of interaction between them; these are explored where relevant. Presentation order bears no significance to theme importance or relationship to other themes and only reflects the author's attempt at making a coherent narrative.

Figure 9. A figure displaying the different overarching themes, themes and subthemes, and their organisation.



4.3.2 Overarching theme one: Why it's hard to talk about

This overarching theme reflects a persisting challenge the attendees experienced during interviews: talking about the IIU, particularly their feelings around it, was difficult. Attendees were repeatedly lost for words and unable to articulate their feelings and thoughts about the facility:

Erm, it's just the like, the vibe in there is like really like off. I don't know how to explain that, but it's like it, it feels nothing like the class. (Harris, 26).

Erm, I don't know how to explain it, it's just like, you can feel the energy of the room, that no one wants to be there. (Brandon, 64).

(.) Erm (.) its (.) erm (.) ((laughter)) I don't know. (Fatima, 16).

Across the data, patterns were identified that appeared to explain why attendees found discussing this topic challenging. These patterns were organised around three themes which appeared to signify some difficult meaning making attendees applied to their IIU referrals: 'Perceptions or fear of rejection and neglect', 'Perceptions that it's unfair and unjust' and 'The ways they cope'.

4.3.2.1 Theme one: Perceptions or fear of rejection and neglect

This theme captures the different data patterns which could be centrally organised around the concept of being perceptions potentially indicative of attendees having a foreboding sense or belief they were being rejected and neglected. This theme contains five distinct but interacting subthemes: 'Not being attuned', 'Feeling uncontained', 'A lack of holding', 'Splitting of IIU staff' and 'Feeling isolated and alone'.

4.3.2.1.1 Subtheme: Not being attuned

'Not being attuned' refers to attendees appearing to have perceptions that staff were unable to attune to their needs. This presented in many ways, including descriptions of staff lacking empathy, or being selfish and only caring for themselves. However, this most frequently manifested through attendees' descriptions of feeling wholly misunderstood by staff:

Because now I know you don't understand me and you're not trying to understand me, you're not helping me. So, erm, why should I, over here, tell you, like, all the reasons, like, why should I do, why should I try to understand you when you're not understanding me? (Inez, 75).

The quote also depicts how not being understood resulted in a loss of feeling like staff were "helping" and consequently a cessation of attendees' own efforts to attune to staff. Moreover, the quote highlights the importance attendees placed on "trying to understand" and indicated the effort alone, irrespective of success, would be appreciated and potentially sufficient to maintain attendees' efforts to attune:

'cause then I know, at least you's tries, but at least you try talk to me, at least you tried to help me. (Inez, 77).

The importance of being understood appeared closely related to concerns of being rejected and neglected, as if being misunderstood would lead to an indescribable ultimate consequence:

If I didn't speak, she wouldn't understand and she would just, if I never spoke something would have happened. So, I needed to talk to her, or something would happen to me. (Idris, 129).

So, you can have a teacher talking to her and seeing her point of view but have me as well. Don't forget about me, I'm still human. (Inez, 77).

4.3.2.1.2 Subtheme: Feeling uncontained

This subtheme refers to how attendees frequently experienced powerful emotions due to their referral and attendance to the IJU, but often appeared to struggle with not having support to process or manage these:

But if I'm in a bad mood, basically, you're not gonna let me talk to anybody and the angers still in me, I'm gonna talk to you in the worst way because I haven't let me emotions go, I haven't let like, I haven't talked about how I feel. Because you've talked about how you feel, you gave me a punishment. What about me? I'm over here with a punishment and all this angers in me. (Inez, 63).

The quote depicts how being left with overwhelming emotions and no help to contain them, attendees appeared to be left with concerns about their standing with the staff and questioning “*what about me?*”.

4.3.2.1.3 Subtheme: A lack of holding

‘A lack of holding’ encompasses the highly prevalent narrative across attendees’ data that they felt largely unsupported academically, emotionally and behaviourally:

Yeah, one time she couldn't help and wouldn't because she, she didn't know the answer, she didn't know much about that subject, so she couldn't really help me. (Alex, 80).

They would just say ‘put your hand down, ask me after school’, but then after school they wouldn't really like, they wouldn't, they wouldn't want you to ask your question. (Idris, 123).

[...] I remember once talked with Mr Robin about what happened in year eight, the teachers assuming I do stuff, but he never, he did do some things but like, he never actually helped me with my problems [...]. (Idris, 37).

As can be seen, common to many accounts where attendees felt unsupported were also feelings of being let down by staff, potentially furthering perceptions of rejection and neglect.

4.3.2.1.4 Subtheme: Splitting of IIU staff

Attendees appeared to have unique difficulties with managing the perceptions of being rejected and neglected by the IIU staff. Many attendees described highly conflicting narratives of IIU staff being helpful, approachable, and supportive but also unhelpful and distant, which attendees struggled to amalgamate:

Erm, sometimes, in (.) in the IR, sometimes they won't help you. But, like if you just tell (.) for (.) if you wanted to tell them what, why you were there and you weren't sure what was happening, they wouldn't really- they would say you already know the reason and they wouldn't talk to you. But sometimes they would if it's like a big reason. (Idris, 19).

Many attendees appeared to 'split' the IIU staff into times they were wholly 'good' or 'bad' to make sense of the contrasting experiences. This splitting was further complicated by the fact there were two IIU staff, who themselves appeared to orient in attendees' perceptions as the 'good' or 'bad' one:

((pause)) Like one of them will punish and get angry, like you might get into more trouble, and like the other one would let you off. Where the other one, she, well they will get you into more trouble, well not more trouble, but like, stay there more couple of days. (Fatima, 144).

The quote depicts the difficulty attendees had making sense of the disordered level of attunement, containment and holding IIU staff displayed. Consequently, this unique dynamic within the school appeared to have equally unique impact on their perceptions of their standing with staff; at times appearing to feel accepted and nurtured by IIU staff and at other times rejected and neglected.

4.3.2.1.5 Subtheme: Feeling isolated and lonely

‘Feeling isolated and lonely’ refers to how attendees described feeling detached from their peers and the rest of the school, frequently appeared anxious they were missing out and were longing for more social interactions:

Erm, just having to be there like, by my, by myself, I was really like, the only year seven there. (Harris, 34).

Oh, yea, you’re isolated from everyone else, so you’re just like, lonely I guess like you’re just, not lonely but, you’re like (.) erm, you’re, ‘cause you don’t want to be by yourself for a long time so (.) you find it like, dead, in like your missing out on stuff. (Fatima, 228).

Across the data, the narratives around isolation from the wider school appeared to be closely linked to perceptions or fears of being wholly rejected by the system and not “*having anyone*”:

Yea, just the, like, being by yourself and not like having anyone. (Fatima, 242).

4.3.2.2 Theme two: Perceptions that it’s unfair and unjust

This theme captures the narratives across attendees’ data which could be centrally organised around a concept they were perceptions their situation and treatment was unfair and unjust. This theme appeared to have a bidirectional antagonistic relationship with the previous theme: with negative perceptions in one theme potentially amplifying the negative perceptions in the other and creating a negative feedback loop. Similarly, this theme contains four distinct but interacting subthemes: ‘Perceptions of power and authority’, ‘Draconian’, ‘The usual suspects’ and ‘Trapped’.

4.3.2.2.1 Subtheme: Perceptions of power and authority

'Perceptions of power and authority' was a large aspect of this theme and highly prevalent across the data set. Whilst this subtheme could potentially have been its own theme, the narrative from attendees clearly depicted this to be a facet of their overall story of unfairness and injustice. This subtheme relates to how attendees internalised the power and authority relationships within schools, creating perceptions of how these dynamics played out across the IJU and wider school system; often fuelling perceptions of unfairness and injustice. Many attendees presented evidence of how staff had acted in ways they believed illegitimated the authority assigned to their role, leaving only power dynamics. This included staff using idle threats, illegitimate rules, or abusing their power:

But she said I was gonna get excluded but I wasn't. So as soon as time went on, she kept on saying that, but I knew it wasn't gonna happen. (Idris, 71).

Teachers only think 'oh, I'm older, so I'm right'. You know it links to the whole ideology that you're better than me. (Inez, 79).

Many attendees remarked upon how many of the instructions they felt 'forced' to comply with seemed inherently unfair and unjust, such as having to apologise when they felt they had done nothing wrong:

The fact that you have to write an apology letters to teachers, I feel like I shouldn't do that, because if it wasn't my fault I shouldn't, why should I apologize to you? If I go to apologies to you, where is my apology letter? Because you were also being rude to me too. (Inez, 102).

Indeed, attendees often expressed anguish at the unfairness and injustice of the power imbalances between themselves and staff; particularly when these imbalances resulted in unjust consequences they were powerless to circumvent:

Okay, so, everyone can hear your point of view, but no one hears my point of view. So everyone thinks you're right. But what if you're not right? [...] So, everyone now believes miss, because Miss is older, Miss is a teacher, but they don't believe me. But

you never know, what if I'm right? What if I wasn't talking? What if I got in trouble for no reason? That's like giving a punishment to a person who doesn't deserve it. (Inez, 71).

But sometimes if it genuinely wasn't your fault and you still got into trouble for it, then you can't do anything about it. (Fatima, 236).

A factor appearing to contribute to attendees' perceptions of power and authority was their conceptions of the IIU role: many believing the IIU served a punitive function, including to be an unpleasant consequence for behaviour, to act as a deterrent, and to "rid troublemakers" and allow remaining classmates to learn:

People would get sent there if they don't follow their targets, if you don't follow your targets that you get set when you get put on report. And then, you, if you're like late or like if your messing about in class and just doing stuff you ain't supposed to be doing and distracting the class, then the teacher will send you to the Inclusion Room (IR)²¹ and then you can't distract anyone anymore or do whatever you were doing there. (Fatima, 212).

I think they, I think they think of it as a way to like, get rid of troublemakers from the class, so then the rest of the class can focus on their learning, so yea. (Brandon, 20).

With the IIU frequently being seen to have a punitive role, the potential for it to fuel perceptions of an abuse of power, particularly when attendees felt referrals had been unfair or unjust, appeared likely. Indeed, this is evident in the following excerpt where Brandon was asked about his perceptions of how the IIU was utilised by staff:

Erm, I mean, I think it's kind of both, like it's kind of unfair because like they'll just send you out for the smallest thing, like they're barely giving you a chance. (Brandon, 22).

²¹ The Inclusion Room (IR) is a pseudonym created to replace, but closely relate to, the name for the IIU investigated to support anonymity of the participant school.

4.3.2.2.2 Subtheme: Draconian

This subtheme regards how many attendees perceived the IIU's and the school's rules as 'too strict', and their consequences too extreme: feeling they were frequently penalised and referred to the IIU over trivial matters:

Like the littles thing, they'd make sure I got sent out. (Brandon, 234).

Often attendees expressed strong beliefs about what constituted appropriate and inappropriate reasons for IIU referral:

Like, I feel like, you shouldn't really like get sent to the IR if you like haven't really done a really bad thing, like argue with the teacher or call out or talking when you're not supposed to. [...] but like if you just not done something like a piece of homework, then that should just be a detention and that's it. (Alex, 186).

These beliefs appeared to fuel perceptions of unfairness and injustice as they were often broken by staff and referred for what they believed were inappropriate reasons.

4.3.2.2.3 Subtheme: The usual suspects

'The usual suspects' depicts the highly prevalent perceptions of attendees that: there was bias towards them; they were held under greater surveillance and scrutiny than others; they were frequently the automatic source of blame for any issues within class; and labelled as 'troublemakers':

I think some of the teachers already knew that I was already on report, so they might have judged me. (Fatima, 178).

Yeah, I mean your name was in red on the register²², so the teachers already knew. So, they were always like just watching out for you and they didn't really care what everyone else was doing, it was just me they were watching. (Brandon, 222).

²² This statement refers to the fact that the school management programme utilised by the school of study highlights the names of pupils on report card in red on the class registers.

I think she was blaming it on other people 'cause the other people were getting in trouble a lot more than the people that were actually misbehaving. (Alex, 102).

'cause like I said before, maybe she thought I was like a troublemaker or something. (Brandon, 238).

Consequently, attendees often described how the staff enjoyed “picking” on certain individuals, showed preferential treatment towards other pupils and crystallised perceptions of unfairness and injustice further:

[...] because like some tea-, most teachers, they like to pick on students, like individually, not, not the student that actually did it. (Idris, 35).

Erm, if like the whole class was talking, yea, I mean the whole class was talking, and then I start talking, she will, she would, my teacher would just be like 'Brandon get out of the class, go to the IR' and she won't do anything to the rest of the class. (Brandon, 236).

4.3.2.2.4 Subtheme: Trapped

‘Trapped’ relates to attendees’ feelings of being trapped within the IIU; which appeared to further their perceptions of unfairness and injustice. Descriptions of the IIU entrapping the attendees were common:

It was just like really boring, like, there was just like, there's these four walls around you [...] Like when you go there it just feel like you're kind of entering a box and then you can't leave until the teacher says so. (Brandon, 54).

However, the feeling of entrapment was not confined to the IIU, but appeared to extend across a seemingly uncompromising and immutable system:

So, for example, if one student answers a question, they'll get their name on the board, but if I answer a question, I wouldn't get my name on the board. But then I would ask the teacher 'why wasn't my name on the board but then the other students name was on the board?' and then she would say 'you don't ask for achievement points, you earn them' and I told her 'I did earn them', but she just ignored me; so I don't want to be in the lesson. (Idris, 193).

4.3.2.3 Theme three: *The ways they cope*

This theme captures the patterns identified across attendees' data which could be centrally organised around the concept they were potentially coping mechanisms elicited in response to the difficulties and painful experiences outlined in theme one and two (i.e., experiences potentially resulting in perceptions of rejection and neglect, and/or unfairness and injustice). This theme was initially derived from the identification that attendees described at length the different ways they would respond when facing referral to, or difficulties within, the IJU; often appearing to take pride in their response or sometimes disappointment they needed to resort to these responses. However, over the course of analysis additional patterns were identified which suggested a more complex system of coping mechanisms were at play than those explicitly stated by attendees; potentially being beyond their conscious awareness. These coping mechanisms appeared to group into four subthemes: 'Normalising the situation', 'Rebalancing power and authority', 'Playing the game' and 'Getting angry'.

4.3.2.3.1 Subtheme: Normalising the situation

'Normalising the situation' regards behaviours appearing to help attendees normalise the potentially difficult, concerning, and upsetting situations they were in. This potential set of coping mechanisms appeared to be one that was possibly beyond their conscious awareness: with no attendee explicitly remarking upon them like they had done with others. One potential technique here was to simply convince themselves that IJU referral and their situation, which was often being at risk of exclusion, was not as severe as staff made out:

[...] I thought 'ok yea the IR wasn't a big thing', so I would constantly be getting sent there and I thought 'its ok, nothing is going to happen' but then most of the time I'd like, there this thing I would do, I would constantly do, I know its gonna end up me being excluded or getting sent to another school [...]. (Idris, 53).

The extract shows how attendees could convince themselves their situation was “ok” in the moment or that they were simply unconcerned about the consequences, but upon reflection many appeared to appreciate they were approaching serious outcomes which greatly bothered them.

Another apparent technique was to convince themselves their situation was common and that many individuals were in similar positions, despite attendees representing ~3% of the school population. Sometimes this was seemingly supported by the fact that attendees' friends were often attendees themselves:

I always see my friends there, but I already know why they are there. So, when I go there, I'd always see lots of student, like year ten and year eleven going there [...]. (Idris, 63).

Finally, many attendees appeared to normalise their situation by othering the staff and creating a split in mind between pupils and staff, who in their perceptions appeared to be two frequently conflicting and opposing groups; potentially giving attendees the ability to conceptualise themselves as part of an entire student body pitched against the staff. This continual othering of staff can be seen in the following:

Erm, I mean, I think it's kind of both, like it's kind of unfair because like they'll just send you out for the smallest thing, like they're barely giving you a chance. (Brandon, 22).

[...] I'd get really angry at the teachers, like the teachers that would be there, the teachers that had sent me, because like some tea-, most teachers, they like to pick on students [...]. (Idris, 35).

It links to the whole situation that teachers only think about themselves. Teachers only think 'oh, I'm older, so I'm right'. (Inez, 79).

[...] because teachers have other teachers backs you know? (Inez, 75).

The extracts indicate how staff were seemingly othered by attendees and grouped together as an opposing group. Sometimes this was achieved through subtleties of language (e.g., grouping words ‘they’ll’, ‘they’re’ etc.), but other times through more explicit branding of staff as an oppositional group, as per the latter three extracts.

4.3.2.3.2 Subtheme: Rebalancing power and authority

Another potential coping mechanism was attempting to rebalance the distribution of power and authority in the system and thereby give attendees a sense of control. One method of doing this was to directly challenge teachers’ authority and power through verbally questioning or openly defying their rules:

[...] they would have like a sheet saying all the rules, but then none of those rules were actually true [...] and I would say ' those are made up so I'm not allowed to give you my stuff '. But sometimes, like just to make other people laugh, I would say 'I didn't give you consent to touch my stuff' [...]. (Idris, 133).

I'll also be like 'what miss? I never did anything. Why you talking to me like this? Why you doing this?' (Inez, 55).

However, the most common method appearing to be employed by attendees were the more subtle ‘little acts of rebellion or protest’, such as committing minor misdemeanours that were difficult for teachers to identify and manage (e.g. subtly making noises, avoiding work etc.):

[...] everybody is like making silly noises, just trying to disturb everybody, stuff like that. (Harris, 22).

But some, sometimes they just longed it out, like when they did their [reflection] sheets, so they didn't have to do loads of work. (Harris, 70).

Erm, so I will start like, moving the tables, I'll bang on the tables, I'll throw my bags. (Inez, 53).

4.3.2.3.3 Subtheme: Playing the game

‘Playing the game’ refers to how attendees appeared to play the system to their advantage. The most prominent way they did this was to use the IIU and referral mechanisms to avoid undesirable lessons:

If I didn't want to be in class, I'd just like talk and then I would get sent out. (Fatima, 80).

Attendees perceived a kind of threshold of behaviours, below which they knew ‘playing the game’ would not result in punishments they perceived to be significant. Often this threshold appeared dynamic and dependent upon the staff member within the IIU or classroom:

I knew what the consequences were but then I knew it wouldn't really matter. But then if it was like a really strict teacher there, I wouldn't do it [...]. (Idris, 147).

Part of ‘playing the game’ also appeared to be actively choosing to temporarily conform, follow the procedures and engage in superficial attempts of reflections or apologies to convince staff to dismiss them from the IIU:

[...] you'll just behave so you can get out and move on, get back to your friends, or like whatever you wanna do outside [...]. (Fatima, 226).

[...] the whole point is to reflect but for me I don't necessarily reflect, I just erm I just suck it up and just do my work. (Inez, 4).

4.3.2.3.4 Subtheme: Getting angry

‘Getting angry’ reflects the repeated explicit, but sometimes implicit, expression of the anger attendees felt in response to their difficulties, IIU referrals and perceptions that something was unfair or unjust:

They really do anger me, it's teachers like this that really get my behaviour out and, like, when you be rude to me, I will be rude to you. (Inez, 53).

[...] I'd get really angry at the teachers, like the teachers that would be there, the teachers that had sent me [...]. (Idris, 35).

As can also be seen in the extracts, a key aspect of getting angry was the attendees' frequent tendencies to blame others for their difficulties, potentially externalising the persecutory thoughts and feelings associated with blame from themselves onto others. Moreover, getting angry appeared to be a protective response for the attendees, potentially shielding them from the harsh emotions and thoughts arising from the narratives outlined in themes one and two; these emotions are explored further in section 4.3.3.1.2.

4.3.3 Overarching theme two: A necessary evil

This overarching theme captures what appeared to be considerable conflict between the attendees' strong aversions towards the IIU, but belief the IIU had a positive impact on them and the school, and consequently a belief it was an important and necessary facility. Within this overarching theme are two themes: 'The many impacts of the IIU', and 'The influences on behavioural change'.

4.3.3.1 Theme four: *The many impacts of the IIU*

This theme captures the different patterns across attendees' data which could be centrally organised around the concept they were perceived impacts the IIU had on them. Within this theme are three subthemes these perceived impacts centred around: 'Learning', 'Emotional' and 'Behavioural'.

4.3.3.1.1 Subtheme: Learning

Every participant spoke about the impact the IIU had on their learning. Many reflected on experiences of falling behind in the IIU, struggling to reintegrate back into lessons because of this and finding it challenging to catch up:

Yeah 'cause like literally just erm yesterday, I had some year seven work, 'cause there was like a catch up and then some of those topics I didn't even know 'cause I wasn't in. (Harris, 240).

Erm, it was a bit tricky, 'cause in some lessons I didn't know everything, 'cause like I wasn't in class, so I couldn't really like do all the questions and answer them. (Alex, 16).

[...] in that lesson they might have moved onto something else and I would still be doing what they were doing the lesson before. So, I wouldn't be able to learn and then I would be a lesson behind, so then I'd have to struggle to catch up. (Brandon, 84).

Often attendees described how the difficulties keeping on top of their learning stemmed from the relatively limited learning opportunities available within the IIU:

It was just, there was no like whiteboard with the teacher reading out something and underlining and all that. It was just, you had a textbook and you wrote down questions and answers. (Brandon, 54).

You just being there, because you don't learn anything and yeah. (Harris, 80).

You have to learn from a book. (Fatima, 12).

Many attendees expressed there was limited academic support in the IIU when they encountered a problem with their work, often because the IIU staff simply lacked subject specific knowledge, but also due to the loss of peer support:

You're not with any like pupils so your partners not there to help you and stuff like that. (Harris, 24).

[...] I'll just have to do like, whatever I know, I would have to write because there's no teacher to help me, like they're like, they're not math teachers. (Harris, 34).

An additional impact to learning within the IIU was the lack of motivation attendees felt towards their studies whilst there:

[...] I tried to focus on my work, but, I don't know, it was hard, let's say that. (Brandon, 78).

Like, at the beginning, like so since the first few months of the IR, I didn't really do any work 'cause like there's no point in me learning, like self-teaching myself, none of the teachers actually knew the stuff that we were doing, so there was no point in me really doing the work. (Idris, 143).

However, several attendees described how their experiences in the IIU had given them a greater appreciation of and dedication towards their studies:

I think, erm, the thing that helped me is, erm, that I was learning that, that I don't want to be in the IR and getting in trouble, because it doesn't help me in the long run for getting a better education and better results in my grade, my GCSEs. (Alex, 72).

4.3.3.1.2 Subtheme: Emotional

A highly prevalent narrative across attendees' data was the often explicitly, but equally frequent implicitly, conveyed emotional impact the IIU and wider system had on them. Between the researcher and other individuals coding that data, a wide range of different potential emotions were identified across the data along with many different factors appearing to contribute to them. These potential emotions included anxiety, fear, frustration, confusion, sorrow, guilt and many more. Potential contributing factors included the loss of learning, the sense of unfairness and injustice, and perceptions or fear of being rejected and neglected, to mention just a few.

Attendees' emotions often appeared to be compounded and rarely occurred in isolation; for example, frustration with the loss of learning was frequently coupled with worries about falling behind:

Erm, I tried to focus on my work 'cause, I was already missing out on like a lot of classes, so I didn't really wanna fall behind and like move down sets or get bad grades or something like that. (Brandon, 80).

However, some emotions were particularly prevalent and explicitly conveyed across the attendees' data. One of these was boredom, which attendees frequently stated.

However, the emotion surrounding boredom appeared to be deeper than this emotion alone; attendees seemingly describing an overwhelming feeling of despair at the boredom and lack of stimulation within the IIU. In the following extract Brandon describes the relief felt when someone does anything out of the ordinary in the IIU and clearly depicts the magnitude of the feelings arising due to this boredom and lack of stimulation:

[...] I guess they're like starved for entertainment or something. So, seeing that person do something that's not work is, it's great I guess, it's a relief. (Brandon, 76).

The other most explicitly expressed emotion by attendees was anger. However, as noted in section 4.3.2.3.4 this anger often appeared to be a coping mechanism: potentially covering up deeper and more difficult feelings possibly arising from perceptions of rejection and neglect, and unfairness and injustice (see section 4.3.2). This can be seen in the following extract where Inez is speaking about not being given a chance to explain herself:

And I tried to explain to her, but all she's doing is shouting at me and she's talking over me. And so, I get angry and I'm like 'why ain't you letting me talk? Let me talk, let me talk, let me talk. (Inez, 28).

This said, it is possible the attendees simply lacked the emotional vocabulary to describe how they truly felt and so labelled their emotions as anger.

4.3.3.1.3 Subtheme: Behavioural

This subtheme regards the perceived impact on attendees' behaviour. All but one attendee commented upon how they believed their attendance to the IIU greatly improved their behaviour:

Erm, it helped my behaviour improve, definitely. (Brandon, 203).

Yea, 'cause I don't get in as much trouble, 'cause last year I was, like, disrespect teachers and just now like be nice to teachers and stuff. (Fatima, 240).

But then now, I'm not as bad as I was for the last two years, then now I actually do my work, don't get as many detentions, like most of my detentions are not signing my planner, being late to lessons. (Idris, 163).

When attendees were asked about what would have happened if the IIU did not exist, most stated their behaviour either would not have improved to the same extent or would have continued to deteriorate and likely ended in exclusion:

Erm, I think I'll be a lot worse, like getting into way more trouble right now and like I feel like I just have a lot more behaviour points and detentions. [...] Then I feel like, erm, I'll be getting, erm, may be excluded or getting on a higher report than what I am on now. (Alex, 218).

Erm, I think, I would, my behaviour would be like a lot worse, for example, like, if there was no head of year isolation or IR, I would just continuously get detentions, they wouldn't be able to call your parents or arrange meetings, like my behaviour would be a lot worse, right now. (Idris, 177).

Hmm, I think my behaviour still would have improved but maybe not as much as it did because of the IR [...]. (Brandon, 216).

Some attendees even remarked upon their observations that the IIU appeared to lead to behaviour improvements in their peers:

Yeah, I think it does, it has a big effect because like, like now, now there's way less people getting in trouble than last year. (Alex, 214).

I think, one of my friends who (.) would be in the IR almost every single week, like cos of his behaviour, but then now because his behaviour isn't as bad like than it was the last two years (.). (Idris, 39).

Interestingly, despite all the difficulties experienced around the use of the IIU, the majority of attendees believed it was an important and necessary facility in school:

Erm, I think it, I think it's a good, I don't know, it's a good thing that exists. (Harris, 250).

Numerous attendees stated that the punitive nature of the IIU was an important characteristic and upheld that the IIU shouldn't be pleasant:

Well, erm, I didn't really like going there. But I think that was the point, you know? You don't want to get sent there so your behaviour improves, so yea. (Brandon, 12).

However, despite the considerable praise attendees had for the impact of the IIU on their behaviour, there were signs that behavioural effects may only be a temporary suppression, rather than a modification with longevity:

Erm, not the biggest effect, but I guess somehow yes, because I didn't want to be by myself for like a couple of days obviously, no one does, I think, so I would just behave and then I. I mean sometimes I would try and not be sent there but eventually I'll get sent there, 'cause that's how the way it is like, I don't know (.) I guess. (Fatima, 230).

4.3.3.2 Theme five: The influences on behavioural change

This theme captures the different narratives identified across that data which could be centrally organised around a concept that they were attendees' perceptions about what specifically about the IIU influenced their behavioural change. Within this theme are five subthemes: 'Reflection and changing cognitions', 'IIU environment', 'Concerns for their future', 'Feedback and evidence of progress', 'Fear of missing out' and 'Feelings and thoughts about parents'.

4.3.3.2.1 Subtheme: Reflection and changing cognitions

This subtheme regards how many attendees believed that active reflections upon their behaviour, which they engaged in whilst in the IIU, were a key influence on improving their behaviour. Attendees noted how the reflective opportunities were predominantly from 'reflection sheets²³', but some noted opportunities to reflect in discussion with IIU

²³ A series of sheets which attendees complete upon referral to the IIU which guide them in describing the reason for their referral and reflecting upon this.

staff. Often attendees described how this reflective process changed their thoughts about their behaviour and believed this to be key in their behavioural change:

So like, you get sent there and then you have to think about like why you got sent there, so it's not like all the teachers are being unfair, you've obviously done something wrong but you might be thinking that all the teachers are unfair at the beginning. But then when you reflect you find out like I've did something wrong and that's why I'm here. (Brandon, 30).

The previous quote depicts how the attendees' reflections led to considerable changes in their cognitions about their behaviour, often bringing their perceptions of the 'locus of control' back to within their control. However, one attendee did not find the reflective opportunities helpful, explaining this to be because the opportunities were limited by the lack of chances to discuss issues with IIU staff and not feeling able to reflect truly and openly:

Don't just tell me to write it on paper because paper's not gonna help me. Ok? That's just more work, I don't want to do work. Talk to me about it, be like 'Inez why we in the IR?'. (Inez, 77).

But me, I just write 'I got in the IR for attitude' that's all I write. It's one sentence, this is not me reflecting. This is me listing from your point of view, it's not even my point of view, it's your point of view because I know if I write 'oh, I got in the IR 'cause basically, this teacher was being rude to me, so I was rude to her,' yea, that's, that's, that's not seeing my point of view, that's not gonna make me reflect. (Inez, 69).

4.3.3.2.2 Subtheme: IIU environment

'IIU Environment' regards a key drive attendees believed pushed them to improve their behaviour: their aversion to the IIU environment and desire to avoid this, which can be seen in the following extract where Brandon was asked what led him to improve his behaviour:

*(.) Like, erm, like, my **need** to not go back there. [...] 'cause like I said before, it was just like very boring and like I don't do well when I'm bored, like I'm always fidgeting, I'm not focused and yeah. (Brandon, 209)*

The above extract indicates Brandon's emotional investiture towards avoiding the IIU, with him placing great emphasis on the word "need". Whilst many attendees, like Brandon, attributed this need to avoid the IIU to the "boring" nature of the environment, as previously mentioned the attendees' narratives appeared to indicate there were other emotions underlying the boredom, such as a great sense of despair at the lack of stimulation; which could have contributed towards this aversion.

4.3.3.2.3 Subtheme: Concerns for their future

This subtheme regards how many attendees attributed their behavioural improvements to concerns about the impact they were having on their future. Some spoke about their fears of what would happen if they continued to be referred to the IIU and the looming risk of exclusion:

Like, I was worried that if I continued something was going to happen. (Idris, 73).

However, the most prevalent concern about their future and espoused influence on behavioural change were concerns over the impact the IIU was having on their future grades:

I think, erm, the thing that helped me is, erm, that I was learning that, that I don't want to be in the IR and getting in trouble, because it doesn't help me in the long run for getting a better education and better results in my grade, my GCSEs. (Alex, 72).

4.3.3.2.4 Subtheme: Feedback and evidence of progress

Several attendees described how they found the feedback on their progress and evidence of this progress to motivate and support them in improving their behaviour:

[...] I was like getting in less trouble and the teacher was telling me like 'ah you're getting in less trouble' and it would make me realise the less trouble I get in, then the quicker I'm going to get off report and not get sent to the IR. (Alex, 208).

Interestingly, attendees noted this feedback did not usually come from formalised reviews of their progress, but informal motivation and prompts from their teachers and head of year. When thinking about why this feedback was helpful, attendees described how the feedback gave them a sense that change was possible, as well as a time period to aim for after which they could move down report and stop being referred to the IIU:

Erm, I was able to like keep focused more, 'cause then every day I was like 'ah I just have this many more days to go and then I'll be off Pre-PSP²⁴'. (Brandon, 191).

4.3.3.2.5 Subtheme: Fear of missing out

This subtheme refers to what appeared to be a considerable influence on attendees' behavioural change: potential worries about missing out on social opportunities:

(.) I guess, 'cause you miss out, like if you want to participate in something that was gonna be in class and you missed out on it, then I mean surely you feel some type of way and you'll learn not to do that next time. (Fatima, 224).

It appears this subtheme is closely linked to theme one, 'Perceptions or fear of rejection and neglect'. Whilst fear of missing out certainly appeared to stem from the surface level regret at not being able to enjoy time with friends, there was potentially a deeper worry that the longer attendees spent in the IIU and the more social opportunities they missed, the greater the likelihood they will be rejected or forgotten by their peers.

²⁴ Pre-Pastoral Support Plan (Pre-PSP) is the name of the report card used within the school and results in the use of IIU referral as a disciplinary consequence. PSPs are a commonly used report card across schools.

4.3.3.2.6 Subtheme: Feelings and thoughts about parents

This subtheme regards the attendees' perceptions that a key influence on their behavioural change was the different thoughts and feelings they had about their parents continually hearing about their IUU referrals. Often attendees spoke about how they did not want to upset, worry, disappoint, or anger their parents and so were keen to improve their behaviour:

Because you kept having meetings with your parents and obviously didn't want your parents to like worry, a lot. (Harris, 266).

[...] my mum having arranged meetings quite a lot probably frustrates her, thinking like I might not study in class, all I do is mess around. (Idris, 61).

That scares me because I don't want my dad thinking about my attitude, because my attitude stinks, I know all my life my attitude is very bad, erm. (Inez, 120).

Some attendees explained how their key motive to avoid their parents hearing about their referrals was to avoid additional sanctions or restrictions on privileges (e.g., the confiscation of phones or loss of privileges etc.). However, a pattern identified across the data was that there often appeared to be concern over the emotional consequences of their parents hearing about their behaviour:

But also, parents, erm, I think parents don't also know, don't also know how you feel. Because parent, they'll al-, and because teachers are teachers, they'll be like 'oh the teacher's probably right, so you must of, it must be your fault because you got sent out to the IR.' [...] so your parents will be angry at you and that's gonna result in you, that gonna, that's gonna result in them yelling at you and shouting at you and you know, you're not gonna feel good. You know sometimes when my mum and dad shouts at me, it makes me wanna cry, like I just wanna cry like, because oh obviously I don't want my parents shouting at me and yea. (Inez, 134).

In the extract we can see how the drive to improve behaviours and avoid additional parental involvement potentially stems from concerns around the emotional consequences, rather than additional sanctions alone. It is possible this links closely to the attendees' potential perceptions or fears of being rejected and/or neglected (see section 4.3.2.1); indeed, the

first line of the extract indicates that Inez potentially feels a lack of attunement between herself and her parents.

4.4 Chapter summary

This chapter outlined the findings from the QUANT and QUAL research phases. The first section outlined the findings of the quantitative analysis of pupil behaviour data to explore whether there was any statistically significant change in pupil behaviour and answer the first RQ. The second section outlined the different perceptions around IIU use elicited from attendees through in-depth interviews and TA to answer the second RQ. The next chapter considers how these findings fit within the context of the current research in the area, the different theoretical perspectives, and what implications they hold for EP practice and future research.

Chapter five: Discussion

5.1 Chapter overview

In this chapter, the findings are summarised and conclusions in respect to answering the RQs outlined, with the two phases initially considered separately along with their respective limitations and any recommendations/considerations for future research arising from this part of the discussion. All the findings are then considered in relation to the current literature base and psychological theories; once again, recommendations arising from these considerations are highlighted. The chapter then moves onto exploring potential topics for future research before outlining the plan for disseminating the findings. The researcher then considers reflexivity before making the final concluding remarks.

5.2 Summary of QUANT findings

The QUANT phase sought to answer the first RQ by identifying whether there was a statistically significant change in pupil behaviour²⁵ following referral to the Iiu. Initial analysis of behaviour across the three sample points using a one-way ANOVA and Fisher's exact *t*-tests indicated a statistically significant change in pupil behaviour: significantly decreasing from pre-measure rates to the six-week post measure and remaining at this significantly lower level by the twelve-week post measure. To limit the risk of type I error arising from the small sample size, additional analysis was conducted to validate this finding,

²⁵ For ease of description, in this chapter the researcher refers to whether a 'change in behaviour' was evident. However, it is important to remember the actual procedures truly evaluated whether there was a 'change in number of BPs', which was used as a proxy measure to evaluate the former.

which compared the rate of observable patterns indicative of behavioural change to that expected if there was no change using a *t*-test calculation. Unfortunately, this test did not return a significant result at the .05 probability level ($p = 0.055$). However, when the observable patterns were separated by gender, the same analysis indicated a statistically significant difference for males but not females. However, before drawing conclusions, it is important to consider the limitations to this phase and implications they bear on what can reliably be concluded.

5.2.1 Limitations to the QUANT phase and recommendations for future research

Whilst every effort was taken to limit the threats to validity and reliability through the actions outlined in [Table 7](#), unforeseen limitations were subsequently identified. Whilst exploring these limitations is important in determining conclusions, with this study serving as a pilot for future research, their consideration, and recommendations to overcome them are even more important. Consequently, a comprehensive list of the limitations and recommendations are outlined in [Table 18](#), whilst the more substantive limitations and those having the greatest implications for the conclusions are discussed here.

Whilst it was hoped 40-50 participants would be achieved for this phase, only 20 for O₁ and O₂, and 14 for O₃ were obtained. This was predominantly due to the Covid-19 lockdown which limited the sampling period to only a third of the academic year and prevented sampling an O₃ measure for six participants. The sample size limits the degree to which these findings can reliably be generalised to wider populations, which is further limited by the study only exploring one IJU, which as previously highlighted vary considerably. Moreover, statistical analysis of small sample sizes can be problematic: high

and low scores can exert a considerable effect over many statistical methods which rely on comparison of means and consequently risks both type I and type II error (Coolican, 2018). This is particularly pertinent to this study, as two values obtained in the O₃ time point were indeed particularly high relative to the other scores obtained at that sample point, were identified as statistical outliers which could disproportionately influence the statistical analysis and winsorized to smaller values for this reason. However, it is important to once again recognise that despite the researcher's best efforts to ensure these data points were anomalous outliers, these values may have been truly representative of the attendees' behaviour and consequently transforming them may have resulted in type 1 error: as these high values were reduced to lower values and potentially resulted in the statistically significant decrease in behaviour seen.

Another limitation restricting the sample size arose from the study design and inclusion criteria. 24 pupils started the academic year on a report for which they would be referred to the IIU, preventing the sampling of a pre-measure and consequently resulting in their exclusion from the study. Depending upon why these pupils started the year on report, this limitation poses a greater threat than simply limiting sample size. The school noted that pupils who are on report by the end of the previous academic year are automatically put onto report the following year; meaning some pupils might have started the year on report as they simply lacked sufficient time to come off report before the end of the year²⁶, whilst others may have failed to improve their behaviour to come off report. In the latter case, the

²⁶ The two levels of report card resulting in IIU referral, the Pre-PSP and Formal-PSP, are reviewed every six or sixteen weeks, respectively. This means that any pupils put on report within six or sixteen (depending on the level of report) weeks of the end of the year will automatically start the following year on report.

sampling procedure could have inadvertently excluded pupils whose behaviour did not improve following IIU referral in the previous year; therefore, risking type I error.

Whilst the other limitations outlined in Table 18 are noteworthy for guiding future research, the researcher believed these were the key limitations needing particular consideration before outlining the conclusions of the QUANT phase. Consequently, it is important to recognise that the conclusions that follow are subject to these limitations and are interpreted with caution.

5.2.2 Conclusions from the QUANT findings and RQ1: Was there a change in pupil behaviour?

As noted, there was considerable but mixed evidence from the statistical analysis as to whether IIU referral results in statistically significant behavioural change: the results of the one-way ANOVA and Fisher's exact tests yielding significant results, whilst the *t*-test of observable data patterns was only trending towards significance ($p = .055$). However, when considering this trending towards value against the initial significant results, the fact attendees perceived their behaviour improved, the small sample size (where type II error risk is high) and that the DV, human behaviour, is influenced by a plethora of factors which makes the likelihood of any one factor exerting a statistically significant force unlikely, this trending towards value should not be casually dismissed as null. Indeed, Fisher himself stated:

"[...] for in fact no scientific worker has a fixed level of significance at which from year to year, and in all circumstances, he rejects hypothesis; he rather gives his mind to each particular case in light of his evidence and his ideas" (Fisher, 1973, p. 45).

Consequently, when considering this in respect to the limitations, it is the conclusion of the author that there is strong evidence of a statistically significant change in pupil

behaviour following referral to the IIU, such that behaviour decreased over time, for the sample population. However, due to the limitations, this data should not be generalised to the conclusion that all IIUs have an impact on all attendees' behaviour. Instead, these findings should be indicative of IIU's potential to improve behaviour but that further research exploring this potential and the factors influencing effectiveness across IIUs and populations is needed.

Furthermore, whilst the finding that the subsequent *t*-test of observable patterns returned a significant result for males but not females is interesting, it must be interpreted with great caution. It is possible this statistic reflected a real-world phenomenon, that the IIU changes behaviour in males but not females, but it is also highly likely given the small sample size that separating the data into genders was a conveniently justifiable method of removing two pupils whose behaviour did not improve (i.e., two of the females) and thereby returning a significant result; ultimately resulting in type I error. Similarly, it is highly probable that with only four individuals composing the female sample, the analysis simply lacked statistical power and potentially resulted in type II error. Therefore, the only reasonable conclusion to make is that this finding indicated the IIU may influence behaviour differently for males and females, but that further research will be needed to evaluate this.

Finally, the two sets of statistical analysis also shed two unique pieces of insight into the use of IIUs. Firstly, the effect sizes potentially indicate the magnitude of change in behaviour that could be achieved from IIUs. Whilst the one-way ANOVA returned a small effect size ($\eta^2 = .20$), given the spread of data across the sample points and the fact the means for these sample points dropped considerably from O_1 to O_2 but then plateaued to O_3 (meaning the means and spread of data from O_2 and O_3 overlapped considerably; see

Figure 6), the small effect size was to be expected. Indeed, when comparing pairs of sample points separately the effect sizes were much greater. The results of the Fisher's exact pairwise comparisons indicated large effect sizes when the O_1 and O_2 ($d = 1.00$), and O_1 and O_3 ($d = .89$) sample points were compared. Once again, a small effect ($d = .18$) was seen when the O_2 and O_3 sample points were compared, as would be expected as the data plateaued. Therefore, it appears the IIU potentially had a large effect on attendee's behaviour. This is important as it highlights the potential degree to which attendees' behaviour may improve following IIU referral; which given the risk of exclusion and impact of this, will be very beneficial if achieved across IIUs. However, caution should also be taken when interpreting these effect sizes. It is possible the effect sizes truly reflect the size of effect the IIU had on attendees' behaviour, but they will also be subject to the limitations previously highlighted and influenced by the large variance seen in the data and small sample sizes. Consequently, cautious interpretation is required and further research will be needed to accurately determine the size of the effect IIUs have on pupil behaviour.

In addition to this, the analysis of the observable patterns yielded a second important piece of insight into the impact of the IIU on the attendees in this study: that overall, the majority of pupils showed an improvement in their behaviour, irrespective of the magnitude of this change (this is most easily seen in Figure 5 and Figure 8). This is a highly important finding as it further indicates the potential of IIUs being used to prevent exclusions and improve behaviour for a large number of pupils who are showing behavioural difficulties; potentially indicating how such facilities may serve as a cost effective intervention, as they can support many pupils at once. However, once again, given the limitations of this study it will be important that further research is conducted to validate these findings before they are generalised across IIUs.

Table 18. *Limitations to the QUANT phase of the study and practical recommendations/considerations for future research.*

| Area of limitation | Potential threats | Risks | Recommendations/considerations for future research |
|---|--|---|--|
| Recruitment method and study design. | Selection bias: threatening internal validity. | <p>An unforeseen limitation arose from the inclusion criteria that necessitated participants had at least 1 week of the academic year prior to initial referral to the IIU. This resulted in 24 pupils who began the year on report and were referred to the IIU from the outset being excluded from the study. Some of these pupils may have begun the year on this report as they simply did not have sufficient time to come off report before the end of the previous academic year (report cards being evaluated on a six-week basis minimum). However, some individuals may have started the year on report because they did not show sufficient improvement throughout the previous year(s). Consequently, the inclusion criteria may have inadvertently excluded a population of pupils who potentially did not improve their behaviour following IIU referral. This increases the risk of type I error for the QUANT findings.</p> | <p>This could be avoided by utilising a different method which does not require pre-measures, such as a correlational study exploring the relationship between number of IIU referrals and number of BPs. However, whilst this may provide some meaningful data, it cannot evaluate whether IIU referral has a causal effect of reducing negative behaviours. Alternatively, the same procedure adopted here could be utilised, but a proxy measure used for pupils that a pre-measure cannot be obtained for used, rather than excluding these pupils entirely. This proxy measure could just be the mean value of the pre-measures that could be obtained and would be more justifiable than simply omitting these individuals. However, to make this approach as reliable as possible, it will be important there is a large sample size of individuals for whom a pre-measure was obtained for relative to the number of individuals for whom the proxy is required.</p> |
| | Maturation: threatening internal validity. | <p>Some sample points were spread across the school holidays and therefore needed to be extended (as pupils were not in school for two weeks etc.). Consequently, the length of time for maturation to occur for some pupils was longer than initially expected, potentially increasing the risk of type I error. As the initial referral dates for all participants varied, this effect may have been greater for some participants than others.</p> | <p>Future research could avoid this by devising a procedure where the variables and dates of the DV manipulation (i.e., exposure to the IIU) are controlled by the researcher; unlike this study where sampling was completed retroactively relative to initial IIU referral. This would allow the researcher to set the exact dates of sample points and around the school holidays and limit the impact of maturation.</p> |

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| Lack of control variables or a control group: threatening reliability. | Whilst efforts were made to ensure as many variables as possible were controlled for during the research, it is possible that extraneous variables that could not be accounted for influenced results (e.g., school holidays, changes to friendships, teachers, curricular topics etc.). Unfortunately, it was not feasible to establish a control group that experienced the same erroneous variables but not IIU attendance, which would have yielded greater confidence that the findings were the result of attending the IIU. | Ideally future research will be able to utilise a control group. However, this may be difficult to establish in a school system. Alternatively, future research could gather data on a group of individuals who displayed behavioural difficulties but were not referred to the IIU as a comparison (e.g., those on a lower level of report but not escalated). This would at least provide some insight into any schoolwide trends in behaviour during the study and potentially indicate where extraneous variables (e.g., school holidays etc.) influenced behaviour rather than the IIU. Finally future research could limit this impact further by conducting training with staff on the study, how to record behaviours and the importance of maintaining consistency of certain variables prior to the start of the academic year; thereby reducing the potential of some extraneous variables. | |
| Proxy measure for behaviour. | Inadequate explication of constructs: threatening internal validity. | Whilst the school of study was chosen because staff are well trained in how to record behaviours on their internal systems, the explication of behaviours to an operational standard may have remained an issue. Due to the study design and retrospective nature of sampling, the operational definition of student behaviour was ultimately determined by the school's CoC and in-house training. Consequently, the behaviour data reflected all breaches of the CoC, from relatively minor infringements (e.g., forgetting homework) to more extreme behaviours (e.g., bullying). Whilst this was helpful to a degree, indicating IIU impact on a range of behaviours, it had limitations. It is possible some pupils accumulated many BPs for minor misdemeanours, which were quickly resolved upon IIU referral, whilst other individuals accumulated fewer BPs but for more serious issues that did not improve following IIU referral. In this scenario the returning analysis would likely indicate IIU referral | Future research should spend time making clear operational definitions for target behaviours and ensure staff are trained on observing and recording these. Moreover, it will be beneficial for future research to explore IIU impact on different behaviours. However, to do this the sample period over which time behaviour is recorded would likely need extending; as the occurrence of more serious behavioural infringements is likely to be relatively low, making the risk of sampling methods simply missing the weeks behaviours have occurred high and statistical analysis on these low numbers prone to error. Moreover, for data from different studies to be more easily compared, it will be beneficial for operational definitions of investigated behaviours to coincide to the greatest degree possible. Therefore, it is recommended that future studies create their classification based on definitions of behaviours that are more widely recognised or known, such as the national classification system for behaviours resulting in exclusions (e.g., persistent disruptive behaviours, physical assault etc.). If using a |

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| | | reduces all behaviours, but in practice only improved relatively minor behavioural issues. To avoid this, the behaviour logs in this study were explored to ensure a relatively proportionate number of different behaviours were included in sampling, but the risk of this limitation was important to highlight for future studies. | centralised school management program (e.g., SIMS etc.) to record behaviours, it will be important these operational definitions are reflected in the options for categorising behaviours on these programs to ensure greater accuracy and consistency in data. |
| Sample size of participants. | Regression: threatening internal validity. | At the small sample sizes achieved in this study, the potential for extreme scores (e.g., those of Student 1) to regress to the mean and influence the means achieved for each sample point, potentially leading to type I error, are increased. To avoid this risk, analysis to identify outliers and remove extreme values was conducted. However, as is often the case with small sample sizes, the variance of scores was large, meaning a considerably range of BPs would not be considered outliers. | Future studies will need to achieve greater sample sizes. This will reduce the impact of extreme values regressing towards the mean on the overall statistical analysis and greatly enhance the reliability of the findings. Future studies will also be able to conduct a power analysis using the standard deviations outlined in this study, which will support the acquisition of appropriate sample sizes to avoid these implications. Finally, it will be important for future research to also conduct replication studies to validate the findings of earlier research. |
| | Limited power: threatening internal validity. | The limited sample size can also lead to elevated risk of type II error. As mentioned, with variance in scores being so wide for relatively small sample sizes, it is often the case that there is insufficient power in the statistical analysis to identify small but significant effects. | This can also be resolved by increasing the sample size and conducting replication studies to validate initial findings. |
| Sample size of explored IIUs. | Interaction of setting and treatment: threatening external validity. | As noted, there is wide variation in IIUs and consequently the comparability of the investigated IIU and generalisability of findings to other IIUs is limited. To support confidence in what IIUs the findings of this research could be generalised to, detailed description of the IIU was provided in Appendix G . | Future research could overcome this limitation by investigating numerous IIUs at once. However, issues will arise from comparing behavioural data from different schools where staff may have different standards for behaviour or behaviours may be recorded in ways that are difficult to compare, aggregate and analyse; consequently, staff across schools will likely need training in how to record behaviours using a consistent system. |
| | Interaction of selection and treatment: | The participants were predominantly composed of ethnic minority groups (e.g., Black-Somali) and males, which limits the generalisability of findings to wider populations where demographics will be considerably | This limitation can also be resolved in future research by increasing the number of researched IIUs and number of participants from a range of areas with different population demographics. Once national IIU demographic data is obtained, |

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| | threatening external validity. | different. However, whilst the sample characteristics might not generalise to national pupil populations, they may be very representative of IIU populations and potentially generalise well. This will be an important factor to consider but currently national IIU demographics are unknown. | it will be worth future research making an active effort to obtain samples which better reflects this. Until then, it should not be assumed that IIUs will simply reflect the school demographics, as certain minority groups may be considerably more reflected in the IIU population, as is the case for school exclusions (DfE, 2019b). |
| Research conducted during Covid-19. | Instrumentation and Covid-19: threatening internal validity. | It is possible that with the approach of the pandemic and potentially 'bigger issues' to think about, teachers might have become more lenient and ignored behaviours they would have recorded earlier in the year. Naturally the impact of this would have affected the O ₂ and O ₃ sample points more than O ₁ , as they were chronologically closer to the pandemic. Consequently, such an effect could have resulted in the observed decrease in behaviour across time points and type I error. However, the data logs for all pupils across the school were explored to identify any signs of greater leniency (e.g., a decrease in logs across the school) and did not indicate this. | Whilst future studies may not need to worry about events like the covid-19 pandemic affecting instrumentation, it would be worth them considering the usual events throughout an academic year which may influence instrumentation. For example, it may be possible that the approach of holidays results in teachers becoming more lenient. Future researchers could evaluate this potential by exploring the general trend in behaviour across the previous academic year in investigated schools. However, as these trends might not result from differences in teacher instrumentation, but true trends in pupil behaviour, they will need to be interpreted with caution. |
| | Interaction of history and treatment, and Covid-19: threatening external validity. | It is possible the observed trends in behaviour were influenced by the pandemic or other historically significant events, such as Brexit. For example, during the approach to the first lockdown pupils might have displayed less behavioural issues for a plethora of reasons (e.g., lessons might have been more relaxed). However, the school upheld that they continued 'business as usual' up to the actual lockdown. | The interaction of these historical events will likely be something future research will need to consider. Indeed, the long-term effects of Covid-19 on physical and mental wellbeing and other societal factors (e.g., economic etc.) are anticipated to be considerable and enduring (The British Academy, 2021). This will be particularly important in future research around IIUs, where factors such as these have been linked to behavioural difficulties and exclusion rates (Cole et al., 2019). Consequently, future research will need to be considerate of this and findings will need to be replicated over time. |

5.3 Summary and conclusions from the QUAL findings and RQ2: What were the attendees' perceptions about the use of the IIU?

The QUAL findings indicated attendees engaged in considerable meaning making regarding their experiences of IIU use. This meaning making appeared to result in attendees developing a range of perceptions relating not just to the IIU but the surrounding system and their place within this. Attendees appeared to have perceptions regarding their treatment by adults within the system, which appeared to lead to a belief or fear that they were being rejected and neglected. Moreover, attendees appeared to have many perceptions regarding the legitimacy and fairness of their treatment, seemingly fuelling beliefs that the system was unfair and unjust. These two groups of perceptions appeared to be bidirectionally antagonistic, such that the increase in one amplified the other. Potentially due to these perceptions, attendees appeared to utilise a range of coping mechanisms to manage the difficult thoughts and feelings arising from these experiences, including: processes that normalised their situation; actions aimed at rebalancing the power and authority within the system; finding ways to use the system to their advantage; and covering up potentially vulnerable emotions and thoughts arising from their experiences with the more protective emotion of anger.

Furthermore, attendees appeared to hold a range of perceptions regarding the impacts of IIU use on them: many noting negative impacts on their learning, but some highlighting an increased appreciation for the importance of their education; many noted a considerable emotional toll, often described feelings of intense boredom and anger, but there appeared to be deeper emotions arising from IIU use which attendees struggled to express or fully acknowledge; finally, fitting with the QUANT findings, the majority believed the IIU improved their behaviour and believed the facility was an important feature of the

school, despite the difficult experiences and negative opinions about it. Indeed, those that believed their behaviour improved showed an observable pattern of improvement in their QUANT data, whereas the one individual who did not think they improved did not show an improvement in their QUANT data. Finally, attendees expressed a series of perceptions regarding what they believed influenced their behavioural change, including: reflective processes and changing their cognitions; concerns about the harm they were having on their future; a sheer desire to avoid returning to the IJU environment; receiving feedback and evidence that they were making progress; a fear of missing out on social opportunities; and their thoughts and feelings regarding their parents repeatedly hearing about their behavioural issues.

5.3.1 Limitations of the QUAL phase and recommendations for future research

There were several limitations to the QUAL phase which should be accounted for before generalising the conclusions outlined above to wider contexts and will be important to detail for future research; see [Table 19](#) for full details on these. Ultimately, the key limitation with the QUAL findings is their limited transferability due to various reasons, some naturally inherent to qualitative methodology (e.g., small sample sizes) and some relating to the unique area of study (e.g., IJU variation). However, a key limitation to transferability arises from the exclusion criteria of the QUANT phase, which potentially excluded a population of pupils whose behaviour did not improve in the previous academic year. As the QUAL sample was drawn from the QUANT participants, this potential population would inherently have been excluded from the QUAL phase and prevented their perceptions being elicited here; theoretically limiting the transferability of findings to this

potential population. However, as noted, one of the attendees in the sample did not show an improvement in their behaviour, meaning there is some representation of this potential population's perceptions reflected in this study. Moreover, with the findings highlighting potential perceptions of rejection, neglect, unfairness, and injustice, it seems likely these perceptions would only be amplified in a potential population whose behaviour did not improve and likely spent more time in IIUs. Therefore, this potential limitation may be relatively low risk for many of the QUAL findings.

Table 19. *Limitations to the QUAL phase of the study and practical recommendations/considerations for future research.*

| Limitation | Trustworthiness dimension impacted | Risks | Recommendations/considerations for future research |
|--|------------------------------------|---|---|
| Small sample size drawn from one IIU. | Transferability | As with all qualitative research, whilst this methodology can capture rich and meaningful insight into phenomenon, due to the small sample sizes findings have limited generalisability to wider populations. However, because of the considerable variation in IIU environments and the national picture of IIU attendee demographics are unknown, greater caution must be given before generalising these findings more widely, as the degree to which they represent the target population is unknown. | Future research will need to validate the findings outlined here in other IIU populations to increase the trust in their transferability. |
| Potential bias of study design and inclusion criteria. | Transferability | The previously mentioned limitation in the QUANT phase regarding the sampling method potentially excluding a population of attendees whose behaviour did not improve following IIU referral, potentially limited the generalisability here: because the QUAL participants were purposefully sampled from the QUANT participants and so were inherently excluded from this phase too. Consequently, it is possible there was a sample of pupils who did not show improvement and may have had unique perceptions about the IIU that were not captured in this study. However, the sample did include one attendee whose behaviour did not improve, meaning this potential populations' perceptions were somewhat reflected here. Moreover, the codes obtained from this attendee closely resembled those obtained from attendees whose behaviour did improve, suggesting the perceptions of this potentially excluded population could be similar and represented here. Indeed, considering the QUAL findings highlighted potential perceptions of rejection and neglect, and unfairness and injustice, it seems likely these perceptions would only be more evident in a potential population of attendees whose behaviour did not improve following IIU referral and likely experienced longer periods of isolation. | Future research should conduct purposeful sampling to include the views of both participants whose behaviour improved and did not improve following IIU referral. |
| The amount of time between IIU attendance and the interviews. | Transferability, Dependability | A considerable amount of time had passed from when attendees attended the IIU to produce the QUANT data to when the interviews were conducted. Research shows an individual's memories (Goodman & Quas, 2008), thoughts and feelings (Kuppens & Verduyn, 2017; Résibois et al., 2017) change over time, resulting in different end products from the original memory. Consequently, it is possible the trustworthiness of the interview data was affected by the time between IIU attendance and the interviews. However, it is worth noting that attendees largely expressed negative experiences and emerging research suggests recall for negative experiences is considerably more accurate than for positive ones (Bowen et al., 2018). | Future research should interview IIU attendees as close to the time they attended the IIU as possible. |

| | | | |
|--|--|--|--|
| Potential researcher bias. | Credibility, Dependability, Confirmability | <p>Researcher bias, that is reflected in their interview questions, can greatly influence CYP responses (Goodman & Quas, 2008). With the researcher having intimate experience with the investigated IIU, the potential for researcher bias to impact interviews could have been substantial. It could also be argued the researcher's interpretation of the data was potentially biased and influenced by his previous experience. However, various steps were taken to prevent this. The interviewer conducted numerous practice interviews to better maintain neutrality when interviewing; indeed, all attendees appeared comfortable in sharing their, often negative, opinions. Derived codes and themes were repeatedly checked by the researcher's peers to evaluate whether they appropriately reflected the data; where alternative codes or themes were suggested, these were incorporated into the analysis. Finally, the entire research process was explored during supervision sessions with the researcher's supervisor to limit the impact of the researcher's potential biases. It could also be argued that mapping subthemes to pre-existing theory (e.g., attunement, containment and holding) is a potential limitation: as the researcher may have been 'blinded' by confirmation bias and identified patterns supporting these concepts. However, the researcher upholds the patterns identified conveyed a clear message which related well to these theoretical concepts, which simply provided a useful nomenclature to succinctly describe these messages. Consequently, in line with RTA principles (Braun & Clarke, 2019) – that researchers recognise and embrace how their experiences influence data interpretation– the decision to openly use these terms at the point of labelling themes, rather than using some other terms and 'pretending' not to have recognised theory at play, was made. Moreover, to avoid this potential bias these themes, codes and data were also checked and validated by the researcher's peers.</p> | <p>Future research could be conducted by individuals with less potential for bias; this includes the potential bias arising from political affiliations, as strong opinions on IIUs, exclusions and behaviour exists within political parties. Where possible future research should have numerous individuals undertake the process of coding the entire data set and subsequent theme generation prior to triangulation.</p> |
| Potential limited articulation and emotional literacy of IIU attendees. | Credibility, Dependability, Confirmability | <p>Many attendees had difficulties expressing their thoughts and feelings around the IIU. It is possible attendees simply lacked the emotional literacy to accurately portray their feelings towards the IIU and this was misinterpreted as some deeper meaning. Indeed, with correlations of SEN being closely linked to exclusions and behavioural difficulties, this is highly possible (DfE, 2019b; Graham et al., 2019). However, throughout the interviews the researcher tried to prevent this possibility by responding to the needs of each attendee by simplifying, explaining, rephrasing, and scaffolding questions as needed. Moreover, many attendees appeared to have robust vocabularies and sufficient emotional literacy to express themselves and think empathically about the views of others. Consequently, the researcher maintains his belief that some other underlying barrier prevented attendees from easily discussing this topic, which he attributed to the difficult thoughts and feelings arising from the experience of IIUs.</p> | <p>Future research could use techniques to elicit attendees' views that circumvent potential language needs, such as using drawing techniques to elicit perceptions (e.g., variations of 'rich pictures' or 'the ideal self' techniques).</p> |

5.4 How do the overall findings integrate with current research and theory?

When considering the QUANT and QUAL findings together, this research indicates that IIUs have considerable potential to improve pupil behaviour. However, there are undoubtedly negative ‘side effects’ on attendees: the impact to learning and possibly the more concerning emotional toll; the latter potentially stemming from the two themes of perceptions, ‘rejection and neglect’, and ‘unfairness and injustice’. These side effects may have considerable implications, including harming attendees’ attainment and prospects, social, emotional and mental health (SEMH), and potentially even hindering behavioural improvements. This therefore raises ethical questions about whether IIU use is ethically appropriate despite this potential to improve behaviour. Indeed, with the QUAL findings indicating several perceived influences leading to this behavioural improvement, some of which themselves may be ethically questionable (e.g., exposing them to environments they are so averse to), these considerations are raised further.

Consequently, this section considers the findings in relation to previous research and theories around IIUs and wider exclusionary practices²⁷. Through these considerations, this section aims to consider both the validity of these findings, but also explore the potential implications of the side effects and the ethics of IIU use. However, as there is currently no previous data evaluating the impact of IIUs on behaviour to compare the QUANT findings to, this section explores the QUAL findings at greater length by necessity. Prior to this, it is important to consider how well the studied IIU compares to those explored in the previous

²⁷ ‘Wider exclusionary practices’ refers to the other methods of excluding pupils from schools outlined in section 1.3, and 1.4, such as PEs, FPEs, managed movers, referral to alternative provisions, referral to PRUs etc.

IIU literature. Whilst the previous literature gave limited descriptions about their studied IIUs to reliably appraise this, the following is provided to give some indication of their nature for comparison: several studies appeared to describe IIUs with more nurturing and supportive roles, ethos and practices (Brickley, 2018; Mckee, 2001; Preece & Timmins, 2004; Wakefield, 2004); others appeared to describe IIUs with more punitive and less supportive roles, ethos and practice (Barker et al., 2010; Gillies & Robinson, 2012; G. Gilmore, 2012, 2013; Stanforth & Rose, 2020; Thomson, 2020); whilst others presented findings from several IIUs but no indication of their nature (Cole et al., 2019; CSJ, 2011; Hallam & Castle, 2001; IoE & NFER, 2014; Power & Taylor, 2020; Wilkin et al., 2003).

5.4.1 QUANT Findings

5.4.1.1 Improvement in behaviour

Unfortunately, there is no quantitative data on IIU impact, and very limited on other exclusionary or behaviour management practices, to compare these findings to; this is itself concerning given the prevalence of these practices and an apparent lack of an evidence-base. Nonetheless, the apparent decrease in negative pupil behaviours following IIU referral, which endured for at least twelve weeks, is indicative that IIUs may be beneficial in overcoming the considerable behavioural difficulties in schools (Bennett, 2017; Greening, 2017; Ofsted, 2014). Moreover, it is important to recognise that IIUs do not only fulfil a role in tackling behaviour, but three other roles that were outlined to be issues for schools in Chapter One: reducing exclusions, supporting teachers with managing behaviours, and allowing a class to focus on their learning when attendees are disruptive. Consequently, IIUs have considerable potential in tackling various national issues in schools.

Considering this finding against theory yields some potential insights into the mechanism through which IIUs may change behaviour. Whilst aspects of all the theories were likely at play to some degree, the potential longer-term change evidenced by a significant decrease by the twelve-week sample point was unlikely to be achieved through behaviourist principles alone: research and theory indicating behaviourist techniques typically have temporary and contextual effects, which often revert upon alleviating sanctions or changing the context from where behaviours were learned (e.g., going from the IIU back to class or home; Cline et al., 2015; Huesmann & Podolski, 2003). Instead, more likely mechanisms that could yield this longer-term behavioural change stem from the other theories: following AT it may be that early attachment needs were being fulfilled (Bergin & Bergin, 2009); building upon Maslow's HoN perhaps attendees' more basic needs were somehow fulfilled; or based on SIP (Lemerise & Arsenio, 2000), maybe attendees changed their cognitions around their behaviour. These possibilities are considered in more detail in section 5.4.2.5 where the QUAL findings regarding attendees' perceptions of what influenced their behavioural change are considered.

5.4.1.2 Potential gender differences

The potential gender difference in IIU impact on behaviour, with males' behaviour significantly improving but females' not, is worthy of further consideration. Unfortunately, with limited research evaluating IIUs, exclusionary practices or behaviour management strategies, there is inherently limited insight into gender differences in response to these. Only one study was found indicating potential gender differences in response to a

behavioural intervention, that of the SEAL programme²⁸ (Hallam, 2009); highlighting males perceived the programme had positive impacts on them, but females did not. However, this finding was founded in pupil perceptions and not evidenced quantitatively, so the validity of the finding is questionable and support it lends to this study's finding limited. Whilst there is far too little evidence to conclude a gender difference in IJU impact exists, there are reasons this may exist. For example, there is strong evidence indicating male and female pupils display different negative behaviours, males typically showing more externalising behaviours than girls (Beaman et al., 2007; Maguire et al., 2016; Thijs et al., 2015). Therefore, if the IJU had a greater impact on externalising behaviours, a greater improvement in males may well be seen. Alternatively, with research indicating male pupils receive harsher punishments than females (Welch & Payne, 2010), it is possible male pupils' behaviour would improve more as their punishments within the IJU could be proportionately harsher. Consequently, there are mechanisms through which a gender difference in IJU impact may exist and therefore exploration of how attendee characteristics (e.g., gender) interact with IJU outcomes will be an area worthy of further research.

5.4.2 QUAL Findings

5.4.2.1 Theme one: Perceptions or fear of rejection and neglect

None of the previous IJU literature noted attendees having perceptions or fears of being rejected and/or neglected. However, this is a prevalent finding in the literature on wider exclusionary practices, with many CYP experiencing these practices reporting strong

²⁸ The Social and Emotional Aspects of Learning programme (SEAL) programme was an intervention targeted at improving children's social, emotional and behavioural skills in primary schools as part of a wider initiative launched by the Department for Education and Skills (DfES; Hallam, 2009).

feelings of rejection (Jacobsen, 2020; Jalali & Morgan, 2018; Mainwaring & Hallam, 2010; Munn et al., 2000; Munn & Lloyd, 2005; Pillay et al., 2013; Tillson & Oxley, 2020). The significance of attendees potentially feeling rejected cannot be underestimated, with perceptions of rejection reportedly resulting in intense and painful emotions, including jealousy, loneliness, shame, guilt, social anxiety, and embarrassment (Leary, 2015). Indeed, there is considerable neuroscientific evidence indicating the perception of rejection results in dorsal anterior cingulate cortex activation, a brain area activated when experiencing actual pain (H. Wang et al., 2017). Consequently, these perceptions may indeed have considerable SEMH implications for attendees, the full scope of which will be an important area for future research.

One important question in need of exploration will be what the long-term impact of these perceptions and the potential inherent emotions will be on CYP mental wellbeing and life outcomes. It is possible these SEMH implications could have enduring mental-health implications on CYP throughout the life span, such as driving low self-esteem or specific mental-health conditions such as depression; indeed, the presence of low self-esteem and specific mental-health conditions in pupils experiencing exclusion have been well documented, as highlighted in section 1.3.4 (CCfE, 2019a; Michelmore & Mesie, 2019; Pirrie et al., 2011). Conversely, it is possible these difficult and painful thoughts and emotions will only be a temporary impact on CYP, which they may well recuperate from. If so, then it could well be argued that the potentially short-term negative impact is justifiable if the use of IIUs can prevent a PE; which as discussed in section 1.2 are known to have considerable implications on CYP across many different areas, including education, employment, criminality and wellbeing. However, currently the answer to this question remains unknown

and so future follow-up studies exploring the long-term implication of these perceptions will be important.

Another important implication of these potential perceptions of rejection will be the impact they could have on the CYPs' relationships and sense of 'school belonging'; something which deeper review of the literature on wider exclusionary practice has highlighted to be a highly prevalent and important factor in preventing exclusions and something which exclusionary practices heavily impact upon (Biggart et al., 2013; Briggs, 2013; Craggs & Kelly, 2018a; Graham et al., 2019; Jalali & Morgan, 2018). School belonging is commonly defined as whether pupils feel accepted, respected, included, and supported by the school's social networks (Goodenow & Grady, 1993). Consequently, school belonging appears closely related to this theme, with rejection and neglect being almost the antithesis to belonging. However, as this research explored adolescent pupils' perceptions, a more insightful conceptualisation of school belonging is that from Craggs & Kelly's (2018b) meta-synthesis of literature regarding adolescents' beliefs on school belonging; yielding a concept that school belonging is "feeling safe to be yourself in and through relationships with others in the school setting" (Craggs & Kelly, 2018b, p. 1419), which stemmed from four key factors (see Table 20).

Table 20. The four key factors of school belonging from Craggs & Kelly (2018b).

| Key Factor | Description |
|--|--|
| School Belonging and inter-subjectivity | A factor representing the importance placed by adolescents on developing a sense of connection and relationship with others. |
| School Belonging and knowledge, understanding and acceptance of individual identity | This regards the importance of adolescents feeling they are being understood and accepted by the school community. |

| | |
|--|--|
| School Belonging and experiences of in-group membership | This reflects the strong tendency and importance for adolescents in forming in-group memberships and the sense of security these provide. |
| School Belonging and safety/security | This regards the importance of feeling safe, which was often created through the development of a 'secure base' of relationships with others and defends against the prospect of social exclusion. |

Considering this definition of school belonging, the potential impact these perceptions of rejection can have on school belonging is clear. Indeed, certain inherent subthemes within this theme can be directly related to the key factors outlined in Table 20: for example, the 'Lack of attunement' subtheme, which inherently described the attendees' feelings of not being understood by school staff, would likely have direct implications on 'School Belonging and knowledge, understanding and acceptance of individual identity'. This potential impact on school belonging will be an important area for consideration when thinking about the impact of IIUs on CYP and their use in managing behaviour, with a recent meta-analysis of 82 correlational studies on school belonging indicating there is: a small to moderate positive relationship between a sense of school belonging and social-emotional outcomes (e.g., self-concept and self-efficacy), motivation and behavioural outcomes (e.g., behavioural engagement to the lesson); a small positive correlation between sense of school belonging and academic achievement; and a small negative correlation between a sense of school belonging and absence and 'drop out' rates (Korpershoek et al., 2020); all of which could be diminished if the potential perceptions of rejection impair school belonging.

Moreover, the importance of these potential perceptions/fears of rejection and neglect impacting a sense of belonging is particularly clear when considered Maslow's HoN (Maslow, 1943), where Maslow stated individuals lacking belonging:

“Will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal. He will want to attain such a place more than anything else in the world.” (p. 381).

Consequently, this indicates how perceptions/fears of rejection and neglect could considerably influence attendees’ behaviour, as their motivation is invested towards improving their sense of belonging. Perhaps this would push attendees to improving their behaviour in an attempt to increase their standing with school staff and thereby increase their sense of belonging with the school; ultimately having a positive impact on behaviour, albeit through an ethically questionable mechanism. Indeed, some attendees’ comments suggested they improved their behaviour to better their status with staff and potentially is indicative of this:

‘cause when you improve your behaviour, you’re like changing your reputation, you go from troublemaker to like, erm, enthusiastic learner. (Brandon, 28).

Alternatively, and more problematic, would be the potential for attendees to be driven to seek a sense of belonging with those in similar situations and circumstance to themselves, i.e., the other attendees. This could potentially lead to an increase in negative behaviours as the attendees display more of the behaviours that buys membership to the ‘attendee group’ and consequently could lead to more problematic behaviours rather than reducing them. However, by far the most concerning implication of diminished belonging would be the potential for attendees to seek a sense of belonging from sources that are all too ready to predate on that need, potentially making them vulnerable to grooming from gangs or extremist groups. Indeed, the vulnerability of those without a sense of belonging to grooming has been well documented and is a particular concern during the adolescent years (Eisenman & Flavahan, 2017; O’Donnell, 2018; Pendergast et al., 2018; Sharkey et al., 2011;

Stephens et al., 2021), which is when most CYP are likely to be referred to the IJU as most are in Secondary schools (IFF Research Ltd et al., 2018).

Consequently, feelings of rejection and neglect potentially pose considerable SEMH and safeguarding concerns. As such, efforts to prevent attendees experiencing these feelings, consideration around how attendees can be supported in maintaining a sense of school belonging, and vigilance around the potential for attendees to be vulnerable to grooming will be vital. This research highlighted a series of subthemes believed to be inherent to this overall theme and appeared to drive the development of the perceptions/fears of rejection and neglect. Theoretically, purposefully counteracting these subthemes could prevent the development of these perceptions/fears. However, as with the perception/fear of rejection and neglect, it will also be important to consider the trustworthiness of these subthemes, as their potential to be targets in the prevention of these painful thoughts and feelings will be subject to their actual existence and contribution to the development of the overall theme.

With regards to the subthemes 'Not being attuned', 'Feeling uncontained', and 'A lack of holding', these concepts were noted in some of the previous IJU literature, but their actual findings were somewhat in conflict with the findings of this study. Only one study obtained similar findings to this study and noted attendees feeling unsupported, ignored and uncared for by the adults within the school system (Thomson, 2020). In contrast, much of the previous IJU literature noted improvements in attendees feeling secure, supported and developing strong relationships to IJU staff (Brickley, 2018; Gillies & Robinson, 2012; Hallam & Castle, 2001; Mckeon, 2001; Ofsted, 2003; Preece & Timmins, 2004). However, when considering the factors posited as driving these positive findings (e.g., having

understanding and empathic mentors; Gillies & Robinson, 2012; Preece & Timmins, 2004), it appears the same theoretical concepts are actually at play across the literature and yielded the obtained findings (i.e., attunement, containment and holding); indeed, Brickley (2018) and Thomson (2020) make direct links to these concepts. The difference is, whilst this and Thomson's (2020) study found these concepts lacking, the other studies found them amply provided for. As such, it appears the IIU literature has converged on emphasising the importance of these concepts. It is possible these different findings relate to the role, ethos and nature of the IIUs, with the IIU studied here and in Thompson's (2020) study appearing to be more punitive compared to those in the literature finding more positive results around these subthemes, which appeared more nurturing in nature.

Moreover, when considering these findings in relation to the wider exclusionary practice literature, the prevalence and importance of these concepts is also apparent. Ample literature emphasised the importance CYP placed on forming strong relationships with staff in literature regarding exclusions (Graham et al., 2019; Loizidou, 2009; Pomeroy, 1999; Timpson, 2019), PRUs (Graham et al., 2019; Hart, 2013; Hilton, 2006; Jalali & Morgan, 2018; Michael & Frederickson, 2013), APs (Graham et al., 2019; Hilton, 2006) and managed moves (Bagley & Hallam, 2016; Craggs & Kelly, 2018a; Messeter & Soni, 2018). Often these articles highlighted factors closely linked to attunement, containment and holding as important for developing these relationships, including feeling understood by the individuals in the school system (Craggs & Kelly, 2018a; Jalali & Morgan, 2018; Loizidou, 2009; Michael & Frederickson, 2013), and feeling supported academically and emotionally (Bagley & Hallam, 2016; Hilton, 2006; Jalali & Morgan, 2018; Jarvis, 2018).

Consequently, it appears the concepts of attunement, containment and holding are important features that have been repeatedly identified across both the IIU literature and the wider literature regarding exclusive practices. This therefore lends support to the trustworthiness of these subthemes and as such it appears likely that purposeful actions to remediate these factors would be beneficial in preventing the development of perceptions/fears of rejection and neglect. An example of a potential remediation would be for the staff in IIUs to be trained in the principles of attunement, containment and holding, and for them to be provided with ample time and space to foster these concepts with the attendees to build strong relationships.

Training IIU staff in attunement, containment and holding and providing the space for them to foster this could also help remediate another of the subthemes identified in this study: the 'Splitting of IIU staff'. In this study, this subtheme appeared to largely reflect the difficulties the attendees had with experiencing times that the IIU staff provided considerable care and nurture, with times they repeatedly appeared uncaring, distant or preoccupied; ultimately resulting in the attendees splitting the staff into times they were wholly good or wholly bad. This tendency to split the staff into times they were good and bad is highly reminiscent of Klein's (1921) binary splitting of the self and internal object²⁹: here, an individual splits objects into wholly good or bad part objects upon which they can project their, often conflictual, emotional drives (e.g., a hate and drive to destroy the bad part object, relative to a love and drive to relate to the good part object; Spillius & Hinshelwood, 2011). This subtheme may prove particularly problematic in driving the

²⁹ An 'internal object' in Kleinian thought is essentially the mental and emotional reflection of an external object, which can be a person or an inanimate object such as a toy, upon which the individual projects a part of themselves and their own instinctual drives (Spillius & Hinshelwood, 2011).

development of the painful feelings associated with the perception of rejection. Attendees who only experience a harsh and punitive staff member may find this much easier to manage, as they can split the staff member into a wholly bad entity, who is the source of all their difficulties, and must be defended against. Conversely, where attendees experience inconsistent care, marked by times of nurture and other times of preoccupation or disregard, there is potential for the attendees to continually open themselves up to developing a relationship with the IIU staff (i.e., at the times of nurture), but then have to repeatedly experience rejection (i.e., at times of preoccupation or disregard). Therefore, if this particular finding (i.e., that attendees split IIU staff) is trustworthy, it certainly lends weight to the notion that providing appropriate time and space for IIU staff to foster the development of relationships with attendees through consistent attunement, containment and holding will be important.

However, the splitting of IIU staff was not something explicitly evident in any of the IIU literature. That said, in both the IIU literature and that on the wider exclusionary practices, CYPs' perceptions of staff frequently appeared to be polarised as either highly supportive or highly punitive. For example, the PRU literature notes CYP often idealised the PRU staff as being wholly supportive and nurturing, whilst their former school staff were depicted as unkind and unsupportive (Hart, 2013; Hilton, 2006; Jalali & Morgan, 2018; Michael & Frederickson, 2013). Therefore, whilst the literature doesn't explicitly support this finding, it appears possible this tendency for the children experiencing exclusionary practices to engage in splitting is at play across the literature and will be an area worthy of further exploration.

The final subtheme inherent within this theme, and a potential target for remediation, is that of 'Feeling isolated and alone'. Whilst IIU literature did not record feelings of isolation or loneliness, this finding was prevalent in the wider literature on exclusionary practices, which frequently noted these practices contributing towards social exclusion³⁰, feelings of isolation and loneliness, and diminished school belonging (Biggart et al., 2013; Briggs, 2013; Craggs & Kelly, 2018a; Graham et al., 2019; Jalali & Morgan, 2018). Indeed, it is logical that CYP who are objectively isolated (i.e., physically isolated in number of social contacts relative to norms), will experience some subjective isolation (i.e., feeling isolated and lonely; J. Wang et al., 2017). Moreover, the potential implications of subjective isolation on behaviour are considerable and, as already outlined earlier in this section, could leave attendees conducting more challenging behaviours to buy group membership to the 'attendee group' in an endeavour to seek belonging or more worryingly leave them susceptible to grooming. However, there are additional reasons this finding will require important consideration and actions should be taken to avoid them: social exclusion, subjective isolation and loneliness are known risk factors for countless physical and mental health conditions throughout the lifespan (Allen et al., 2020; Courtin & Knapp, 2017; Holt-Lunstad et al., 2015); indeed, as highlighted in section 1.2.2, the Mental Health Act 1983: Code of Practice (2015) itself highlights the significant ramifications seclusion has on CYP.

Moreover, compared to other exclusionary practices IIUs could result in greater subjective isolation due to their 'boring' nature: research evidencing increased default mode

³⁰ The process through which a group of individuals are excluded from the mainstream population or relationships with them, which arises when they are prevented from accessing key activities or benefits that take place within the community (Razer et al., 2013).

network (DMN)³¹ activation when bored (Danckert & Merrifield, 2018; Raffaelli et al., 2018), which in turn is indicated to exacerbate the experience of social exclusion (Mwilambwe-Tshilobo & Spreng, 2021; Spreng et al., 2020). Therefore, it will be important to consider how these negative impacts can be limited and/or remediated, whilst maintaining IIU's impact on behaviour, which ultimately will require further research. However, an obvious example of how this can be immediately achieved would be avoiding IBs, which were not utilised within the studied IIU and appeared to improve behaviour regardless; indicating IBs may well be an unnecessary layer of isolation currently utilised in many IIUs (Lightfoot, 2020). Alternatively, it may prove beneficial to encourage attendees to attend afterschool clubs and allow them to access these, which will provide opportunities for them to rekindle their relationships with their peers and potentially avoid the feelings of isolation.

In summary, it will be important that IIUs actively prevent the development of perceptions/fears of rejection and neglect and there are potentially many ways schools can achieve this and maintain a sense of school belonging. However, it is important to recognise that the findings also indicate this perception/fear of rejection may be a factor underlying the attendees' behavioural improvement (discussed further in section 5.4.2.5). As such, preventing these perceptions in a way that does not hinder IIU impact will be important. Ultimately, this will require further research to fully understand these perceptions, their impact and how they can be prevented whilst maintaining IIUs' impact on behaviour.

³¹ A poorly understood network of brain regions paradoxically activated when attentional focus is diverted from the sensory environment (e.g., during 'mind wandering' or boredom) but also at times when attention is highly focused on task performance (Raichle, 2015).

5.4.2.2 Theme two: Perceptions that it's unfair and unjust

Attendees perceiving IIUs and their treatment within the system to be unfair and unjust was evident in some IIU literature (Barker et al., 2010; Gillies & Robinson, 2012; G. Gilmore, 2013; Thomson, 2020) and highly prevalent in the literature on wider exclusionary practices (Graham et al., 2019; Hart, 2013; Jalali & Morgan, 2018; Loizidou, 2009; Michael & Frederickson, 2013). Fitting with the proposition that perceptions of unfairness and injustice have a bidirectional antagonistic effect on perceptions/fears of rejection and neglect, three studies highlighted this effect and noted how perceptions of unfairness and injustice broke down CYPs' relationships within the school (Hart, 2013; Loizidou, 2009; Michael & Frederickson, 2013). Consequently, it appears likely these experiences would exacerbate the SEMH and behavioural implications outlined in section 5.4.2.1 and may even add to the potential vulnerabilities to grooming: Van den Bos (2020) highlighting how the perception of unfairness can drive radicalisation to extremist ideologies. As such, it will be important that thought is given to how the development of perceptions of unfairness and injustice can be prevented. As with the previous theme, these perceptions could be prevented through the remediation of the inherent subthemes identified in this study. However, it will once again be important to consider the trustworthiness of these subthemes.

Regarding the 'Perceptions of power and authority' subtheme, the previous IIU literature repeatedly noted these perceptions and their implications (Barker et al., 2010; Gillies & Robinson, 2012; G. Gilmore, 2012, 2013). Like this research, some IIU literature noted how factors including role, ethos, rules and the IIU environment (e.g., seating arrangements etc.) created and maintained perceptions of power and authority (Barker et al., 2010; Gillies & Robinson, 2012; G. Gilmore, 2012, 2013); this research and these studies appearing to have investigated IIUs with more punitive roles and ethea, potentially

indicating this to be a key contributory factor to these perceptions. However, only one study indicated that attendees viewed these perceptions of power and authority as unfair or unjust (G. Gilmore, 2013). That said, the prevalence of perceptions of power and authority and their potential to raise upsetting thoughts and feelings are well documented in the literature on wider exclusionary practices (Graham et al., 2019). Consequently, it seems likely that these perceptions will exacerbate the SEMH implications of IJU use.

Reflecting on SIP theory, the potential for IJU environments (i.e., role, ethos, rules, facilities such as IBs etc.) to result in these perceptions is also likely to have considerable behavioural ramifications. Following the theory, these perceptions are potentially arising from encoding and interpreting these environmental cues. However, the theory would suggest that CYP then go on to determine a 'goal' to respond to these environmental demands before engaging in behaviours to fulfil this goal; raising the question, what goals would attendees hope to achieve? The goal may simply be to conform to the demands of the power and authority to avoid further punishment, resulting in an improvement in behaviour and potentially contributing to the behavioural change evidenced in the QUANT phase. However, the goal could be to challenge the power and authority they have perceived and result in more problematic behaviours, which was indeed a finding of the QUAL phase and explored in section 5.4.2.3.

Consequently, it appears likely that the perceptions of power and authority may drive considerable implications on both SEMH and behaviour. Whilst the full implications are unknown and will be a key area of future research, it will be important that efforts are put in place to limit the impact of these perceptions. Whilst there are many ways to do this, the findings of this study have highlighted two potential methods of achieving this. Firstly,

adults should be cautious about acting in a way that could delegitimise their authority, such as through espousing a rule and then not following this themselves (e.g., telling pupils to apologise for their mistakes but then not offering an apology when they themselves make a mistake) or through enforcing rules that are not actually outlined in the school's behaviour policy/code of conduct. Instead, adults should ensure they model the rules they espouse and only enforce the rules that have been clearly outlined in their behaviour policy/code of conduct.

Secondly, within the IIU specifically, it will be important that the staff running the room have a role that has appropriate authority associated with that role. Many IIUs are run by individuals with a role (e.g., 'Learning Support Assistant') that does not have the level of authority inherent to the role such that the attendees will automatically follow their instructions (e.g., they may be more likely to follow instructions from a 'Deputy Headteacher' relative to a 'Learning Support Assistant'). This will be problematic, as without this inherent authority, the staff running the IIU will be forced to enforce their instructions through the inherent power imbalances between themselves and the child, which would drive these perceptions. As such, developing the IIU managers role so that it has inherent authority will be beneficial in remediating these challenges, which will require the individual to have certain powers that can evidence their authority (e.g., deciding the duration of an attendee's referral).

The next subtheme inherent within this theme, and a potential target for remediation, is that of 'Draconian.' Experiences of the systems being overly strict and uncompromising was evident in both the IIU literature (Barker et al., 2010; G. Gilmore, 2012; Thomson, 2020) and the literature on wider exclusionary practices (Brown, 2007;

CCfE, 2017; Graham et al., 2019). With these perceptions also arising from environmental cues, they would likely result in the same processing based on SIP theory that was outlined in the previous section, and hence will likely have similar behavioural and SEMH implications. Moreover, these perceptions would likely have considerable impact on relationships and school belonging, as staff perceived as draconian are unlikely to achieve attunement, containment or holding. Consequently, it seems likely these perceptions would antagonise perceptions/fears of being rejected and neglected and potentially exacerbate the SEMH and behavioural implication outlined in section 5.4.2.1. As such, they will be an important target for remediation. From the findings of this research, one important way to prevent this is to simply be conscious of the severity of the punishment relative to the severity of the attendee's behaviour that resulted in the punishment. The consequence should always be proportional to the behaviour and justifiable. In addition to this, when an attendee has failed to meet expectations, schools should explain why they must now receive a consequence and why the rule exists. If adults find the school rule or consequence hard to justify it will likely lead to these perceptions of the system being draconian and it will be beneficial to reconsider them.

Another subtheme inherent within the overall theme of perceptions of unfairness and injustice that could prove to be a promising target in remediating the impact of these perceptions is that of 'The usual suspects.' Attendees perceiving they were branded as 'troublemakers', subjected to substantial stigmatisation, held to higher scrutiny and discriminated against by staff was a finding that was also prevalent in both IJU literature (Barker et al., 2010; Brickley, 2018; G. Gilmore, 2013; Preece & Timmins, 2004; Stanforth & Rose, 2020) and the literature around wider exclusionary practices (Bagley & Hallam, 2016; CCfE, 2017; Hilton, 2006; Levinson & Thompson, 2016; Loizidou, 2009). The potential

behavioural implications of these perceptions are considerable. Based on AT, it is unlikely attendees could form strong relationships to seemingly discriminatory staff who fail to understand attendees so much that they are wholly seen as troublemakers. Indeed, the implications to school belonging are clear, with these perceptions likely to have considerable impact on the key aspects outlined in [Table 20](#). Moreover, it seems unlikely attendees would fulfil Maslow's (1943) basic need of 'safety' in environments they feel stigmatised and discriminated in, which is also a key factor outlined as important for school belonging (Craggs & Kelly, 2018b). Consequently, it appears the trustworthiness of this finding is considerable and likely that these perceptions would also exacerbate the SEMH and behavioural difficulties outlined in section [5.4.2.1](#), as well as pose their own implications. As such, this is a strong target for potential remediation.

One recommendation arising from the findings of this study would be for school staff to ensure that the attendees and their peers are treated equally and fairly. School staff should be conscious of and proactively avoid: the tendency to automatically blame attendees for behavioural incidents; to hold attendees under greater surveillance than their peers; and to give them a greater level of sanctioning than their peers for the same misdemeanours. In addition to this, after attendees have been referred to the IIU and are due to reintegrate back into their mainstream lessons, the class teachers should avoid the tendencies to re-outline the expectations of the class or refer to their previous misdemeanour (e.g., stating "I don't want to see a repeat of the last lesson"). These actions are only likely to increase the attendee's belief that they are being stigmatised and/or discriminated against. Instead, staff should proactively ensure the attendees are made to feel welcome upon their return to the mainstream classroom, that their previous behaviour is now in the past and they are now starting again with a 'fresh slate.'

A final potential target for remediating the impact of perceptions of unfairness and injustice is the final subtheme inherent within this theme: 'Trapped.' Feelings of being trapped, and accompanying powerful feelings of anguish, despair and outrage, was another consistent theme in the IIU literature, with IIUs frequently paralleled to prisons by attendees (Barker et al., 2010; G. Gilmore, 2013; Thomson, 2020). Interestingly, all the investigated IIUs resulting in these perceptions appeared to have more punitive roles and ethea, and whilst the IIU investigated in this study did not use IBs, the other three did; potentially indicating the factors driving these perceptions in certain IIUs and an area worthy of further exploration. In line with the theories on behaviour, these perceptions and the powerful resulting emotions are likely to have both behavioural and SEMH implications. Moreover, it seems likely that feeling trapped will antagonise the feelings of being isolated and alone noted in section 5.4.2.1, and consequently may well exacerbate the implications arising from perceptions of rejection and neglect. Therefore, this finding also appears to be a trustworthy finding and the potential implications arising from this subtheme is clear. As such, action should be taken to limit attendees feeling 'trapped.'

The findings of this study have highlighted various ways in which these can be prevented. Firstly, school staff should be conscious about the duration attendees spend in IIUs. Prolonged durations of IIU attendance are likely to result in them feeling 'trapped' within the system, and as shall be discussed later, are unlikely to result in behavioural modification unless the attendees are engaged in a high level of therapeutic intervention during this time. Secondly, as the feelings of being 'trapped' were also driven by the attendees feeling stuck in an inflexible system, it will be beneficial for IIUs to be more flexible and accommodate the attendees needs. Where possible, the IIU staff should be more accommodating to minor infringements of the rules and actively show the attendees

that they are trying to accommodate them, rather than adhering to a more stringent 'zero tolerance' approach.

In summary, the 'Perceptions that it's unfair and unjust' can have a series of negative SEMH and behavioural implications, as well as antagonise the effects arising from the 'Perceptions or fear of rejection and neglect' due to a bidirectional antagonistic relationship between these two bodies of perceptions. As such, it will be important that action is taken to remediate the impact of these. This study highlighted a series of subthemes within this theme that appeared to drive the development of these overall bodies of perceptions and could be useful targets for preventing their development.

5.4.2.3 Theme three: The ways they cope

The presence of attendees enlisting coping strategies in IJU literature was sparse, with only two references highlighting behaviours potentially aimed at rebalancing power. One study noted attendees engaging in 'acts of resistance' (e.g., making loud tapping noises) in resistance to the school's power and authority (Barker et al., 2010); indeed, this closely resembles the 'little acts of rebellion' noted in this study (see section 5.4.2.3). The other study noted attendees frequently utilising anger to increase their power in school (Gillies & Robinson, 2012), which also fits the findings outlined here: anger being a key mechanism noted (see section 5.4.2.3). Research highlighting coping mechanisms in the literature on wider exclusionary practices was equally limited, suggesting this finding may be somewhat unique to this study.

However, interestingly there is considerable research into coping strategies utilised by CYP experiencing loneliness (Margalit, 2010), which, as section 5.4.2.1 notes, was a feeling experienced by attendees. Consequently, attendees potentially enlisted these coping strategies to manage feelings of loneliness, rather than the distress from threat of exclusion or subjugation under unbalanced power dynamics, as initially hypothesised in the results (see section 4.3.2.3). An in-depth review and comparison of coping mechanisms identified in loneliness research with those identified here is beyond the scope of this discussion. However, it is worth noting that three of the mechanisms identified, 'Normalising the situation', 'Rebalancing power and authority', and 'Getting angry', resonated with the evidenced coping strategies adolescents display for managing loneliness (Margalit, 2010). Therefore, it appears possible these mechanisms were employed to manage loneliness and further highlights the potential of the SEMH and behavioural implications outlined previously. However, with coping strategies often being maladaptive, allowing individuals to temporarily manage difficulties at the expense of long-term consequences (Westbrook et al., 2011), they themselves may have considerable behavioural implications; therefore, these may need addressing for IUs to be optimal. As such, the potential implications arising from the coping mechanisms identified in this study (i.e., the subthemes within this theme) are now discussed through considering them against behavioural theories and their potential effects.

The first coping mechanism noted in this study was that of 'Normalising the situation.' Normalising encompassed several techniques, including denial of their situation's severity or their concern about this, self-assurance that many individuals faced similar positions, and othering staff to position themselves as part of a large oppositional student body. Reflecting on SIP theory, this strategy likely has considerable behavioural implications.

These coping strategies appear to be cognitive rather than behavioural (Moos, 2002), meaning they predominantly altered thinking to avoid distressing appraisals of their situation (Lazarus, 1991; Lazarus & Folkman, 1984). Consequently, whilst protecting attendees from distress, these coping mechanisms may prevent thoughtful and honest reflections upon their behaviour. Given that reflections and cognitive change was espoused to be influential in promoting behavioural improvements (see section 4.3.3.2.1), this could result in enabling negative behaviours; meaning it may be important for IUs to identify where attendees employ these coping mechanism and support them in overcoming their root cause to achieve optimal behavioural improvement. As these coping strategies are essentially employed to manage the difficult thoughts and feelings arising from the attendees' experiences of the IU, one approach to countering them would be to provide therapeutic support to either negate the emotional toll of IUs or provide the attendees with alternative and less maladaptive coping strategies. In addition to this, it may be advantageous for schools to reflect with the attendees about the impact their behaviour is having on their education and the seriousness of their situation to support them in having a more realistic view of their circumstances. However, it will be important that this is conducted in a supportive way to prevent distressing the attendees. Ultimately, it will be beneficial for further research to explore this coping strategy in more detail and identify how this can be appropriately supported.

The next coping strategy identified in this research was the 'Rebalancing power and authority'. This coping strategy encompassed attendees' actions aimed at rebalancing power and authority, including directly challenging staff's power and authority through verbal challenge or defiant behaviours, or most commonly through 'little acts of rebellion' that staff struggled to manage (e.g., making silly noises). Reflecting on SIP theory, the

potential behavioural ramifications of this strategy are considerable. Firstly, with this mechanism being overtly behavioural rather than cognitive (Moos, 2002), there are obvious problematic behaviours likely to arise (e.g., defiance). However, the less overt but potentially greater impact stems from the potential cognitive aspects of this coping strategy, which serve to delegitimize staff's authority as a way of quelling the distress of being sanctioned: as consequences carry less weight if awarded by illegitimate authorities (Lazarus & Folkman, 1984). However, with staff becoming increasingly illegitimate authorities, attendees may become increasingly resistant to following their rules. Therefore, this is another coping mechanism worthy of future research and may require addressing for IIUs to have optimal impact on behaviour.

'Playing the game' was the next coping strategy to be identified in this research and potentially poses a unique set of implications. This coping strategy involved superficially engaging with IIU systems (e.g., reflections) to shorten referral durations and using systems to their advantage (e.g., misbehaving to avoid lessons). Like the previous coping strategy, there are overt behavioural implications to this but potentially less overt and more problematic cognitive implications too. Reflecting on SIP theory, a key implication here would be that superficially engaging in reflections would likely diminish the likelihood of long-lasting cognitive change. Consequently, playing the game may render the IIU impact to little more than temporary inhibition of negative behaviours. Therefore, this is another coping strategy which will likely need addressing for IIUs to achieve optimal behavioural impact. One possible method to circumvent this would be to simply engage the attendees in reflective conversations when they are suspected of superficially engaging in reflections, as opposed to just asking them to complete a reflective worksheet. During these conversations, the attendees should be given the option to express whether they truly feel

they have conducted an inappropriate behaviour or have done something wrong, which may give insight into whether they are being genuine in their reflections or simply answering in a way that they believe they should be. Where the attendees note that they do not actually feel they have done anything wrong, reflective work to help them understand where their conduct was problematic in a non-judgemental manner would likely be helpful (e.g., through asking them to think about how the individual affected by their behaviour might have felt and thought).

The final coping strategy identified in this study was 'Getting angry.' Whilst neither the IIU or wider exclusionary practices literature posited anger to be a coping mechanism, the prevalence of the emotion in findings is considerable (Farouk, 2017; Gillies & Robinson, 2012; Michael & Frederickson, 2013; Munn & Lloyd, 2005; Thomson, 2020). Anger can often be considered to be a 'secondary' emotion: arising from and defending against more painful underlying 'primary' emotions (e.g., fear, anxiety, grief etc.; Pascual-Leone et al., 2013). In this study, anger was a frequently employed coping strategy; often fuelled by attendees continually blaming others for their difficulties, which is upheld as a key appraisal mechanism resulting in anger (Lazarus, 1991; Lazarus & Folkman, 1984). This potentially allowed attendees to externalise the blame and harsh emotions arising from this blame, which they had held towards themselves, onto the staff and thereby externalise it from them.

Reflecting on SIP theory, with this defence essentially arising through cognitive processing, attendees shifting appraisals and the locus of control beyond themselves, it would likely hinder positive behavioural change. That said, research indicates anger is also a common response to the appraisal of unfairness (Kuppens et al., 2007; Thiel et al., 2011).

Therefore, this anger may not be a coping mechanism but a common response to attendees' perceptions of unfairness and injustice; as highlighted in section 5.4.2.2. Similarly, it is possible attendees simply lacked the emotional literacy to label their actual emotions and consequently labelled every feeling as anger. However, throughout the interviews most attendees displayed considerable verbal abilities, capacity to think from other peoples' perspectives (e.g., thinking about what staff may be thinking) and could discuss a range of feelings other than anger. Either way, this expression of anger is likely to not only have considerable behavioural implications, but also SEMH implications arising from the primary emotions underlying it. Consequently, it will be an important area of future research and something IUs should address. However, it appears likely that an appropriate method to tackle this coping mechanism that can be recommended now will once again be to train the attendees in alternative and more appropriate emotional regulation techniques, such as somatic quieting techniques or mindfulness.

5.4.2.4 Theme four: The many impacts of the IU

As outlined in section 2.5, numerous outcomes have been attributed to IUs in the previous literature, including reductions to exclusion rates/numbers and improvements in attendees' behaviour, work output, teacher-pupil relationships, and feelings of being supported in both staff and pupils (Barker et al., 2010; Brickley, 2018; Gillies & Robinson, 2012; G. Gilmore, 2012, 2013; Hallam & Castle, 2001; IoE & NFER, 2014; Mckee, 2001; Ofsted, 2006; Preece & Timmins, 2004; Wakefield, 2004; Wilkin et al., 2003). Conversely, in this study the key impacts noted related to learning, emotional and behavioural outcomes, which is likely to be largely due to this study only eliciting perceived impact from attendees

and not staff. These findings will now be considered in turn to consider their trustworthiness and the potential ethical implications they raise around IIU use.

One finding that was fitting with the previous literature was that attendees gained an appreciation of, and dedication towards, their learning and futures (Brickley, 2018; Preece & Timmins, 2004; Thomson, 2020; Wilkin et al., 2003); attendees upholding this supported them in improving their behaviour. However, this study predominantly noted attendees felt the IIU considerably hindered their learning, stating they felt the IIU lacked learning resources, that they lacked motivation to learn when in the IIU, missed out on many learning opportunities and lessons, and struggled to reintegrate with classes as they had missed previous teaching. This is in stark contrast to the previous IIU literature which noted considerable academic improvements (Barker et al., 2010; G. Gilmore, 2012, 2013; IoE & NFER, 2014; Mckee, 2001; Ofsted, 2006; Preece & Timmins, 2004; Wakefield, 2004; Wilkin et al., 2003).

The discrepancy between the findings around the impact on attendees' learning may be due to the different resources available in IIUs to support learning. Indeed, it is clear those IIUs reporting academic improvements were staffed by individuals with higher levels of teaching experience (Barker et al., 2010; Brickley, 2018; G. Gilmore, 2012, 2013; Mckee, 2001; Preece & Timmins, 2004; Wilkin et al., 2003) than the IIU investigated here; some IIUs being supported by whole teams (Brickley, 2018; Mckee, 2001) or teachers in their free periods (Barker et al., 2010). Consequently, it is possible this finding largely stemmed from the limited academic support that could be provided by the IIU staff, as noted by numerous attendees. Nonetheless, with education being a basic right for all children (UNICEF, 1989), this finding raises substantial ethical questions about IIU use and will be an important area

for improvement in IIUs found to be hindering attendees' learning. That said, attendees were likely to be disengaged from their learning prior to IIU referral, which likely contributed to their referral to the IIU in the first place. Consequently, with the behavioural improvement and renewed dedication towards their learning following IIU referral, the short-term losses to learning may be outweighed by the long-term gains. Therefore, it will be important for future research to evaluate the short- and long-term impact on attendees' attainment, what factors influence this and how this can be managed. However, in the meantime it will be important that IIUs have clear procedures and plans for supporting attendees in their studies, including appropriate methods of maintaining their learning whilst they are within the IIU, methods for identifying and catching up with any work they have missed, and plans for how they can reintegrate back into the mainstream classroom.

Another perceived impact of the IIU on attendees identified in this study was that of the emotional toll the attendees felt. There was very limited discussion about the emotional impact of IIUs in the previous literature, with only one study noting attendees expressing an emotional toll (Thomson, 2020). Instead, some studies found the very opposite, with IIUs appearing to improve their affective state and emotional wellbeing (Brickley, 2018; Preece & Timmins, 2004; Wilkin et al., 2003). The factors contributing to these affective states were not evaluated in any study. However, compared to the IIUs in this and Thomson's (2020) study, the IIUs in the studies with more positive findings appeared to have more nurturing roles and ethea, and reported stronger relationships being built between attendees and staff; potentially indicating these to be key factors influencing the IIUs' emotional impact. Indeed, this would fit with the notion that these difficult emotions arise from perceptions of rejection and neglect, and/or unfairness and injustice. It could be argued that because attendees didn't explicitly state the different emotions they appeared to be experiencing,

that this finding lacks trustworthiness. However, this finding emerged from triangulation and verification of codes from both the researcher's and his peers' analysis of the data. Moreover, as noted in section 5.4.2.3, it is highly possible these emotions were not explicitly discussed as they were simply too raw and painful; potentially to even be brought into consciousness (Pascual-Leone et al., 2013). Clearly this emotional impact of IIU use will have considerable SEMH and behavioural implications for attendees. Consequently, it will be an important limitation that needs addressing for IIUs to be used ethically and highlights an area important for further research. That said, it would appear likely that an appropriate method for counteracting this emotional impact would be to prevent the development of the perceptions of rejection and neglect, and/or unfairness and injustice, as well as to provide therapeutic support to attendees (e.g., techniques founded in cognitive behavioural approaches) or to train the attendees in emotional regulation strategies to help overcome this emotional toll.

A final perceived impact arising from the use of the IIU was that on the attendees' behaviour. Fitting with this study's findings, several articles reported attendees believing the IIU improved their behaviour (Brickley, 2018; G. Gilmore, 2013; Preece & Timmins, 2004; Wilkin et al., 2003), whilst one reported this second-hand through a staff interview (Barker et al., 2010). However, this study queried the longevity of behavioural change, with some attendees' comments suggesting they purposefully changed their behaviour temporarily (see section 4.3.3.1.3). Similar findings were noted in Barker et al's., (2010) study where staff upheld that change was only temporary. Indeed, if IIUs work via behaviourist principles then temporary contextual suppression could be expected, rather than long lasting behavioural change (Cline et al., 2015). However, the QUANT findings did indicate behavioural improvement for at least a 12-week period, indicating the behavioural change

was more enduring than would be expected from simple contextual suppression. Moreover, even a 12-week improvement in pupil behaviour is likely to be beneficial to any school struggling to manage behaviour and prevent exclusions, regardless of whether the behaviour endures longer than this or requires re-referral to the IIU.

An interesting finding in this and two other studies (Barker et al., 2010; G. Gilmore, 2013) is that attendees, whilst finding the IIU a difficult experience and expressing grievances about it, believed it to be an important and necessary facility. Reflecting on SIP theory, this potentially indicates a change in cognitions and appraisals, with attendees taking responsibility for their behaviour and hence having greater capacity to view the IIU as legitimate and useful. However, Barker et al., (2010) highlighted how views that an IIU is legitimate and necessary can simply arise when systems are powerful enough to imprint itself as unquestionably legitimate. As such, it will be beneficial for further research to explore this finding further and identify the actual drives underlying these beliefs. Nonetheless, the finding that the attendees perceived the IIU to be beneficial in improving their behaviour is significant and further supports the notion that these facilities may be useful in supporting schools with pupil behaviour. However, it will be important to think about what factors around the IIU supported this behavioural change so that schools can be guided in making these facilities as beneficial as possible; this is discussed in the following section.

5.4.2.5 Theme five: Influences on behaviour change

Factors stated as influencing behavioural change were widely noted in the IIU literature (Barker et al., 2010; Brickley, 2018; G. Gilmore, 2012, 2013; Hallam & Castle, 2001;

Mckeon, 2001; Ofsted, 2006; Preece & Timmins, 2004; Thomson, 2020; Wilkin et al., 2003) and included those identified in this study, apart from the 'fear of missing out'. However, it is important to note how contextually specific these findings are likely to be, with many pertaining to the IIU environment. Moreover, it is important to recognise these influences are simple perceived influences and may not have actually affected behaviour.

Consequently, it will be important for future research to empirically explore the IIU factors that truly promote positive behaviour change. However, as previously noted, whilst this study indicates that IIUs may promote behavioural improvement, the mechanisms through which this change is achieved may be ethically questionable. Therefore, this section will now consider these influences against the behavioural theories to provide insight into these potential mechanisms, the potential ethical implications of these mechanisms, and hence which of these mechanisms should be promoted over the others and which should be diminished.

The first influence perceived to promote behavioural change was the time the attendees spent reflecting on their behaviour. This finding, that many attendees found these reflective practices helpful and believed these supported a change to their thinking, fits well with SIP theory. It appears the reflective processes supported attendees in changing their locus of control: shifting their thinking from automatically blaming teachers for their shortcomings and behaviour, and consequently believing this is beyond their control, to them believing they are responsible for their behaviour and have the capacity to change this. It seems likely this cognitive change would yield the longer lasting behavioural change noted in this study, compared to influences which only reduce behaviours through contextual suppression. Attendees did believe this reflective process could be enhanced through more reflective discussions rather than worksheet-based reflections alone;

highlighting a potential area for future research: what reflective practices are effective at changing cognitions and improving behaviour within IIUs? Moreover, it should be recognised that the potential perceptions around rejection and neglect, and unfairness and injustice, will likely hinder attendees' capacity to openly and honestly reflect on their behaviour, as they appear to activate coping mechanisms that would prevent authentic reflection on their behaviour (e.g., 'normalising' their circumstances; see section 4.3.2.3). Consequently, reducing these perceptions will be likely to support reflective processes. Regarding the ethical implications of this influence, this would appear to be a highly justifiable and appropriate mechanism of change which should be fostered and enhanced in IIUs.

The next factor attendees perceived to be influential in promoting behavioural change was the IIU environment. Attendees' aversion towards the IIU was, in their opinion, a very strong influence on behavioural change. Attendees predominantly attributed this aversion to the sheer boredom whilst in the facility. Boredom has repeatedly been shown to result in negative affect (Raffaelli et al., 2018) and consequently through behaviourist principles IIU referral would likely act as a negative reinforcer and decrease negative behaviours. However, as this behavioural change relies upon the continued threat and maintenance of the IIU being used as a punishment (Cline et al., 2015), it appears likely this will only yield a temporary and contextual suppression of behaviour. Moreover, there are additional limitations with this influence on behaviour arising from the negative effects of boredom. Firstly, boredom is linked to increased impulsivity (Moynihan et al., 2017) and therefore fostering boredom may inadvertently increase impulsive behaviours within the IIU, rather than decrease them. Secondly, as highlighted in section 5.4.2.1, boredom can increase feelings of loneliness (Raffaelli et al., 2018), and therefore may have considerable

SEMH and behavioural implications: aggressive and externalising behaviours being common coping mechanism in adolescent loneliness (Margalit, 2010). Consequently, this influence cannot easily be justified from an ethical perspective. Undoubtedly, using IIUs to break behaviour through sheer boredom is ethically questionable in modern society. However, attendees themselves highlighted the facilities should not be fun or enjoyable. Indeed, if IIUs are more enjoyable than lessons this would have considerable negative implications and may result in more attendees 'playing the game' (see section 5.4.2.3). Therefore, striking a medium between IIUs being undesirable but not so unstimulating attendees are pushed into despair will be crucial. Ultimately, considerable research will be required to identify how to strike this balance well.

Another factor perceived to be influential in promoting their behavioural change was the increasing concern they had about their futures. How this concern for their future influenced behaviour is not easily explained with the presented theories, however there are several potential mechanisms. Firstly, based on behaviourism, it is possible this concern simply increased attendees' negative affective state, thereby amplifying the impact of the IIU being a negative reinforcer on behaviour. Alternatively, reflecting on SIP theory, attendees may have altered their cognitions around the goals for their behaviour, moving from goals promoting negative behaviours (e.g., to challenge power and authority) towards goals protecting their learning and future. Various mechanism could yield this cognitive change. One likely candidate was the attendees' reflections which, as previously discussed, potentially reduced attendees' tendencies to blame staff for their behaviour and in turn meant they no longer needed goals aimed towards challenging staff's power and could instead focus on these future oriented goals. Reflecting instead on Maslow's HoN, potentially some basic needs may have somehow been met (e.g., a reduction in blaming

staff could allow attendees to feel more secure, thereby meeting basic security needs), allowing attendees to focus on self-actualisation and motivating them to improve behaviour and focus on their learning. The ethical implications of this influence would depend upon the underlying mechanism through which it works: behaviourist principles being ethically dubious as it requires jeopardising learning to improve behaviour, whilst the other mechanisms appear more appropriate. Indeed, if this influence operates through the latter mechanisms, it may even indicate useful prompts to support attendees in their reflections (e.g., prompts to think about the impact they are having on their education/future).

The next factor perceived to be influential in promoting behavioural change was receiving feedback and noting evidence that they were making progress. There are also several potential ways that feedback and evidence of progress could influence behaviour. Reflecting on SIP theory, the evidence of progress may have highlighted to attendees that change is possible and shifted their locus of control, allowing them to improve their behaviour further. Alternatively, reflecting upon AT, it is possible the adults giving feedback indicated to attendees that staff were attempting to attune to and hold them; thereby strengthening the attendee-staff relationship and improving behaviour by slowly providing a secure base. Ethically, this is a simple and highly appropriate mechanism to foster behavioural change and as such is one that should be promoted in all IUs. One simple recommendation to achieve this would be to maintain and frequently review records of the attendees' behaviour and have frequent reviews with the attendees using a solution-focused approach to highlight areas of strength and progress.

The final two factors perceived to be influential in promoting behavioural change was the fear of missing out on social opportunities and the attendees' thoughts about their

parents. These two behavioural influences have been grouped together as the potentially mechanism underlying them appear similar. Like the 'concern for their future' influence, these two influences may also lead to such negative affective states they amplify the power of the IJU as a negative reinforcer and thereby reduce behaviours. However, attendees' descriptions of this influence appeared to indicate deeper drives underpinned this influence, potentially stemming from perceptions/fears of rejection and neglect. For example, regarding the 'fear of missing out', isolation in the IJU and missing out on social opportunities potentially raised fears of eventually being rejected or forgotten by their peers. In turn this potentially threatened their sense of belonging, which Maslow's HoN indicates would strongly motivate them to protecting this sense of belonging; potentially through improving their behaviour to avoiding further IJU referrals and loss of social opportunities. The 'feelings and thoughts about parents' influence potentially operated through a similar mechanism of fearing rejection by their parents and hence being motivated to improve behaviour and prevent this.

Ethically, these influences are much harder to justify than some of the other influences perceived to influence behavioural change, such as through reflective practices. The ethical concern around these potential influence on behaviour is that fostering behaviour change through potentially raising fear of being rejected by peers and/or parents if they do not improve may have considerable implications on CYP's mental wellbeing. However, it is important to acknowledge that if these mechanisms do result in behavioural change and prevent a permanent exclusion, which is likely to be considerably more detrimental to the CYP in the long-term, then they cannot be so easily dismissed as wholly inappropriate. Consequently, it will be important that future research explores the potential influences on behaviour further and gathers greater insights into the actual implications of

these compared to the hazards of a permanent exclusion. Moreover, irrespective of the appropriateness of the mechanisms, it is also important to note that parents should be kept informed about their child's progress and times they are isolated, meaning another tricky balance will need to be achieved. Consequently, further research to indicate how parents are best kept informed in a positive and beneficial way will also be important.

5.4.3 Summary of reflections upon the findings and surrounding literature and theory

This section aimed to explore the findings of this research against the surrounding literature and theories to not only consider the validity and trustworthiness of findings but explore the potential ethical implications of them and what this means for IIU use. The section initially considered the QUANT findings, where the potential for IIUs to improve pupil behaviour was once again noted. The QUAL findings were then explored, initially considering the two groups of perceptions identified in this study: those of rejection and neglect, and unfairness and injustice. The considerable potential for SEMH and behavioural implications to arise from attendees having these perceptions was highlighted, as well as the potential for a bidirectional antagonistic relationship to exist between these two groups of perceptions. Consequently, the need to limit these perceptions whilst maintaining the IIUs impact on behaviour was discussed. The section then considered the different coping mechanisms identified in this study, their implications and what significance this holds for practice. Following this, the different impacts of the IIU on attendees were then explored, noting how efforts should be made to limit the impact of the IIU on attendees' learning and emotional wellbeing. Finally, the different influences on behaviour and the ethical implications of these were considered to reflect upon which should be fostered and which

should be avoided. Throughout these sections, areas for future research were noted and discussed. The next section considers the implications of this research's findings and this discussion, and what recommendations can be made based on these, before outlining the potential areas for future research.

5.5 Implications and resulting recommendations

Based on the findings of this research and the considerations of these against the surrounding literature and theory, various recommendations can be made regarding IIU use. These are outlined in [Table 21](#) and [Table 22](#) and categorised into recommendations for schools and IIUs (i.e., the school staff in charge of managing them), for the local and national context, and for EPs. In the following section, the potential areas for future research which have arisen from the findings and discussion are outlined.

Table 21. Recommendations regarding the use of IIUs for schools and IIUs, including senior leadership, teachers of attendees, and IIU staff.

| QUANT Findings | |
|---|--|
| Findings and significance | Recommendations |
| <p>A statistically significant positive change in behaviour which indicates the potential of IIUs in improving behaviour.</p> <p><i>Whilst the findings from the QUANT phase needs to be validated and further research will be vital, it appears that at least an IIU that closely resembles the environment and practices outlined in this study can be beneficial for improving behaviour. Moreover, it is important to recognise IIUs are also likely to be very beneficial in reducing exclusions, supporting teachers in managing behaviour and allowing an attendee's class to continue with their learning when they have difficulties meeting expectations.</i></p> | <p>Schools without IIUs should consider them as an alternative measure to exclusions. However, ample thought and consideration must be given to how best to operate the IIU in line with the other findings in this research. The IIU should not become a 'dumping ground' for pupils who are having difficulties meeting expectations, but a facility dedicated to supporting attendees in getting back on track. In addition, IIUs should not be used to excess, and the same care, considerations and hesitation given when awarding an exclusion should be given when using IIUs as an alternative to exclusions.</p> <p>To better evaluate the impact of their facility and the progress of each attendee, all IIUs should maintain robust records on attendance for each attendee; as well as aggregated data reflecting the whole IIU. This information should include at minimum:</p> <ul style="list-style-type: none"> - Frequency and duration of referrals for individual attendees and IIU data as a whole, including a breakdown for vulnerable groups (e.g., LAC, SEN, Pupil Premium etc.); - The pattern of change in number of referrals over time for both individual attendees and IIU referrals on the whole; - Information on the types of behaviours resulting in referral and displayed by attendees; - A half-termly indication of attendees' school attendance and attainment to monitor impact on these important factors. <p>An example of a document that can track and maintain this important information has been produced and explored in Appendix N which can calculate all this information automatically for IIU staff as long as an accurate daily register is maintained.</p> |

QUAL Findings

Findings and significance**Recommendations****Theme one: Perceptions or fear of rejection and neglect.**

As highlighted in the discussion, there are many issues which could arise from these negative perceptions, including considerable negative impacts on both attendees' behaviour and attendees' social, emotional and mental health (SEMH). Consequently, for IUs to achieve optimal results in improving behaviour and to support attendees in a more ethical manner, action must be taken to try to limit these perceptions.

Ensure adults within the IU are given ample time, support and training to build strong and nurturing relationships with attendees. IU staff should foster attunement, containment and holding in their interactions with attendees. Where possible it will be beneficial for someone external to the IU to support the facility, so that they can build relationships with attendees without having to engage in the potentially conflicting need to manage behaviour within the facility.

Adopt a more nurturing role and ethos in the IU and ensure this is espoused to and by both pupils and staff.

Avoid measures/practices which add additional depths of social exclusion to the IU unnecessarily, such as the use of Isolation Booths (IBs); which were not utilised in the studied IU and still achieved positive results.

Monitor the duration of each referral to the IU and prevent prolonged periods of social exclusion. Indeed, it is unlikely that prolonged periods of attendance will have any additional impact on behaviour (even if the IU is being used as a negative reinforcer following behaviourist principles), unless more therapeutic or reflective interventions are being provided during this time period. In fact, as discussed in the previous sections, prolonged periods in the IU may even lead to more behavioural difficulties, particularly if attendees are only engaged in mundane activities (e.g., work packs) and no actual therapeutic intervention.

When referring attendees to the IU, do so calmly and with respect. It is likely attendees will respond emotionally (often with anger), and it will be important adults do not reciprocate this emotion which would only antagonise the situation.

Ensure a reintegrating attendee is welcomed back and given a fresh start. Make a point to the attendee that what happened in the past is now in the past, and their relationship with you starts afresh.

Monitor the impact of the IU on attendees SEMH. Where necessary seek guidance from the local authority's support services or educational psychology service. Do not assume that attendees who do not explicitly state they are experiencing difficult thoughts and feelings due to the IU are not actually experiencing these: they may likely be concealing them.

Provide extracurricular activities/opportunities where attendees can re-engage with individuals from the system and foster a sense of belonging outside of the IU and usual classroom context and the inherent pressures of these

environments. Recognise and be vigilant that attendees who feel rejected may seek belonging with anyone willing to offer it and this could make them vulnerable to grooming.

Theme two: Perceptions it's unfair and unjust.

The previous discussion section indicated how these negative perceptions can have considerable negative implications on both attendees' behaviour and attendees' SEMH. Consequently, for IIUs to achieve optimal results in improving behaviour and to support attendees in a more ethical manner, action must be taken to try to limit these perceptions.

Perceptions of unfairness and injustice will be influenced by a vast array of factors which need consideration. Some factors highlighted in the research and recommendations to manage these are:

- Consider the role and ethos of the IIU and the implications these can have on perceptions of power and authority. Adopting a more nurturing role and ethos will likely be beneficial;
- Consider the role of the IIU staff. Many IIUs are run by staff who do not have an assigned role in the school that has inherent authority. This can create challenges for managing behaviour and is likely to lead to the development of power relationships between the IIU staff and attendees. As such, ensure the IIU staff has an official role with assigned authority to it; this will also require the staff to have actual authority over some matters (e.g., deciding the referral duration of attendees etc.) to ensure attendees perceive them as an authority figure;
- Avoid: inconsistency in staff's approaches/behaviour management practices (especially within the IIU); using idle threats, intimidation or scare tactics (e.g., threatening to exclude if this is not actually likely); illegitimising your own authority by not adhering to the espoused rules, morals or standards (e.g., if telling attendees to apologise for their mistakes, be prepared to do the same and apologise to attendees where mistakes have been made); draconian and excessive punishments for minor behavioural infringements and instead explain the consequence and justification for punishments (if as a staff member you are finding a punishment hard to justify, it is likely to be inappropriate);

It is important to appreciate that if your school's behaviour management strategy was largely punitive (e.g., a zero-tolerance approach), it has not worked for the attendees, and more of the same treatment is unlikely to result in any beneficial and enduring outcomes. Instead, more of the same will likely fuel the perceptions of unfairness and injustice, which in turn will antagonise perceptions of rejection and neglect. Whilst it is important to maintain rules, boundaries and expectations, there should be a degree of greater leniency in the IIU where possible. However, it is appreciated that the ability to be more lenient is dependent upon a range of factors (e.g., number of attendees, which attendees are present on the day etc.), therefore some recommendations that can support would be:

- Keep the numbers of attendees in the IIU as low as possible, as behaviour will naturally be more settled in a calmer environment and will be easier to maintain; thereby inherently lending itself to the possibility of greater leniency;
- Use 'rules, praise and ignore', where minor behavioural issues are ignored, addressed through the blanket outlining of the rules to the whole IIU or addressed through praising individuals who are 'getting it right';
- Reduce the tendency for difficult behaviours to arise. As outlined in the discussion, the lack of stimulation and 'boring' nature of the IIU could be leading to more problematic behaviours. Therefore, increase the level of stimulation within

the IIU to keep attendees focused on their work; potentially through more engaging work, playing classical music in the facility, a quick movement break etc. Similarly, avoid prolonged periods of isolation in the IIU as this will likely increase the number of behavioural issues.

Upon attendees' return to the classroom, teachers should avoid the tendency to outline expectations or make comments that can indicate to the child they are being held to a higher scrutiny or are simply unwelcome.

Theme three: The ways they cope.

It is important to recognise the significance of these coping mechanisms and the potential SEMH implications they may signify, as well as the barrier they pose to behavioural improvements.

Be aware of the different types of behaviours that are potentially coping mechanisms, particularly anger. Understand that what may be driving these coping mechanisms are the difficulties highlighted previously and consequently they will be best resolved by addressing these root causes (e.g., by reducing potential perceptions of rejection and neglect etc.).

Provide supportive mechanisms, spaces and systems for attendees to turn to for support so that they do not need to rely on potentially maladaptive coping strategies themselves (e.g., timetabled mentoring etc.).

Support attendees by training them in self-help strategies to better support their SEMH (e.g., through cognitive behavioural approaches, emotion coaching etc.).

Be aware of attendees 'playing the game', and where possible limit the capacity for systems to be abused. This will require a high degree of reflexivity and responsiveness from the system (e.g., where an attendee appears to be avoiding a lesson, speak with the class teacher to think about an alternative way to manage the attendee without referring to the IIU). Identify patterns in referrals (e.g., always missing music etc.) which may indicate attendees 'playing the game'.

Theme four: The many impacts of the IIU.

The learning and emotional impact of the IIU is unhelpful and unnecessary. These are not only ethically and legislatively questionable but are also likely to hinder the effectiveness of IIUs in managing behaviour and result in considerable SEMH

Take actions to ensure that attendees can keep on top of their learning. Provide high quality work for attendees to engage with and where possible opportunities to discuss topics and seek support from staff knowledgeable in the subject. Ensure there is a mechanism for trainees to be made aware of what they have missed and how to catch up with this; where possible, attendees should cover the topics they are missing that day. Use technology to support attendees' learning: covid-19 has provided ample opportunities for schools to become skilled in remote learning and this can be extended to the IIU.

Be aware of the emotional toll on attendees resulting from the IIU and their circumstances. The emotional impact will not only harm attendees SEMH but will likely hinder behavioural modification and is therefore in the school's best interest to prevent this. Provide opportunities for attendees to seek emotional containment (e.g., through mentoring). IIU staff should be trained in basic techniques to promote emotional literacy, emotional regulation, and resilience (e.g., cognitive behavioural approaches, emotion coaching, solution-focused approaches etc.).

implications for attendees. Therefore, efforts should be made to limit these.

Theme five: Influences on behavioural change.

There are various potential influences outlined which can be fostered to improve effectiveness or whilst indicated as something that promotes change should be avoided: as the mechanism is either ethically dubious or likely to only have short term impact.

Ensure robust opportunities for reflection on behaviours, potentially through utilising restorative approaches. Engage the attendees in reflective conversations. Appreciate which behaviours are more worthy of in-depth reflective conversation and which are unlikely to benefit from these (e.g., a lack of homework, being late to lessons etc.). Utilise an approach founded in cognitive behavioural theory to help attendees better understand their behaviours, thoughts, feelings and bodily reactions, and explicitly teach attendees techniques to manage these in both the short and long term. Spend time thinking about the consequences of different behaviours and the potential consequences of alternative behaviours (e.g., through contingency maps, cross-sectional formulations etc.). It is important to remember that attendees experiencing perceptions of rejection and neglect, and unfairness and injustice, are unlikely to be in a position to fully, openly and honestly engage with reflections. Therefore, working to reduce these perceptions will support these reflective processes.

Make an explicit point to notice any areas of improvement and celebrate these with attendees and their families. Utilise solution focussed approaches to better highlight all the areas of success to attendees, staff and parents/carers.

Where attendees appear resistant to reflecting on behaviour and wanting to make positive changes, utilise motivational interviewing techniques to support the attendee in becoming more motivated towards change.

The environment of the IIU was indicated to be a driver of behavioural change. However, as outlined in the discussion it is highly possible this would only result in a temporary inhibition of behaviours within the IIU and the potential underlying mechanism through which this was achieved raises ethical concerns. Consequently, avoid reliance on the IIU environment serving as a negative reinforcer. It will be important to find a balance between achieving an environment that is not overly punitive and unpleasant but not preferable to normal mainstream lessons.

Parents and carers should be kept in regular contact about the attendees' progress. However, it will be important to be cautious with this and avoid using contact to parents and carers as a potential threat; as highlighted in the discussion this may make attendees worry about being rejected by these systems, which would not only be unethical but may have more problematic and negative implications on behaviour rather than positive gains. Potentially having solution-focused meetings with parents/carers could be beneficial as a means of highlighting progress whilst also outlining the next targets needed to be achieved and how school, home and attendee will achieve these.

Table 22. Recommendations regarding the use of IIUs for local and national contexts, and for EPs.

| Findings and significance | QUANT Findings | |
|--|---|--|
| | Recommendations | |
| | For the local and national context | For EPs |
| <p>A statistically significant positive change in behaviour which indicates the potential of IIUs in improving behaviour.</p> <p><i>Whilst the findings from the QUANT phase need to be validated and further research will be vital, it appears that at least an IIU that closely resembles the environment and practices outlined in this study can be beneficial for improving behaviour. Moreover, it is important to recognise IIUs are also likely to be very beneficial in reducing exclusions, supporting teachers in managing behaviour and allowing an attendee's class to continue with their learning when they have difficulties meeting expectations.</i></p> | <p>The government must fund a large-scale piece of research into the effectiveness of IIUs in accomplishing both short- and long-term behavioural improvements, whilst also exploring their impact on other factors such as attainment, attendance and SEMH. This research must also explore the factors which promote long-term change and those that hinder it. The research should also explore preventative measures that can prevent unwanted implications of IIU use, as is discussed below.</p> <p>Guidance and policies must be produced that clearly outline key information on how best to establish and operate an IIU, including information on:</p> <ul style="list-style-type: none"> - The role and ethos; - The internal environment; - Monitoring systems; - Reintegration processes; - Work conducted within IIUs (academic and therapeutic); <p>Where possible this should be grounded in clear evidence and theory.</p> <p>Ofsted should scrutinise the use of all IIUs in evaluated schools, ensuring there are robust monitoring and record systems, that the facilities are being evaluated in terms of effectiveness and where improvements are required schools are being proactive in formulating a plan to address these.</p> | <p>EPs can play a pivotal role in conducting non-biased research into the many unexplored areas of IIU use and in replicating findings of this research.</p> <p>EPs can also encourage schools to think about their exclusion rates and the potential of establishing an IIU to manage these; particularly where schools appear to be having difficulties and have not already created an IIU.</p> <p>In schools that do have an IIU, EPs should encourage schools to reflect upon evaluating the impact of these and give support as necessary.</p> |

QUAL Findings

| Findings and significance | Recommendations | |
|---|--|--|
| | For the local and national context | For EPs |
| <p>Theme one: Perceptions or fear of rejection and neglect.</p> <p><i>As highlighted in the discussion, there are many issues which could arise from these negative perceptions, including considerable negative impacts on both attendees' behaviour and attendees' SEMH. Consequently, for IIUs to achieve optimal results in improving behaviour and to support attendees in a more ethical manner, action must be taken to try to limit these perceptions.</i></p> | <p>Commission research exploring the different factors which influence this finding, the impact of these and what can be done to create a positive change to avoid them.</p> <p>Produce evidence- or theory-based guidance and policies that guide schools in establishing nurturing IIUs, outline an expected level of duty of care, and prevent feelings of rejection and neglect.</p> <p>Fund schools to create extracurricular activities/opportunities to foster relationships outside of the academic context for IIU attendees.</p> <p>Ofsted should spend time during inspections meeting with attendees, exploring their sense of belonging within the school and the impact of this. Whilst a degree of dissatisfaction with an IIU is to be expected, a largely negative body of views should be addressed, and schools should be pushed to make efforts to establish relationships with attendees.</p> | <p>EPs are also in a privileged position, having knowledge of these concepts and access to systems, to conduct further non-bias research exploring this finding further.</p> <p>Encourage schools known to have IIUs to reflect on the impact the IIU may be having on attendees' belonging and SEMH and support them in modifying their practices where needed.</p> <p>Encourage schools known to have IIUs to consider EP or other professional support for the attendees.</p> <p>Support IIU staff through training and supervision on fostering the development of a nurturing relationship.</p> <p>Conduct whole school training on a nurturing approach.</p> <p>Conduct individual or group level therapeutic work with attendees.</p> <p>Conduct work eliciting and empowering the voice of the attendee in systems and positively challenge a system where practices are having a negative impact.</p> |
| <p>Theme two: Perceptions it's unfair and unjust.</p> <p><i>The previous discussion section indicated how these</i></p> | <p>Commission research exploring the different factors which influence this finding, the impact of these and what can be done to create a positive change to avoid them.</p> | <p>Once again, EPs are in privileged positions to conduct further non-bias research exploring this finding further.</p> |

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| <p><i>negative perceptions can have considerable negative implications on both attendees' behaviour and attendees' SEMH. Consequently, for IIUs to achieve optimal results in improving behaviour and to support attendees in a more ethical manner, action must be taken to try to limit these perceptions.</i></p> | <p>Produce evidence or theory-based guidance and policies to outline basic expectations and support schools in establishing a behaviour management system that is fair, just and can be enforced with authority.</p> <p>Ofsted should meet with attendees and explore with them the potential feelings of being unfairly or unjustly treated. Once again, whilst a degree of these perceptions around IIUs may be expected, an overly negative narrative should be explored, and schools encouraged to address this.</p> | <p>Support IIU staff through training and supervision on maintaining an authority relationship rather than a power relationship.</p> <p>Conduct whole school training on power and authority dynamics, and how to maintain authority rather than a power relationship.</p> <p>Conduct work eliciting and empowering the voice of the attendee in systems and positively challenge a system where practices are having a negative impact.</p> |
| <p>Theme three: The ways they cope.</p> <p><i>It is important to recognise the significance of these coping mechanisms and the potential SEMH implications they may signify, as well as the barrier they pose to behavioural improvements.</i></p> | <p>Supply funding to schools in providing supportive mechanisms, spaces and systems for attendees to turn to for support, rather than need to rely on potentially maladaptive coping strategies themselves (e.g., funding for training in mentoring etc.).</p> <p>Ofsted should explore the supportive measures being taken by schools to ensure there is a limitation on the negative impact of IIUs and sources of support for attendees.</p> | <p>EPs can also support with the researching of the different coping strategies enlisted by IIU attendees and those at risk of exclusion in general, as well as what supportive measures can be taken to reduce attendees' needs for these coping strategies.</p> <p>Support schools in recognising potential coping mechanisms, the potential underlying factors driving these and how best to resolve these.</p> |
| <p>Theme four: The many impacts of the IIU.</p> <p><i>The learning and emotional impact of the IIU is unhelpful and unnecessary. These are not only ethically and legislatively questionable but are also likely to hinder the effectiveness of IIUs in</i></p> | <p>Commission research exploring the different impacts of the IIU and what influences these, including attainment, attendance, SEMH and longer-term outcomes such as employment, crime etc.</p> <p>Produce evidence or theory-based guidance and policies to clearly outline basic expectations that must be adhered to. Guidance should support schools in establishing IIUs that limit the negative impact of IIUs on attendees but promote the positive. Every child has a right to an adequate education</p> | <p>Conduct further research to explore the full scope of impacts arising due to IIU use and the factors that underpin these.</p> <p>Support schools in recognising the likely high level of SEN present in IIU attendees and how best to support them academically within these facilities.</p> <p>Support schools in exploring and managing the emotional impact of IIUs on attendees.</p> |

managing behaviour and result in considerable SEMH implications for attendees. Therefore, efforts should be made to limit these.

as outlined in legislation and this should be enforced. As with exclusion data, data on internal exclusions should be gathered and maintained by the government to maintain oversight of the impact of these practices.

Ofsted must ensure that there is adequate learning provision provided to attendees within the IIU. They should also explore whether undue emotional impact is being placed on the attendees, that schools are monitoring the negative impact of IIU use on attendees and taking action to manage these.

Conduct individual or group level therapeutic work with attendees to help manage the emotional impact of the IIU.

Provide supervision to IIU staff to help them manage the negative impact of the IIU on attendees.

Theme five: Influences on behavioural change.

There are various potential influences outlined which can be fostered to improve effectiveness or whilst indicated as something that promotes change should be avoided: as the mechanism is either ethically dubious or likely to only have short term impact.

Commission research exploring the different factors which can most positively promote long lasting behavioural change for IIU attendees and what can hinder this.

Produce guidance and policies to outline minimum expectations and support schools in establishing a behaviour modification system in the IIU that is likely to be effective and would likely work via an ethically appropriate method.

Ofsted should scrutinise IIU practice to ensure that there is proactive action being taken to support attendees in making improvements and ensure the IIU does not become a dumping ground for pupils.

Conduct further research into the mechanisms that can lead to behavioural change in IIUs and which are most beneficial, but also ethically appropriate to endorse.

Provide training to IIU staff on how to engage attendees in reflections, potentially including training on restorative approaches, cognitive behavioural approaches, solution-focused approaches and motivational interviewing techniques.

Conduct individual or group level work with attendees to promote reflections and long-lasting cognitive change.

Challenge schools which appear to be relying on inappropriate, unethical or ineffective strategies within the IIU.

5.6 Potential areas of focus for future research

As one of the first pieces of research evaluating IIU use, there are many avenues that remain unexplored and need further research. Moreover, it will be important that further research is conducted to further explore and validate the findings outlined in this study. Consequently, there are many areas for future research. These have been outlined in Table 23 along with justifications for why they should be explored. However, an overarching and important reason further research must be conducted into IIUs is that the facilities are highly prevalent in schools and currently no evidence-based, or even theory-based, guidance is available to guide effective use. Neither are the long-term impacts of their use known. Consequently, further research is needed to create an evidence base to produce robust guidance and policies on safe and effective IIU use. The next section considers how the findings of this research will be disseminated.

Table 23. Areas for future study and justification.

| Area for future study | Justification |
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| <p>Further quantitative and qualitative studies evaluating the short-term and long-term impact of IIUs across a range of measures, including behaviour, attainment, and SEMH, will be important. In terms of ‘long-term’ it would be beneficial for research to follow behaviour for a whole academic year. However, follow up studies that explore the impact of IIUs on attendees over their academic career and into early adulthood would be highly beneficial. Research must also explore the factors influencing these impacts and their implications for</p> | <p>Gathering both quantitative and qualitative data on the impacts of IIU use will be important to gather the greatest insight into their use.</p> <p>IIU practices are widely varied and consequently the findings here need to be replicated across many IIUs to ensure their effectiveness. Research exploring the factors that influence the effectiveness of IIUs will be important to produce guidance on their use.</p> <p>The negative impact on learning and SEMH was a clear finding from this study and triangulated with previous research. Consequently, as well as positive impacts, the potential negative impact of IIUs in both the short- and long-term must be identified and actions taken to prevent these.</p> <p>With research clearly showing that exclusionary practices can have negative implications throughout the life span, follow up studies will offer important insights into IIU use.</p> |

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| different groups (e.g., different genders, race and ethnicities, educational needs etc.). | Identification of factors influencing impact will be important to produce guidance to avoid adverse effects and promote positive effects of IJU use. |
| Quantitative and qualitative studies exploring the impact on the different types of behavioural issues. | IJUs are currently likely to be utilised for managing a wide range of different behaviours. Consequently, it will be beneficial to know the impact they have on different types of behavioural issues to guide practice. |
| Quantitative and qualitative studies evaluating the impact of different supportive measures and behavioural management techniques utilised within IJUs (e.g., reflective practices) and how these can be enhanced. | IJU practice is widely varied and many different supportive measures and behavioural management techniques are likely to be utilised, some potentially being less beneficial than others. Therefore, it will be important for evidence to guide the use of these techniques so that practice can be most beneficial for attendees. |
| Further studies exploring the potential of attendees feeling rejected and neglected and the extent of their perceptions of social exclusion and loneliness. It will be important that the impact this may have on a range of outcomes is evaluated (e.g., on attendees' wellbeing and IJU effectiveness). Research should also explore what can prevent these perceptions and how IJUs can foster attunement, containment and holding within the IJUs. | With the discussion highlighting the potential negative impacts of feeling rejected and a lack of belonging, it will be very important that this finding is scrutinised in greater depth by future research. It will be important that potential ways to prevent attendees experiencing these negative perceptions and the associated emotions are identified so that these can be incorporated into guidance on IJU use. |
| Further research should also explore attendees' perceptions of unfairness and injustice, evaluate the impact of this, other potential driving factors and ways it can be prevented. It will also be beneficial for research to further explore the potential for a bidirectional antagonistic relationship to exist between these perceptions and perceptions of rejection and neglect. | With the discussion also highlighting the negative impact of perceptions of unfairness and injustice, it will also be important for this to be subjected to further research. With the government currently condoning and promoting a 'zero tolerance' policy, which the findings in this research would suggest would drive these perceptions, this information is of great importance. Moreover, with the discussion highlighting the potential for a bidirectional antagonistic effect and how this may exacerbate implications arising from these two bodies of perceptions, it will be an important area for future study. |
| Future research should explore the different coping strategies utilised by those attending the IJU and at risk of exclusion. This | This appears to be an area of limited exploration in research on exclusionary practices in general. With the parallels that can be drawn to the coping strategies identified here with those identified in |

should include what appears to be driving the coping strategies, what are the ramifications of the coping strategies and what can be done to support attendees relying on these.

research on social exclusion and loneliness, it will be beneficial for future research to explore whether there is an underlying causality/need being fulfilled between those experiencing loneliness and those attending the IIU. Coping strategies not only indicate potential needs that require intervention but can also be maladaptive. Therefore, it will be important to gather greater insight into these, the factors that influence them and what should be done to manage them.

5.7 Dissemination of findings

The findings from this study will be distilled into a presentation and shared with the participant school along with recommendations to improve their IIU practice. This presentation will also be presented to a range of audiences, which currently include and are confirmed at: the Behaviour, Attendance, Expulsion & AP Division at the DfE; the CCfE's Office; the researcher's LA's Exclusion Working Group; the researcher's EPS; and the researcher's LA's SENCo forum (a forum with all SENCos within the LA). The researcher also intends to publish the findings in a peer-reviewed journal article to disseminate the findings to a wider audience.

To further support the dissemination of the findings and support an uptake of the implications/recommendations, the researcher is currently working to produce several resources to support schools in implementing these. The researcher intends to have these available on a website for schools to freely access. The current intended resources include:

- An automated Excel document to support schools in maintaining records of their IIU use and evaluate its impact at both the individual and facility level. This document has been formulated so that it automatically tracks and monitors the

progress of attendees on an individual and facility level, yields information about the average duration and frequency of referrals, trends in referrals over the academic year and many other useful pieces of information to evaluate the facility, whilst only requiring IIU staff to maintain a simple register of pupils attending the IIU each day. See [Appendix N](#) for more details;

- A simple model to convey the key findings from the research and help IIU staff think about the different perceptions and emotions attendees may experience and may require intervention for. A more academic model has also been produced to support thinking of professionals who are more informed about the potential psychological theories and mechanisms at play in the findings which can be incorporated into a journal article. See [Appendix O](#) for more details;
- A series of short and easy to follow publications/handouts that link to the model and support schools in implementing recommendations to overcome the challenges identified (e.g., information on attunement, containment etc.) or adopt strategies that may prove beneficial in improving behaviour (e.g., restorative approaches etc.). See [Appendix P](#) for more details;

This chapter will now outline the researcher's reflexivity before the chapter is summarised.

5.8 Reflexivity

As has been noted at various points throughout this thesis, the researcher has unique previous experience with the researched IIU. This history may have implicated the research in many ways, from conducting the interviews and eliciting data from attendees, to the interpretations of this data and conclusions drawn. The researcher had taken a variety

of steps to limit the impact their history and bias had on the data. The researcher maintained a research diary where the various contemplations and decisions regarding this research were lodged; to these contemplations the researcher tried to scrutinise what has influenced them in a Socratic manner. The researcher also engaged in reflective discussions about the research and decisions made in supervision sessions. The interview questions were repeatedly trialled and modified to ensure they explored a variety of aspects of IIU use and elicited the perceptions of attendees without leading them towards particular responses; time was also taken at the start of each interview to build rapport with attendees and ensure they felt comfortable giving both positive and negative remarks. Finally, the data and inherent interpretations through codes and themes, as well as the model discussed above, have been subject to scrutiny from a range of individuals from different professional backgrounds and beliefs about IIUs to triangulate interpretations and limit the potential for the researcher's biases; these individuals included two trainee EPs, two qualified EPs, the pastoral lead at the studied secondary school, and a primary school teacher.

5.9 Chapter summary

In summary, this chapter summarised the findings and conclusions from the QUANT and QUAL phases of this study in respect to the limitations outlined. How these findings fit within the wider context of research and theory was then considered, as well as the ethical implications of this discussion for IIU use. The recommendations drawn from the findings and discussion around them were then outlined before the dissemination strategies were highlighted. Finally, the chapter concluded with the reflexivity considerations.

Chapter six: Conclusion

This research aimed to evaluate whether IIU referral resulted in any change in pupil behaviour, and to explore the perceptions of the pupils who attended them. A mixed-methods design was adopted. The QUANT phase utilised a single-group interrupted time-series design (Creswell & Creswell, 2018), where the number of BPs accumulated by IIU attendees over a one-week period were repeatedly sampled to obtain a pre-measure and two post-measures. The QUAL phase consisted of in-depth interviews with a sample of the attendees whose behavioural data contributed to the QUANT phase to explore their perceptions around IIU use.

The QUANT findings, whilst needing to be interpreted and generalised cautiously, indicate the IIU likely resulted in a decrease in attendees' misbehaviour: with the results of a one-way ANOVA and series of Fisher's exact *t*-test comparisons returning significant results, but an additional validation check using a simple *t*-test comparing the rates of observable patterns of behaviour change only yielding a trending towards value ($p = 0.055$). Moreover, there was some evidence that there may be a gender difference in IIU response, with the *t*-test comparing observable patterns of behavioural change yielding a statistically significant result for males, but not females.

The QUAL findings yielded several insights into attendees' perceptions. It appears that the attendees' experiences of the IIU and the wider system led to the development of perceptions that can be centred around those pertaining to feeling 'rejected and neglected', and those relating to feeling their circumstances were 'unfair and unjust'. The QUAL findings

allude to the existence of potential coping strategies enlisted to manage the difficult thoughts and emotions arising from their experiences and potentially these perceptions. The findings highlighted three perceived impacts of the IIU: one being a negative impact on their learning, but a greater appreciation of the importance of learning; another being the emotional impact of attending the IIU and their treatment by the surrounding system; and finally, a positive impact on their behaviour, which fit with the findings of the QUANT phase. Finally, the QUAL findings highlighted a series of perceived influences through which the IIU fostered this perceived change in behaviour by providing motivation to change: through reflections and cognitive change; through attendees aversion and desire to avoid the IIU environment; through concerns the attendees had about the impact of their behaviour on their future; through receiving feedback and evidence about their progress in changing their behaviour; through the fear of missing out on social opportunities; and finally through the feelings and thoughts they had regarding their parents' reactions to their behaviour.

The thesis considered these results in relation to the body of research and theory surrounding the use of IIUs and other exclusionary practices. Resulting recommendations that could be drawn from the findings were highlighted, as well as areas for future research. As this study served as a pilot study for subsequent research in this area, in depth considerations about the limitations and resulting recommendations for future research were also highlighted.

In overall conclusion, it appears that IIUs have the potential to lead to a decrease in attendees' misbehaviour, but that this is likely to be highly dependent on the context of the IIU and that further research and validation of this finding is required before it can be reliably generalised. However, when also considering this finding in relation to the other

roles IIUs fulfil (i.e., to reduce exclusions, support teachers in managing behaviour, and allow the remainder of a class to continue with their learning should attendees have difficulties meeting classroom expectations and disrupt learning), they appear to be potentially beneficial facilities for schools. However, there are a series of negative, and ethically and legislatively questionable, implications on the attendee or mechanisms through which this change may be achieved that need to be explored further and actions taken to prevent these. Moreover, in depth research about a plethora of factors affecting IIU implementation, from which detailed and effective guidance can be produced, is still outstanding and needs to be conducted.

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- White, J. (2020, January 18). *Schools are 'putting disruptive pupils in TOILET CUBICLES converted into isolation booths | Daily Mail Online*. <https://www.dailymail.co.uk/news/article-7901337/Schools-putting-disruptive-pupils-TOILET-CUBICLES-converted-isolation-booths.html>
- Wilkin, A., Hall, M., & Kinder, K. (2003). *Learning Support Unit. Strand Study*. National Foundation for Educational Research.
- Williams, K., Papadopoulou, V., & Booth, N. (2012). *Prisoners' childhood and family backgrounds Results from the Surveying Prisoner Crime Reduction (SPCR) longitudinal cohort study of prisoners*. Ministry of Justice. <http://www.justice.gov.uk/publications/research-and-analysis/moj>

Winnicott, D. (1960). The theory of the parent-infant relationship. *International Journal of Psycho-Analysis*, 41, 585–595.

Yilmaz, K. (2013). Comparison of Quantitative and Qualitative Research Traditions: Epistemological, theoretical, and methodological differences. *European Journal of Education*, 48(2), 311–325. <https://doi.org/10.1111/ejed.12014>

YouGov. (2019). *Exploring the issue of off-rolling. On behalf of Ofsted*. YouGov.

Zilberstein, K., & Spencer, R. (2017). Breaking bad: An attachment perspective on youth mentoring relationship closures. *Child & Family Social Work*, 22(1), 67–76. <https://doi.org/10.1111/cfs.12197>

Appendices

Appendix A. Tables showing the number of FPE and PEs by reason each academic year

Table 24. A table showing the number of FPEs for different reasons each academic year.

| Exclusion Reason | Total* number of FPEs per academic year | | | | | | | | | | |
|-----------------------------------|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
| Bullying | 6,795 | 5,745 | 5,140 | 5,100 | 4,795 | 4,495 | 3,915 | 3,360 | 3,420 | 3,750 | 4,250 |
| Damage | 11,820 | 9,745 | 8,860 | 7,630 | 6,955 | 6,620 | 5,815 | 5,595 | 6,565 | 6,800 | 7,685 |
| Drugs and alcohol | 8,180 | 8,550 | 8,580 | 8,765 | 7,910 | 7,740 | 7,035 | 7,660 | 8,245 | 8,725 | 9,075 |
| Other | 81,000 | 68,730 | 61,920 | 54,415 | 53,265 | 52,260 | 44,010 | 43,985 | 54,600 | 62,315 | 75,195 |
| Persistent disruptive behaviour | 96,760 | 89,140 | 84,705 | 78,760 | 80,415 | 73,430 | 64,770 | 68,215 | 79,590 | 94,025 | 108,640 |
| Physical assault against a pupil | 79,180 | 71,335 | 69,095 | 64,030 | 62,465 | 58,130 | 51,870 | 51,240 | 54,370 | 59,880 | 64,355 |
| Physical assault against an adult | 18,585 | 17,865 | 17,195 | 16,375 | 16,785 | 16,965 | 17,195 | 18,970 | 20,770 | 23,440 | 26,695 |
| Racist abuse | 4,365 | 4,170 | 3,930 | 3,900 | 3,950 | 4,180 | 3,770 | 3,840 | 3,980 | 4,085 | 4,565 |
| Sexual misconduct | 3,500 | 3,455 | 3,445 | 3,350 | 3,085 | 2,725 | 2,465 | 2,140 | 2,250 | 2,070 | 2,235 |
| Theft | 9,435 | 7,220 | 7,435 | 6,455 | 6,135 | 5,320 | 4,690 | 4,100 | 3,915 | 4,000 | 4,320 |
| Verbal abuse against a pupil | 16,085 | 14,925 | 14,625 | 13,410 | 13,165 | 12,295 | 11,350 | 11,250 | 12,565 | 13,960 | 15,170 |
| Verbal abuse against an adult | 89,885 | 82,950 | 78,350 | 69,190 | 65,175 | 60,215 | 50,635 | 49,120 | 52,705 | 56,315 | 59,675 |

Note. The three reasons with the highest number of exclusions each academic year are highlighted in red. Data retrieved from explore-education-statistics.service.gov.uk/data-tables/permalink/87f63116-6df7-4b8d-93e9-b6d6f6cf974f

*These numbers represent the total number of FPEs from mainstream primary, secondary and specialist provisions.

Table 25. A table showing the number of PEs for different reasons each academic year.

| Exclusion Reason | Total* number of PEs per academic year | | | | | | | | | | |
|-----------------------------------|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2006/07 | 2007/08 | 2008/09 | 2009/10 | 2010/11 | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
| Bullying | 90 | 85 | 50 | 55 | 55 | 40 | 40 | 35 | 25 | 40 | 25 |
| Damage | 155 | 150 | 120 | 85 | 75 | 75 | 70 | 55 | 60 | 90 | 95 |
| Drugs and alcohol | 400 | 410 | 360 | 370 | 285 | 330 | 360 | 415 | 485 | 525 | 565 |
| Other | 1,320 | 1,145 | 980 | 875 | 725 | 745 | 710 | 770 | 980 | 1,125 | 1,355 |
| Persistent disruptive behaviour | 2,700 | 2,515 | 1,935 | 1,665 | 1,715 | 1,700 | 1,425 | 1,620 | 1,900 | 2,310 | 2,755 |
| Physical assault against a pupil | 1,350 | 1,275 | 1,100 | 980 | 760 | 860 | 750 | 725 | 785 | 825 | 1,025 |
| Physical assault against an adult | 980 | 945 | 730 | 585 | 570 | 555 | 485 | 555 | 610 | 730 | 745 |
| Racist abuse | 40 | 40 | 25 | 15 | 15 | 30 | 15 | 10 | 15 | 15 | 25 |
| Sexual misconduct | 140 | 120 | 130 | 95 | 80 | 75 | 80 | 60 | 100 | 70 | 105 |
| Theft | 210 | 135 | 120 | 135 | 80 | 50 | 70 | 55 | 30 | 45 | 40 |
| Verbal abuse against a pupil | 375 | 340 | 280 | 250 | 210 | 245 | 195 | 215 | 265 | 315 | 330 |
| Verbal abuse against an adult | 895 | 970 | 710 | 625 | 510 | 470 | 425 | 445 | 545 | 600 | 655 |

Note. The three reasons with the highest number of exclusions each academic year are highlighted in red. Data retrieved from explore-education-statistics.service.gov.uk/data-tables/permalink/e0d9c6a8-697d-470e-ac45-04183a1924b9

*These numbers represent the total number of FPEs from mainstream primary, secondary and specialist provisions.

Appendix B. The key characteristics of a narrative and systematic literature review

Table 26. *The key characteristics distinguishing a Narrative and Systematic LR. Information sourced from Ferrari (2015).*

| | Narrative LR | Systematic LR |
|--------------|--|--|
| Key Features | LR will describe and review literature but search procedure may not be described. | LR will have a clearly defined review question to answer; Search strategy is robust and clearly defined to a replicable standard; Procedures to enforce the quality of included studies are utilised; Methods of extracting, analysing and synthesising data is explicit. |
| Used for | Reviewing previous research and gaps in the field; Formulating rationales for future research; Contributing to general debates. | Summating research in response to a specific review question; Evaluating the basis of knowledge in an area; Producing comprehensive reviews where the process of production is explicit and can be reviewed by external organisations. |
| Limitations | Assumptions and procedures are often absent; Biases to selection and appraisal of literature cannot be ascertained; LR cannot be reproduced. | The LR scope is restricted by the review question, rigid search procedure and monitoring of study quality. |

Appendix C. Literature review search strategy

Table 27. Search process and justification of steps.

| Step | Procedure | Justification | Articles Returned |
|------|--|---|-------------------|
| 1 | 'PsychINFO', 'PsychARTICLES', 'Psychology and Behavioural Sciences Collection', 'Education Source' and 'Eric' databases selected | These databases have the most relevant literature in relation to the use of IIUs within an educational context. | N/A |
| 2 | <p>The following lines of search terms were inputted to scan literature using a Boolean/Phrase search mode and then searched in combination using AND:</p> <p>Search line 1 [Restricted to search titles]: "withdrawal" OR "behaviour" OR "behavior" OR "learning support" OR "inclusion" OR "exclusion" OR "remove" OR "time out" OR "time-out"</p> <p>AND</p> <p>Search line 2 [Restricted to search titles]: "room" OR "rooms" OR "unit" OR "units" OR "facility" OR "facilities" OR "centre" OR "centres"</p> <p>AND</p> <p>Search line 3 [Unrestricted]: "education" OR "school" OR "class" OR "classroom" OR "academy"</p> <p>AND</p> | Terms return the highest number of relevant articles. | 527 |

| | | | |
|---|---|---|---|
| | Search line 4 [Specified to NOT include literature with the following terms]: “juvenile” or “patient” or “inpatient” or “clinic” or “hospital” or “residential” or “resident” or “psychiatric” or “criminal” or “rehab” or “rehabilitation” or “detoxification” | | |
| 3 | The following limiter was then applied: publications date range between 1999-2019 | LSUs were introduced in 1999. Initial scoping of research indicates there are limited articles in this area and so the date range is broad to include all research in this field since the introduction of LSUs. | 311 |
| 4 | The following limiter was then applied: ‘Academic Journals’ or ‘Dissertation/Thesis’ | Peer review process typically results in publications of higher quality and meet required standards. | 187 (with automatic removal of duplicates, 270 prior to this) |
| 5 | <p>The following inclusion criteria were applied:</p> <p>Article explores the use of IIUs (that is, on-site units which are used to support with difficult behaviour or reduce FPEs, including LSUs or RRs) within an educational context using quantitative or qualitative methods, such as:</p> <ul style="list-style-type: none"> - Exploring or evaluating different people’s perspectives around the use of IIUs - Exploring or evaluating the different IIU practices - Exploring or evaluating the effect of different IIU practices - Exploring or evaluating the outcome of IIUs on another factor e.g. pupil wellbeing, pupil’s dissatisfaction, number of FPEs, number of behaviour incidents etc. | <p>Search terms such as “isolation room” are common in medical contexts and so limiting to educational context is required.</p> <p>Inclusion criteria are broad to encompass as much research in an area where little has been conducted. However, the inclusion criteria aim to keep sufficient focus on only including research that explores or evaluates the use of IIUs to maintain relevance and significance of any findings to the research proposed.</p> | 5 |

| | | | |
|---|--|---|---|
| | <p>Moreover, the following exclusion criteria were applied:</p> <ul style="list-style-type: none"> - Article does not explore the use of IIUs within an educational context. - Article evaluates/explores an intervention occurring within an IIU but does not evaluate/explore the use of the IIU itself. - Article is not in English. - Article regards the use of IIUs in a different country. | Exclusion Criteria omits articles that are irrelevant to this protocol as they do not explore the use of an IIU facility. | |
| 6 | <p>Additional articles identified through hand searches using the Google Scholar search engine. Here the 'Advanced Search' mode was used to input the following into the search engine:</p> <ul style="list-style-type: none"> - Contains all the words: “school”; contains the exact phrase “internal exclusion”; AND - Contains one of the terms “unit”, “room”, “facility”, “resource”, “provision”, “classroom.” | <p>This literature review was conducted narratively, seeking to include all literature around IIU use, and Google Scholar has the capacity to search a vast range of different types of literature. The search terms were relevant to the area of exploration and general enough to gather the widest range of relevant results, whilst also being sufficiently restrictive to narrow the returned results.</p> | 8 |
| 7 | <p>Additional articles identified through a 'snow balling' technique, where they are referenced in an already included article.</p> | <p>The literature review aimed to include all relevant literature, so those identified through other articles were included.</p> | 3 |

Appendix D. Included studies in the literature review

Table 28. Table of Included studies.

| Included Study | Sources of included article |
|---|---|
| Barker, J., Alldred, P., Watts, M., & Dodman, H. (2010). Pupils or prisoners? Institutional geographies and internal exclusion in UK secondary schools. <i>Area</i> , 42(3), 378. | Retrieved from step 7 of the search strategy outlined in Table 27: referenced in Gilmore (2013). |
| Brickley, H. (2018). "This is the one place I know I can come" : young people's experiences of mental health support in a Learning Support Unit. [Doctoral dissertation, (UCL) University College London]. British Library EThOS | Retrieved from step 6 of the search strategy outlined in Table 27. |
| Centre for Social Justice (CSJ). (2011) <i>No excuses: A review of educational exclusion</i> . Centre for Social Justice | Retrieved from step 6 of the search strategy outlined in Table 27. |
| Cole, T., McCluskey, G., Daniels, H., Thompson, I., & Tawell, A. (2019). 'Factors associated with high and low levels of school exclusions: comparing the English and wider UK experience'. <i>Emotional and Behavioural Difficulties</i> , 24(4), 374–390. https://doi.org/10.1080/13632752.2019.1628340 | Retrieved from step 6 of the search strategy outlined in Table 27. |
| Gillies, V., & Robinson, Y. (2012). "Including" while Excluding: Race, Class and Behaviour Support Units. <i>Race, Ethnicity and Education</i> , 15(2), 157-174. | Retrieved from step 2 of the search strategy outlined in Table 27. |
| Gilmore, G. (2012). What's so inclusive about an inclusion room? Staff perspectives on student participation, diversity and equality in an English secondary school. <i>British Journal of Special Education</i> , 39(1), 39-48. doi:10.1111/j.1467-8578.2012.00534.x | Retrieved from step 2 of the search strategy outlined in Table 27. |
| Gilmore, G. (2013). 'What's a fixed-term exclusion, Miss?' Students' perspectives on a disciplinary inclusion room in England. <i>British Journal of Special Education</i> , 40(3), 106-113. doi:10.1111/1467-8578.12029 | Retrieved from step 2 of the search strategy outlined in Table 27. |
| Hallam, S., & Castle, F. (2001). Exclusion from School: what can help prevent it? <i>Educational Review</i> , 53(2), 169-179. doi:10.1080/00131910120055598 | Retrieved from step 7 of the search strategy outlined in Table 27: referenced in Barker et al., (2013). |
| IOE & NFER. (2014). <i>School exclusion trial evaluation. Research report</i> . The Stationary Office. | Retrieved from step 6 of the search strategy outlined in Table 27. |
| Mckean, M. (2001). Promoting the inclusion of students at risk of exclusion. <i>Emotional and Behavioural Difficulties</i> , 6(4), 236–250. https://doi.org/10.1080/13632750100507671 | Retrieved from step 7 of the search strategy outlined in Table 27: |

referenced in Barker et al., (2013).

| | |
|--|--|
| Ofsted. (2006). Evaluation of the impact of learning support units. Ofsted Publications. | Retrieved from step 6 of the search strategy outlined in Table 27. |
| Preece, D., & Timmins, P. (2004). Consulting with students: evaluating a mainstream inclusion centre. <i>Support for Learning</i> , 19(1), 24-30. doi:10.1111/j.0268-2141.2004.00314.x | Retrieved from step 2 of the search strategy outlined in Table 27. |
| Power, S., & Taylor, C.. (2020). Not in the classroom, but still on the register: hidden forms of school exclusion. <i>International Journal of Inclusive Education</i> , 24(8), 867–881. https://doi.org/10.1080/13603116.2018.1492644 | Retrieved from step 6 of the search strategy outlined in Table 27. |
| Stanforth, A., & Rose, J. (2020). “You kind of don’t want them in the room”: tensions in the discourse of inclusion and exclusion for students displaying challenging behaviour in an English secondary school. <i>International Journal of Inclusive Education</i> , 24(12), 1253–1267. https://doi.org/10.1080/13603116.2018.1516821 | Retrieved from step 2 of search strategy outlined in Table 27. |
| Thomson, J. (2020). Exploring the experiences of school exclusion for looked after children and young people. [Doctoral dissertation, Institute of Education, UCL (University College London)]. UCL Discovery. https://discovery.ucl.ac.uk/id/eprint/10107937 | Retrieved from step 6 of the search strategy outlined in Table 27. |
| Wakefield, P. (2004). The Educational Inclusion of Disaffected Secondary School Students. <i>Journal of Disability Policy Studies</i> , 15(2), 70–85. https://doi.org/10.1177/10442073040150020201 | Retrieved from step 6 of the search strategy outlined in Table 27. |
| Wilkin, A., Hall, M., & Kinder, K. (2003). <i>Learning Support Unit. Strand Study</i> . National Foundation for Educational Research | Retrieved from step 6 of the search strategy outlined in Table 27. |

Appendix E. Excluded articles and reasons for exclusion

Table 29. Excluded articles from search strategy and reason for exclusion.

| Returned result number | Article | Reason for exclusion |
|------------------------|---|--|
| 2 | Díaz-González, E. E., Danis-Lozano, R., & Peñaloza, G. (2020). Schools as centers for health educational initiatives, health behavior research and risk behavior for dengue infection in school children and community members: a systematic review. <i>Health Education Research</i> , 35(5), 376–395. https://doi.org/10.1093/her/cyaa019 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 3 | Underwood, J. M., Brener, N., & Ford, C. A. (2020). Amplifying improvements in the Centers for Disease Control and Prevention Youth Risk Behavior Surveillance System. <i>Journal of Adolescent Health</i> , 67(3), 338–339. https://doi.org/10.1016/j.jadohealth.2020.06.023 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 4 | Chiang, E. S. (2020). Disability cultural centers: How colleges can move beyond access to inclusion. <i>Disability & Society</i> , 35(7), 1183–1188. https://doi.org/10.1080/09687599.2019.1679536 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 5 | Li, A., & Xu, Y. (2020). A study of Chinese consumers' adoption behaviour toward virtual fitting rooms. <i>International Journal of Fashion Design, Technology & Education</i> , 13(2), 140–149. https://doi.org/10.1080/17543266.2020.1758798 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 6 | Thorpe, K., Sullivan, V., Jansen, E., McDonald, P., Sumsion, J., & Irvine, S. (2020). A man in the centre: inclusion and contribution of male educators in early childhood education and care teaching teams. <i>Early Child Development & Care</i> , 190(6), 921–934. https://doi.org/10.1080/03004430.2018.1501564 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 7 | Rivera-Rodriguez, M., & Shoua-Desmarais, N. (2020). Case report: The gold standard: The case for inclusion of a medical student-specific counseling center and wellness programming in early medical education. <i>Journal of Clinical Psychology in Medical Settings</i> . https://doi.org/10.1007/s10880-020-09726-4 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 8 | Kowalski, K. L., & Christie, A. D. (2020). Force control and motor unit firing behavior following mental fatigue in young female and male adults. <i>Frontiers in Integrative Neuroscience</i> , 14. https://doi.org/10.3389/fnint.2020.00015 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 9 | Mäkinen, E. I., Evans, E. D., & McFarland, D. A. (2020). The Patterning of Collaborative Behavior and Knowledge Culminations in Interdisciplinary Research Centers. <i>Minerva: A Review of Science, Learning & Policy</i> , 58(1), 71–95. https://doi.org/10.1007/s11024-019-09381-6 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 10 | Pinel-Jacquemin, S., Koliouli, F., Moscaritolo, A., & Gaudron, C. Z. (2020). Inclusion des tout-petits en situation de handicap dans les crèches = Admitting toddlers with disabilities to day care facilities. <i>Devenir</i> , 32(1), 5–19. https://doi.org/10.3917/dev.201.0005 | The article is not in English. |
| 11 | Oliver, M. (2020). Experiences of Board Certified Behavior Analysts in center-based autism education: A phenomenological study [ProQuest Information & Learning]. In <i>Dissertation Abstracts International Section A: Humanities and Social Sciences</i> (Vol. 81, Issue 2–A). | Article does not explore the use of an IIU (exclusion criteria 1). |

| | | |
|----|---|--|
| 12 | Prudente, J. N., Cardoso, A. R., Rodrigues, A. J., & Sousa, D. F. (2019). Analysis of the influence of the numerical relation in handball during an organized attack, specifically the tactical behavior of the center back. <i>Frontiers in Psychology, 10</i> . https://doi.org/10.3389/fpsyg.2019.02451 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 13 | Bruno, W., Kitamura, A., Najjar, S., Seita, A., & Al-Delaimy, W. K. (2019). Assessment of mental health and psycho-social support pilot program's effect on intended stigmatizing behavior at the Saftawi Health Center, Gaza: a cross-sectional study. <i>Journal of Mental Health, 28</i> (4), 436–442. https://doi.org/10.1080/09638237.2019.1608936 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 14 | Siuki, H. A., Peyman, N., Vahedian-Shahroodi, M., Gholian-Aval, M., & Tehrani, H. (2019). Health education intervention on HIV/AIDS prevention behaviors among Health volunteers in healthcare centers: An applying the theory of planned behavior. <i>Journal of Social Service Research, 45</i> (4), 582–588. https://doi.org/10.1080/01488376.2018.1481177 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 15 | Ribeiro, L. A., & Zachrisson, H. D. (2019). Peer effects on aggressive behavior in norwegian child care centers. <i>Child Development, 90</i> (3), 876–893. https://doi.org/10.1111/cdev.12953 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 16 | Simeone, S., & Jeglic, E. L. (2019). Is locker room talk really just talk? An analysis of normative sexual talk and behavior. <i>Deviant Behavior</i> . https://doi.org/10.1080/01639625.2019.1597319 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 17 | Gedfie, M., & Negassa, D. (2019). The Contribution of Cluster Resource Centers for Inclusion: The Case of Atse Sertse Dingil Cluster Primary School, Ethiopia. <i>International Journal of Education and Literacy Studies, 7</i> (2), 31–38. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 18 | Garrity, S. M., Longstreth, S. L., Linder, L. K., & Salcedo Potter, N. (2019). Early Childhood Education Centre Director Perceptions of Challenging Behaviour: Promising Practices and Implications for Professional Development. <i>Children & Society, 33</i> (2), 168–184. https://doi.org/10.1111/chso.12306 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 19 | Hallett, G., Strain, P. S., Smith, B. J., Barton, E. E., Steed, E. A., & Kranski, T. A. (2019). The Pyramid Plus Center: Scaling up and Sustaining Evidence-Based Practices for Young Children with Challenging Behavior. <i>Young Exceptional Children, 22</i> (1), 22–37. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 20 | Ojeda González, A. I., Casado-Muñoz, R., & Lezcano Barbero, F. (2019). LOS CENTROS DE RECURSOS PARA LA INCLUSIÓN EDUCATIVA EN ESPAÑA: UN PERFIL DE SU DESARROLLO NORMATIVO. (Spanish). <i>Profesorado: Revista de Curriculum y Formacion Del Profesorado, 23</i> (1), 37–59. https://doi.org/10.30827/profesorado.v23i1.9143 | The article is not in English. |
| 21 | Sequera, E. (2019). Proyecto Educativo Canaima, usabilidad e inclusión social. Caso: Unidad Educativa Nacional Ezequiel Zamora. (Spanish). <i>Revista Miradas, 1</i> (2), 28–40. | The article is not in English. |
| 22 | Backus, J. E., Jr. (2019). Instructor expert behavior observations: Department of defense: joint military intelligence training center [ProQuest Information & Learning]. In <i>Dissertation Abstracts International Section A: Humanities and Social Sciences</i> (Vol. 80, Issue 7–A(E)). | Article does not explore the use of an IIU (exclusion criteria 1). |
| 23 | Kolpek, E. (2019). What's going on in room 109?: Principal reports of novice elementary teacher capacity to respond to behavior challenges [ProQuest Information & Learning]. In <i>Dissertation Abstracts International Section A: Humanities and Social Sciences</i> (Vol. 80, Issue 7–A(E)). | Article does not explore the use of an IIU (exclusion criteria 1). |
| 24 | Ward-Peterson, M., Fennie, K., Baird, S., Coxe, S., Trepka, M. J., & Madhivanan, P. (2018). Association between HIV awareness factors, health facility characteristics and risky sexual behaviour among young women in Zomba district, Malawi. <i>Journal of Biosocial Science, 50</i> (6), 853–867. https://doi.org/10.1017/S0021932017000694 | Article does not explore the use of an IIU (exclusion criteria 1). |

| | | |
|----|---|--|
| 25 | Thorpe, K., Sullivan, V., Jansen, E., McDonald, P., Sumsion, J., & Irvine, S. (2018). A man in the centre: Inclusion and contribution of male educators in early childhood education and care teaching teams. <i>Early Child Development and Care</i> . https://doi.org/10.1080/03004430.2018.1501564 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 26 | Macchiarola, V., Mancini, A., Martini, C., & Montebelli, A. E. (2018). Nuevos formatos escolares para la inclusión educativa en Argentina. Los centros de actividades infantiles. (Spanish). <i>Journal Educational Innovation / Revista Innovación Educativa</i> , 18(77), 183–207. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 27 | Marco Adriano Dias, Paulo Simeão Carvalho, Daniel Rodrigues Ventura, Marcelo José Rodrigues, Gabriela Gomes Fernandes, & Marcos Binderly Gaspar. (2018). The behaviour of the centre of mass in a ballerina while performing a Grand Jeté. <i>Physics Education</i> , 53(2), 1. https://doi.org/10.1088/1361-6552/aa9c6a | Article does not explore the use of an IIU (exclusion criteria 1). |
| 28 | Dias, M. A., Carvalho, P. S., & Ventura, D. R. (2018). The Behaviour of the Centre of Mass in a Ballerina While Performing a “Grand Jeté.” <i>Physics Education</i> , 53(2). | Article does not explore the use of an IIU (exclusion criteria 1). |
| 29 | Equit, C. (2018). Bildung und Beteiligung oder doch Teilhabe? Chancen und Grenzen der Beteiligung von Kindern in Kindertageseinrichtungen. (German). <i>Discourse: Journal of Childhood & Adolescence Research / Diskurs Kindheits- Und Jugendforschung</i> , 13(1), 87–97. https://doi.org/10.3224/diskurs.v13i1.07 | The article is not in English. |
| 30 | Werner, D., & Burque, A. C. (2018). Braveheart Center for Place and Purpose: A New Community-In-Community Inclusion Model for Young Adults with Disabilities. <i>Journal of Higher Education Outreach and Engagement</i> , 22(4), 141–154. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 31 | Kolpek, E. (2018). What’s Going on in Room 109?: Principal Reports of Novice Elementary Teacher Capacity to Respond to Behavior Challenges [ProQuest LLC]. In ProQuest LLC. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 32 | Pittock, S. P. (2018). Inclusion Takes Effort: What Writing Center Pedagogy Can Bring to Writing in the Disciplines. <i>WAC Journal</i> , 29, 88–111. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 33 | Hall, L. H. (2018). A quantitative correlational study between transformational leadership behavior and job satisfaction among California card room casino employees [ProQuest Information & Learning]. In <i>Dissertation Abstracts International Section A: Humanities and Social Sciences (Vol. 79, Issue 9–A(E))</i> . | Article does not explore the use of an IIU (exclusion criteria 1). |
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| | males seeking services at a community LGBT center. <i>Sexual Addiction & Compulsivity</i> , 18(2), 61–74. https://doi.org/10.1080/10720162.2011.581897 | |
| 116 | Lau, B. Y. B., Mathur, P., Gould, G. G., & Guo, S. (2011). Identification of a brain center whose activity discriminates a choice behavior in zebrafish. <i>PNAS Proceedings of the National Academy of Sciences of the United States of America</i> , 108(6), 2581–2586. https://doi.org/10.1073/pnas.1018275108 | Article does not explore the use of an IIU (exclusion criteria 1). |
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| 138 | Mcgowen, R. S. (2008). The impact of school facilities on student achievement, attendance, behavior, completion rate and teacher turnover rate in selected Texas high schools [ProQuest Information & Learning]. In <i>Dissertation Abstracts International Section A: Humanities and Social Sciences</i> (Vol. 69, Issue 1–A, p. 51). | Article does not explore the use of an IIU (exclusion criteria 1). |
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| 140 | Dimino, K. (2008). Content mastery centers: An inclusion model that works [ProQuest Information & Learning]. In <i>Dissertation Abstracts International Section A: Humanities and Social Sciences</i> (Vol. 69, Issue 4–A, p. 1325). | Article does not explore the use of an IIU (exclusion criteria 1). |

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| 141 | Krumer-Nevo, M., Barak, A., & Teichman, M. (2007). Inclusion and its implementation: Youth workers' perspectives on an experimental social-business initiative for "at-risk" youth in Israeli community centres. <i>Vulnerable Children and Youth Studies, 2</i> (3), 257–260. https://doi.org/10.1080/17450120701561552 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 142 | De Schipper, E. J., Riksen-Walraven, J. M., & Geurts, S. A. E. (2007). Multiple determinants of caregiver behavior in child care centers. <i>Early Childhood Research Quarterly, 22</i> (3), 312–326. https://doi.org/10.1016/j.ecresq.2007.04.004 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 143 | Borrero, J. C., Francisco, M. T., Haberman, A. T., Ross, N. A., & Sran, S. K. (2007). A unit price evaluation of severe problem behavior. <i>Journal of Applied Behavior Analysis, 40</i> (3), 463–474. https://doi.org/10.1901/jaba.2007.40-463 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 144 | Copeland KA, Harris EN, Wang N, & Cheng TL. (2006). Compliance with American Academy of Pediatrics and American Public Health Association illness exclusion guidelines for child care centers in Maryland: who follows them and when? <i>Pediatrics, 118</i> (5), e1369-80. https://doi.org/10.1542/peds.2005-2345 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 145 | Hurley, K. D., Ingram, S., Cxyz, J. D., Juliano, N., & Wilson, E. (2006). Treatment for Youth in Short-Term Care Facilities: The Impact of a Comprehensive Behavior Management Intervention. <i>Journal of Child and Family Studies, 15</i> (5), 617–632. https://doi.org/10.1007/s10826-006-9040-2 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 146 | Chih-Ying Chang, Berghout Austin, A. M., & Piercy, K. W. (2006). Provider Management of Child Stress Behavior in Family Day Care Facilities: Scaffolding for Learning and Development by Developmentally Appropriate Practice. <i>Journal of Genetic Psychology, 167</i> (2), 159–177. https://doi.org/10.3200/GNTP.167.2.159-177 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 147 | Chang, C.-Y., Austin, A. M. B., & Piercy, K. W. (2006). Provider Management of Child Stress Behavior in Family Day Care Facilities: Scaffolding for Learning and Development by Developmentally Appropriate Practice. <i>The Journal of Genetic Psychology: Research and Theory on Human Development, 167</i> (2), 159–177. https://doi.org/10.3200/GNTP.167.2.159-177 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 148 | Silverman, F. L., & Millspaugh, R. (2006). Physical Proximity of Occupational Therapy and Learning Support Instruction: How Room Sharing Can Promote Collaboration for Professionals and Success for Students. <i>TEACHING Exceptional Children Plus, 2</i> (4). | Article does not explore the use of an IIU (exclusion criteria 1). |
| 149 | Gill, G., Myerson, M., & El-Rady, J. (2006). Classroom Response Units in Human Sexual Behavior. <i>Informing Faculty: An International Journal of Higher Education Discussion Cases, 1</i> , 1–26. https://doi.org/10.28945/1139 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 150 | Hick, S. (2006). Technology, social inclusion and poverty: An exploratory investigation of a community technology center. <i>Journal of Technology in Human Services, 24</i> (1), 53–67. https://doi.org/10.1300/J017v24n01_04 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 151 | Bachmeier, B. A. (2006). Effectiveness of the Alta California regional center behavior management and skills training of treatment providers for developmentally disabled persons [ProQuest Information & Learning]. In <i>Dissertation Abstracts International: Section B: The Sciences and Engineering</i> (Vol. 66, Issue 10–B, p. 5669). | Article does not explore the use of an IIU (exclusion criteria 1). |
| 152 | Lewin, J. E., & Donthu, N. (2005). The influence of purchase situation on buying center structure and involvement: A select meta-analysis of organizational buying behavior research. <i>Journal of Business Research, 58</i> (10), 1381–1390. https://doi.org/10.1016/j.jbusres.2004.09.004 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 153 | Groff, A., Lockhart, D., Ogden, J., & Dierking, L. D. (2005). An exploratory investigation of the effect of working in an environmentally themed facility on the conservation-related knowledge, attitudes and behavior of staff. <i>Environmental Education Research, 11</i> (3), 371–387. https://doi.org/10.1080/13504620500081384 | Article does not explore the use of an IIU (exclusion criteria 1). |

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| 154 | Burns, K. M., & Hulusi, H. M. (2005). Bridging the Gap Between a Learning Support Centre and School: A solution-focused group approach. <i>Educational Psychology in Practice</i> , 21(2), 123–130. https://doi.org/10.1080/02667360500128796 | This study occurs in a learning support centre but focuses on the use of a solution-focused group intervention and makes no actual evaluation or exploration into the use of the facility itself. |
| 155 | Watanabe, K., Izumi, K., Maki, J., & Fujimoto, K. (2005). A Fuzzy Behavior-Based Control for Mobile Robots Using Adaptive Fusion Units. <i>Journal of Intelligent & Robotic Systems</i> , 42(1), 27–49. https://doi.org/10.1007/s10846-004-3025-4 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 156 | Mahoney, J. L., Stattin, H., & Lord, H. (2004). Unstructured youth recreation centre participation and antisocial behaviour development: Selection influences and the moderating role of antisocial peers. <i>International Journal of Behavioral Development</i> , 28(6), 553–560. https://doi.org/10.1080/01650250444000270 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 157 | Kantrowitz, E. J., & Evans, G. W. (2004). The Relation Between the Ratio of Children per Activity Area and Off-Task Behavior and Type of Play in Day Care Centers. <i>Environment and Behavior</i> , 36(4), 541–557. https://doi.org/10.1177/0013916503255613 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 158 | Blandford, S., & Duarte, S. (2004). Inclusion in the community: a study of community music centres in England and Portugal, focusing on the development of musical and social skills within each centre. <i>Westminster Studies in Education</i> , 27(1), 7–25. https://doi.org/10.1080/0140672042000224934 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 159 | Buck, K. A., & Ambrosino, R. J. (2004). Children with severe behavior problems: A survey of Texas child care centers' responses. <i>Early Childhood Education Journal</i> , 31(4), 241–246. https://doi.org/10.1023/B:ECEJ.0000024115.51009.e6 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 160 | Pigneguy, S. (2004). Our Didcot: An inclusive arts project devised by a Learning Support Unit. <i>Support for Learning</i> , 19(2), 77–80. https://doi.org/10.1111/j.0268-2141.2004.00324.x | This study occurs in a learning support centre but focuses on an art based intervention and makes no actual evaluation or exploration into the use of the facility itself. |
| 161 | Leahy, C. (2004). Observations in the computer room: L2 output and learner behaviour. <i>ReCALL: Journal of Eurocall</i> , 16(1), 124–144. https://doi.org/10.1017/S0958344004001016 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 162 | Feldhusen, J., & Feldhusen, H. (2004). The Room Meeting for G/T Students in an Inclusion Classroom. <i>Gifted Child Today</i> , 27(2), 54–57. https://doi.org/10.4219/gct-2004-131 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 164 | Dunlop, P. D., & Lee, K. (2004). Workplace deviance, organizational citizenship behavior, and business unit performance: the bad apples do spoil the whole barrel. <i>Journal of Organizational Behavior</i> , 25(1), 67–80. https://doi.org/10.1002/job.243 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 165 | Santhanam, E., & Hicks, O. (2004). Student perceptions of inclusion in unit/course evaluations. <i>International Journal of Inclusive Education</i> , 8(1), 91–102. https://doi.org/10.1080/1360311032000139458 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 166 | Anal, Aiacute, a M., & Parker, A. (2004). Teachers, teaching and educational exclusion: Pupil Referral Units and pedagogic practice. <i>International Journal of Inclusive Education</i> , 8(1), 103–120. https://doi.org/10.1080/1360311032000159465 | Article does not explore the use of an IIU (exclusion criteria 1). |

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| 167 | Meo, A., & Parker, A. (2004). Teachers, Teaching and Educational Exclusion: Pupil Referral Units and Pedagogic Practice. <i>International Journal of Inclusive Education</i> , 8(1), 103–120. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 168 | Cui, L.-W., & Xiao, W. (2004). Sexual Behavior in a One-Male Unit of <i>Rhinopithecus bieti</i> in Captivity. <i>Zoo Biology</i> , 23(6), 545–550. https://doi.org/10.1002/zoo.20004 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 169 | Chassay, C., & Case, P. (2003). Talking shop—contact centres and dimensions of ‘social exclusion.’ <i>Telematics & Informatics</i> , 20(4), 275. https://doi.org/10.1016/S0736-5853(02)00022-9 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 170 | Pugh, G. (2003). Children’s centres and social inclusion. <i>Education Review</i> , 17(1), 23–29. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 171 | Clerehan, R., Turnbull, J., & Moore, T. (2003). Transforming Learning Support: An Online Resource Centre for a Diverse Student Population. <i>Educational Media International</i> , 40(1/2), 15–31. https://doi.org/10.1080/0952398032000092099 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 172 | Palmer, D. K. (2003). Specifying Psychology’s Observable Units: Toward an Integration of Kantor’s Behavior Segment, Skinner’s Operant, and Lee’s Deed. <i>Behavior and Philosophy</i> , 31, 81–110. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 173 | Meneghini, R., & Campos-de-Carvalho, M. (2003). Arranjo Espacial na Creche: Espaços para Interagir, Brincar Isoladamente, Dirigir-se Socialmente e Observar o Outro = Spatial Arrangement in a Day Care Center: Spaces for Peer Interaction, Playing Alone, Socially Directing Behavior and Observing Others. <i>Psicologia: Reflexão e Crítica</i> , 16(2), 367–378. https://doi.org/10.1590/S0102-79722003000200017 | The article is not in English. |
| 174 | Del Favero, M. (2002). Linking Administrative Behavior and Student Learning: The Learning Centered Academic Unit. <i>Peabody Journal of Education</i> (0161956X), 77(3), 60–84. https://doi.org/10.1207/S15327930PJE7703_4 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 175 | Osvath, P., Fekete, S., & Vörös, V. (2002). Attempted suicide in late life: Review of results of Pecs Centre in WHO/Euro Multicentre Study of Suicidal Behaviour. <i>Psychiatria Danubina</i> , 14(1–2), 3–8. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 176 | Petrogiannis, K. (2002). Greek day care centres’ quality, caregivers’ behaviour and children’s development. <i>International Journal of Early Years Education</i> , 10(2), 137–148. https://doi.org/10.1080/09669760220142015 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 177 | Luder, R. (2002). Kooperatives Verfassen phantastischer Geschichten--Ein Ansatz zum Umgang mit aggressivem und gewalttätigem Verhalten im Klassenunterricht = Concerted composing of fantastic stories--An approach to deal with aggressive and violent behavior in the class-room. <i>Vierteljahresschrift Für Heilpädagogik Und Ihre Nachbargebiete</i> , 71(1), 43–58. | The article is not in English. |
| 178 | Gácsi, M., Topál, J., Miklósi, Á., Dóka, A., & Csányi, V. (2001). Attachment behavior of adult dogs (<i>Canis familiaris</i>) living at rescue centers: Forming new bonds. <i>Journal of Comparative Psychology</i> , 115(4), 423–431. https://doi.org/10.1037/0735-7036.115.4.423 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 179 | Griffith, A. S., & Horton, N. S. (2001). Using thematic units to decrease problematic behavior in students. <i>Reading Horizons</i> , 42(1), 51–61. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 180 | Sonnenwald, D. H., & Pierce, L. (2000). Information behavior in dynamic group work contexts: interwoven situational awareness, dense social networks and contested collaboration in command and control. <i>Information Processing & Management</i> , 36(3), 461–479. https://doi.org/10.1016/S0306-4573(99)00039-4 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 181 | Croft, A. C. (2000). A guide to the establishment of a successful mathematics learning support centre. <i>International Journal of Mathematical Education in Science & Technology</i> , 31(3), 431–446. https://doi.org/10.1080/002073900287192 | Article does not explore the use of an IIU (exclusion criteria 1). |

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| 182 | Norwich, B. (2000). The Withdrawal of Inclusion 1996–98 A Continuing Trend by the Centre for Studies in Inclusive Education (CSIE). <i>British Journal of Special Education</i> , 27(1), 39. https://doi.org/10.1111/1467-8527.t01-1-00155 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 183 | Barker, K. L., & Thyer, B. A. (2000). Differential Reinforcement of Other Behavior in the Treatment of Inappropriate Behavior and Aggression in an Adult with Mental Retardation at a Vocational Center. <i>Scandinavian Journal of Behaviour Therapy</i> , 29(1), 37–42. https://doi.org/10.1080/028457100439854 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 184 | Loeb, E. P., Giszter, S. F., Saltiel, P., Bizzi, E., & Mussa-Ivaldi, F. A. (2000). Output Units of Motor Behavior: An Experimental and Modeling Study. <i>Journal of Cognitive Neuroscience</i> , 12(1), 78–97. https://doi.org/10.1162/08989290051137611 | Article does not explore the use of an IIU (exclusion criteria 1). |
| 185 | Young, B. R., & Dziuban, E. (2000). Understanding Dependency and Passivity: Reactive Behavior Patterns in Writing Centers. <i>Writing Center Journal</i> , 21(1), 67–87. | Article does not explore the use of an IIU (exclusion criteria 1). |
| 186 | Mataga Tintor, A. (1999). Uloga grada kao jedinice lokalne samouprave u prevenciji društveno neprihvatljivih ponašanja djece i mladeži = The role of the township as the unit of local self-government in the prevention of socially unacceptable behaviour of children and young people. <i>Kriminologija & Socijalna Integracija</i> , 7(1), 65–71. | The article is not in English. |
| 187 | Slocombe, T. E., & Bluedorn, A. C. (1999). Organizational behavior implications of the congruence between preferred polychronicity and experienced work-unit polychronicity. <i>Journal of Organizational Behavior</i> , 20(1), 75–99. <a href="https://doi.org/10.1002/(SICI)1099-1379(199901)20:1<75::AID-JOB872>3.0.CO;2-F">https://doi.org/10.1002/(SICI)1099-1379(199901)20:1<75::AID-JOB872>3.0.CO;2-F | Article does not explore the use of an IIU (exclusion criteria 1). |

Appendix F. Contextual details of included studies and findings

Table 30. Table summarising sample characteristics from each study.

| Study | Participants Number | Gender Ratio | School/Sample Demographic | Age | Additional Needs | Location |
|------------------------------|---|---------------------|---|----------------|---|----------|
| Barker et al., (2010) | Sample drawn from 1 secondary academy. Quantitative Sample: data from 1 secondary academy for quantitative phase. Qualitative sample: 39 respondents including the headteacher, assistant headteachers, heads of years, teachers, learning assistants) and parents and students (including those who had and those had not been isolated). Exact numbers of each not specified. | Not Specified. | School Demographic: 72% White British school, with above average EAL*. Many children are eligible for FSM . Number of pupils with learning difficulties and/or disabilities is “above average.” | Not specified. | Not Specified. | London. |
| Brickley, (2018) | Sample drawn from 1 secondary academy. 9 pupils were interviewed. | 7 Females: 2 Males. | School ethnic composition not specified, reference toLA demographics: 79% white British, 12% Asian and African and Caribbean descent (percentage not specified). | 13-18 | All participants have SEMH needs, one participant also has ‘learning difficulties’. | London. |

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| | | | School demographic specified: 2.3% of pupils with an EHCP and 16.3% receiving SEN support; 29.3% receive FSM. | | | |
| CSJ, (2011) | Exact details not Specified. Sample included individuals from Local Authorities, voluntary and private sector organisations, academics, other professionals and practitioners (e.g. social workers), children and young people, and parents. | Not Specified. | School demographics: Sample included mainstream schools, special schools, PRUs, and alternative provision, across a range of inner city, suburban, coastal and rural locations in England. Evidence was gathered from both the primary and secondary phases in each of these settings. | Not specified. | Exact details not Specified. However, data was gathered from a number of children and young people with different SEN and SEMH needs. | England. |
| Cole et al., (2019) | 5 specialist inclusion officers across two local authorities. | Not Specified. | Local Authority demographics: two English local authorities. | Not specified. | Not Specified. | England. |
| Gillies & Robinson, (2012) | Sample drawn from 3 secondary schools: two co-educational and one single sex girls' school. Data drawn from observations and interactions with 73 students | 24 Females: 49 Males. | Sample Demographic: Diverse range of ethnic backgrounds. High levels of deprivation. Low economic backgrounds. | 12-15 | Not Specified. | UK Inner-city. |

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| | | | | | Significant proportion of participants were not born within the UK. | | | |
| Gilmore, (2012) | Sample drawn from 1 secondary school. Quantitative sample: 160 pupils and 30 staff. Qualitative sample: 9 pupils (who had been referred to the IIU) and 9 staff (3 pastoral and 6 teaching). | 1 | Quantitative sample: not specified. Qualitative sample: pupils: 1 Female: 8 Male; staff: not specified. | School Demographic: Economically deprived community, around 20% ethnic minorities and 25% FSM | 11-13 | Not Specified. | England. | |
| Gilmore, (2013) | Sample drawn from 1 secondary school. Quantitative sample: 160 pupils and 30 staff. Qualitative sample: 9 pupils (who had been referred to the IIU) and 9 staff (3 pastoral and 6 teaching). | 1 | Quantitative sample: not specified. Qualitative sample: pupils: 1 Female: 8 Male; staff: not specified. | School Demographic: Economically deprived community, around 20% ethnic minorities and 25% FSM | 11-13 | Not Specified. | England. | |
| Hallam & Castle, (2001) | Sample drawn from 91 Local Authorities. Quantitative sample: 27 IUs participated in questionnaire. Qualitative sample: 8 IU staff were sampled for interviewing. Other numbers of participants for interviews and focus-groups not specified. | 91 | Not specified. | Not Specified. | Not specified. | Not Specified. | England. | |

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| IOE & NFER, (2014) | Sample drawn from 11 local authorities. Within these LAs the following sample numbers were obtained: <ul style="list-style-type: none"> - 135 schools; - 497 teachers across two different questionnaires; - Data on 985 children from whole school questionnaires; - 56 school staff, 12 parents/carers, 35 children and young people, 20 alternative provision providers, and 5 local authority staff were interviewed; - 20 schools were visited for observations. | Not Specified. | Not Specified. | Not specified. | Not Specified. | England. |
| Mckean, (2001) | Sample drawn from 1 secondary school. 40 pupils were consulted. An unspecified number of staff also completed questionnaires. | Not Specified. | Not Specified. | 11-13 | Not specified. | UK. |
| Ofsted, (2006) | Sample consisted of 12 IUs from 8 local authorities. Pupils, IU staff and school staff were sampled from within | Not Specified. | Not Specified. | Not specified. | | UK. |

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| | these but numbers are not specified. | | | | | | | | |
| Preece & Timmins, (2004) | Sample drawn from 1 secondary school. 12 pupils were interviewed. | 7 Females:4 Males. | Not Specified. | | Not specified. | | 8 participants with Emotional, Social and Behavioural Difficulties; 2 participants with physical medical needs. | West Midlands. | |
| Power & Taylor, (2020) | Sample drawn from 12 Secondary schools. 12 headteachers interviewed. | Not Specified. | | Participants were from advantaged and disadvantaged areas. | | Not specified. | Not Specified. | Wales. | |
| Stanforth & Rose, (2020) | Sample drawn from one mainstream Secondary school. Quantitative sample consisted of 2515 records of IIU referrals. Qualitative sample consisted of 20 school staff and 13 students. | Quantitative sample believed to reflect the demographics of school 50.5% girls: 49.5% boys. | | Quantitative sample believed to reflect the school demographics which were 82% White British and 52% pupil premium. | | Quantitative sample was 11-16. | The Quantitative sample was believed to reflect the 12% prevalence of SEN in school. | South- west England. | |
| Thomson, (2020) | This data only reflects the section of the thesis relevant to IIUs: Sample drawn from one mainstream Secondary school, two Colleges, one PRU and one | 5 boys: 6 girls. | | 5 White British, 2 Black British, 1 British Bengali, 2 Mixed White/Black African, 1 Mixed Caribbean and African. | | 11-16 | All pupils were looked after children. 5 had EHCPs. 2 were NEET. 4 had CAMHS involvement. | London | |

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| | virtual school. Sample consisted of 11 pupils. | | | | | |
| Wakefield, (2004) | Sample drawn from one school: 8 pupils who attended the IIU. | 6 boys : 2 girls. | Not specified. | 11-15 | Not Specified. | Worcestershire |
| Wilkin, Hall & Kinder, (2003) | Samples were drawn from six IUs and gathered: Six IU managers; Seven IU support staff; Four school senior managers with line management responsibilities over the IUs; 12 teachers; two staff from schools external to the sampled IUs but receiving support from the studied IU; and 49 pupils. | Not Specified. | Not Specified. | Not specified. | Not Specified. | England. |

Note. The most precise details that were supplied have been included, as such missing information should be considered as 'not specified' where not directly stated.

*English as an Additional Language (EAL); Child and Adolescent Mental Health Services (CAMHS); Education, Health and Care Plan (EHCP); Free School Meals (FSM); Not in Employment or Educational Training (NEET); Special Educational Needs and Disabilities (SEND); Social, Emotional and Mental Health (SEMH); Pupil Referral Unit (PRU).

Table 31. Table of role, practices and procedures used in sampled IIUs.

| Study | Staffing | Space/Environment | Aim/Role of IIU | Routines/Procedures | Interventions (other than isolation) utilised within IIU |
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| Barker et al., (2010) | Staffed by a high-level teaching assistant Room was supported by class teachers with free periods who were allocated one half hour slot per week in the Unit. | Located on the periphery of the school site. Individual isolation booths utilised facing the wall. Small, confined space. | To respond to rising poor behaviour and increase in FPEs. | Differentiated timetable to mainstream lessons. | Not Specified |
| Brickley, (2018) | Staffed by four members of staff: an inclusion manager and three mentors; qualification/experience not specified. The room is also supported by supervision and input from CAMHS and the local EPS. | Consists of an open classroom area with four additional rooms for mentoring sessions. | To provide a safe and secure environment for students where they overcome their emotional difficulties through support from on-site staff. | Formal referral process where cases are considered in a weekly panel meeting to determine intake and appropriate support packages for CYP. Drop-in sessions for CYP to access support ad-hoc are also offered. | Targeted group sessions in a range of topics (e.g. developing resilience, transitions and managing anger). 1:1 Mentoring for those with greater levels of need founded in cognitive behavioural or solution focused approaches. |
| CSJ, (2011) | Not specified. | Not specified. | Stated most IIUs as a sanction for pupils | Discussion regarding the widely varying routines and procedures | Highly varied routines and |

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| | | | removed from class for disciplinary reasons. | seen. Some IIUs had a comprehensive process for identifying individuals who need support from a multi-tiered system of support, of which the IIU was a higher number. Other IIUs were run with limited to no structure other than being a room poorly behaved pupils could be sent to. | procedures seen across IIUs. Some have pupils engaging in mundane tasks (e.g. filing documents in a teacher's office). Others had support from teams of qualified professionals offering a host of interventions. |
| Cole et al., (2019) | Not specified. | Not specified. | Stated IIUs have an aim of "promoting reintegration". | Not specified. | Highly varied level of interventive support across IIUs. Some offered small group teaching and vocational courses, others did not have any support. |
| Gillies & Robinson, (2012) | Not Specified. | Location of all IIUs were on school site. | To address persistent and serious conduct issues. | Not Specified. However, discussion regarding poorly defined processes and procedures across IIUs. | Interventions on personal development using the SEAL* programme. |
| Gilmore, (2012) | Staffed by a qualified teacher. | Location of IIUs was central on the school site. | To be used as a serious disciplinary intervention that reinforced the | Formal entry and exit procedures to the IIU, similar to those utilised for FPEs, including | Not Specified. |

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| | | <p>The environment was uninviting and unattractive, with the school rules being the only stimulus. Individual isolation booths utilised.</p> | <p>school ethos and to keep pupils within school for disciplinary purposes.</p> | <p>meeting with parents, paperwork, and records.</p> <p>Differentiated timetable to mainstream lessons.</p> <p>The pupils completed the work from the lessons they usually had that day.</p> <p>The IIU gathered and analysed data regarding pupil and staff's perceptions of the reason referred to the IIU, time spent in the IIU and demographic data such as gender, race/ethnicity, SEN status.</p> | |
| Gilmore, (2013) | Staffed by a qualified teacher. | <p>Location of IIUs was central on the school site. The environment was uninviting and unattractive, with the school rules being the only stimulus. Individual isolation booths utilised.</p> | <p>To be used as a serious disciplinary intervention that reinforced the school ethos and to keep pupils within school for disciplinary purposes.</p> | <p>Formal entry and exit procedures to the IIU, similar to those utilised for FPEs: including meeting with parents, paperwork, and records.</p> <p>Differentiated timetable to mainstream lessons.</p> <p>The pupils completed the work from the lessons they usually had that day.</p> | Not Specified. |

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| | | | | The IIU gathered and analysed data regarding pupil and staff's perceptions of the reason referred to the IIU, time spent in the IIU and demographic data such as gender, race/ethnicity, SEN status. | |
| Hallam & Castle, (2001) | Not Specified. | Not Specified. | Not Specified. | Not Specified. | Not Specified. |
| IOE & NFER, (2014) | Not Specified. | Not Specified. | Not Specified. | Not Specified. | Not Specified. |
| Mckeon, (2001) | IIU managed by a full-time teacher and supported by a part-time educational psychologist (approximately 5 days per month), a part-time counsellor (1 day per week), a part-time administrative assistant (2.5 days per week), and line management and teaching support from the SENCO* | Not Specified. | To provide a supportive and structured environment that promoted the development of personal responsibility in all students. | Complex systems for referral to the IIU with all pupil files in the Year 7 cohorts being reviewed to identify candidates and all teachers being trained to observe needs in class. Formal processes for pupil progress review and reintegration, including pupil interviews to identify what support would be needed beyond the IIU and continued support for class teachers in how to manage the pupil. | A wide range and high level of different interventions were available, from in depth reflections on behaviour to individual therapeutic interventions run by qualified professionals supporting the facility. |
| Ofsted, (2006) | Not Specified. | Not Specified. | To keep pupils in school and studying while difficulties are | Not Specified. | Not Specified. |

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| | | | overcome, and to help reintegrate them back into mainstream classes. | | |
| Preece & Timmins, (2004) | IIU managed by Head of Year part-time and supported by an LSA* for 10 hours per week. | On school site. | To support pupils who were experiencing difficulties into returning to full-time mainstream lessons. | Pupils provided work by their teachers to complete in the IIU. | Not Specified. |
| Power, & Taylor, (2020) | Not Specified. | Some IIUs were on-site, others were off-site but in close proximity (e.g. across the road), whilst other IIUs were considerable distances away. | To reduce exclusions. | Not specified. | Not Specified. |
| Stanforth, & Rose, (2020) | Not Specified. | Not Specified. | Not Specified. | Not Specified. | Not Specified. |
| Thomson, (2020) | Not Specified. | IUs typically described as being bare, prison like, many had isolation booths, many described | Not Specified. | Not specified, but many interviewees noted they predominantly were made to do academic work in silence. | Not Specified. |

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| | | as lacking stimulation and being boring. | | | |
| Wakefield, (2004) | Not Specified. | Not Specified. | To reduce the probability of exclusion due to difficulties in particular subjects (e.g. English) | Not Specified. | Students underwent a 6-week program, but no further details are given. |
| Wilkin, Hall & Kinder, (2003) | All researched IIUs were managed by a member fully qualified teachers, four of which had additional responsibilities as part of a dual role including being the SENCo, coordinator for Gifted and Talented and being the learning support manager. | Location of all IIUs were on school site. | To support pupils who were experiencing difficulties into returning to full-time mainstream lessons. | A wide range of routines and procedures were noted across the studied IIUs, including different referral processes and durations, facility capacities, therapeutic interventions, staffing arrangements, monitoring procedures and teaching practices. | Several IIUs had specific interventions, including courses on anger management, strategies for managing behaviour (e.g. solution-focused brief therapy), and sessions aimed at developing trust and building confidence. |

Note. The most precise details that were supplied have been included, as such missing information should be considered as 'not specified' where not directly stated.

*Learning Support Assistant (LSA); Social and Emotional Aspects of Learning (SEAL), Special Educational Needs Coordinator (SENCo).

Table 32. Table of Included studies protocol and findings/outcomes.

| Study | Design | Measurements Protocol | Findings/Outcomes relevant to the IIU |
|------------------------------|---|---|---|
| Barker et al., (2010) | Sequential Mixed Methods: Quantitative analysis of characteristics of pupils referred to IIU, reason for referral and length of stay. Qualitative analysis of 29 individual and focus group interviews. | Not Specified. | <p>The most common reasons for isolation were verbal abuse (40%), persistent disruptive behaviour (19%) and failure to follow instruction from staff (18%).</p> <p>The combination of pupils being held in an isolation space where facilities are arranged to keep pupils under constant surveillance, the continuing threat of permanent exclusion and support from the IIU manager can produce immediate short-term changes in behaviour but difficult behaviour often reemerges upon reinterring mainstream lessons and therefore did not modify behaviours long-term.</p> <p>Short-term increases in pupil productivity, as identified by pupils and staff in interviews.</p> <p>Staff perceptions of IIUs were wholly positive believing that the pupils produced more work and improved their behaviour.</p> <p>Some teachers perceived that the IIU gave the pupils who attended it a reputation or stereotype within the school.</p> |
| Brickley, (2018) | Qualitative: dual analysis of data using a narrative approach to elicit critical moments in CYP's lives and thematic analysis of semi structured interviews. | Face to face semi-structured interviews using a narrative approach. | <p>The themes emerging from the interviews with participants indicated the strengths of the Learning Support Unit studied were that it:</p> <ul style="list-style-type: none"> - Provided a 'secure base'. Participants speaking highly about the relationships they developed with the LSU staff and ability to seek support and open up to staff about any matter. This was supported by staff being attuned and responsive to the needs of the participants and acting as 'containing figures'. |

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| | | | <ul style="list-style-type: none"> - Promoted resilience in participants. This was through a combination of the participants feeling empowered by the successes they achieved through their work at the LSU and adapting their thinking towards more positive outlooks. - Allowed for mediation on behalf of the participants. The participants spoke highly of how the LSU staff were able to mediate on their behalf and resolve difficulties before they became more complicated. - Allowed for better sharing of information. The LSU had strong links to other agencies and was able to share information rapidly for referrals as well as increase communication within school and between home and school. <p>The themes also identified a key barrier to accessing the LSU was the stigma around it. This was the most widely discussed barrier to accessing support by participants. Stigma related to the social perception of the LSU within the school as being for those who are “bad people” or “weak”.</p> |
| CSJ, (2011) | Not Specified. Appeared to be Qualitative, consisting of only interviews. | Not Specified. Believed to be interviews. | Considerable variation in practice across IIUs. Participants raised concerns about the lack of support and high proportions of children and young people with SEND and SEMH needs who are present within IIUs with no support. Additional concerns were raised about the ethics of IIUs, with many using inappropriate practices, such as having children and young people filing documents in teachers’ offices. Many IIUs were noted to be run by individuals with very limited experience or expertise. However, some IIUs were noted to have highly sophisticated and supportive systems within the IIU, including robust methods for identifying and support children and young people with different needs, bespoke therapeutic input with on-site staff trained in psychology, and processes to reintegrate the pupils back into mainstream lessons. |
| Cole et al., (2019) | Qualitative: Semi-structured interviews. | Face to face semi-structured interviews. | Wide variation in IIU practice. Some local authority inclusion officers believed IIUs were the key to initially decreasing fixed-term exclusions. Other officers raised concerns the IIUs did not resolve the underlying cause |

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| | | | to problematic behaviours. Noted that some IIUs offer small group teaching, a therapeutic and nurturing environment, vocational courses at a further education college or even voluntary body. However, some officers noted a complete lack of any therapeutic input in IIUs. |
| Gillies & Robinson, (2012) | Qualitative: Ethnography | Not Specified. | <p>Students were sent to IIUs for a wide variety of reasons, from persistent disruptive behaviour to violent behaviours.</p> <p>IIUs were positively perceived by pupils who viewed them as a place for respite. Students also believed they had good relationships with IIU staff and felt supported by them.</p> <p>School policies and procedures could often be ill-defined and there may be discrepancies between espoused and actual practice.</p> <p>Through the use of IIUs as a method of making pupils included within education (rather than excluded) they may:</p> <ul style="list-style-type: none"> - support the notion that difficult behaviour stem from difficulties within children or their families. - Allow the school to ignore wider systemic issues within the school that may be discriminating pupils (e.g. institutional racism). |
| Gilmore, (2012) | Mixed methods: Quantitative analysis of on-line questionnaire data and documentation from the IIU Qualitative analysis of interviews and classroom observations | <p>Research was conducted over a 2-year period.</p> <p>Documentary analysis spanning the whole research period.</p> <p>Face-to-face interviews consisting of four 30-minute sessions were conducted</p> | <p>Across staff there were different perceptions about the role of the IIU including a disciplinary, inclusive, supportive or educational role. Staff perceived the IIU to have a range of benefits including: pupils being kept within school rather than excluded from it; supporting pupils in improving their behaviour; the IIU being more inclusive than an exclusion; the IIU teaching pupils more lessons than exclusions; and the IIU offering an opportunity to build relationships between home and school. Some staff raised concerns about the limited impact the IIU may have had, or the prolonged periods pupils spent within the facility.</p> |

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| | | halfway through the first year with findings and interpretations discussed with staff and pupils. | |
| | | On-line questionnaire and observations protocol not specified. | |
| Gilmore, (2013) | Mixed methods: Quantitative analysis of on-line questionnaire data and documentation from the IIU Qualitative: analysis of interviews and classroom observations | Research was conducted over a 2-year period. Documentary analysis spanning the whole research period. Face-to-face interviews consisting of four 30-minute sessions were conducted halfway through the first year with findings and interpretations discussed with staff and pupils. | IIU resulted in a decrease from a 20% chance of pupils being excluded to a 0.05% chance over a 4-year period, whilst number of pupils getting A* to C grades increased from 43.4% to 68.2%. Students perceived their peers as being either a positive or negative influence. Some peers made them feel irresponsible for going to the IIU and made them improve their behaviour, whilst others encouraged them to behave poorly and result in referral to the IIU. Some pupils perceived the rules around the IIU as being too demanding and that the pupils do not receive sufficient support. |
| | | On-line questionnaire and observations protocol not specified. | |
| Hallam & Castle, (2001) | Mixed methods: Quantitative analysis of questionnaires. | Questionnaires were distributed to LEAs and analysed with exclusion data. In depth interviews | A reduction in FPEs of 4.3% in schools using IIUs against a national increase of 2%. IIUs provided a cheaper alternative to educating pupils off the school site. There was significant variation in IIU practice, of the 27 IIUs: |

Qualitative analysis of in-depth phone interviews with project managers, focus groups with groups of pupils and teachers and case-studies of particular pupils and interview with their parents.

were then conducted with a sample of the IIU project managers to explore differences in initial results of questionnaires. A sample of IIU projects were then subjected to further in-depth analysis consisting of focus groups with groups of pupils and teachers and case-studies of particular pupils and interview with their parents.

- 3 IIUs operated at Primary School level, 24 at Secondary level.
- 6 operated at KS3, 2 at KS4 and 16 at KS3 and KS4
- 2 of the Primary IIUs operated independently from the school they were located in and took in referrals from other schools.
- Significant variation in routines and procedures.

There were a number of distinctive features to IIUs compared to other interventions to reduce FPEs:

- They have a physical centre where staff were based.
- Adopted a combination of withdrawal from lessons and classroom support.
- Some IIUs were permanently manned and had telephones so that teachers were always supported.

There are a number of common features of successful IIUs with other intervention methods (e.g. MDBST).

- Commitment of SLT*, all staff, parents and pupils.
- Effective identification of difficulties
- Monitoring progress
- Effective communication
- Flexibility in the way of working with teachers, parents and pupils.

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| IOE & NFER, (2014) | <p>Longitudinal mixed methods comparative design:</p> <p>Quantitative analysis of impact data.</p> <p>Qualitative analysis of interviews regarding IIU exclusionary practices.</p> | <p>Data gathered from the National Pupil Database.</p> <p>Questionnaires sent to school staff.</p> <p>Telephone interviews with school staff.</p> <p>Seven case study visits to different schools to conduct</p> | <p>The study set up a trial where certain schools were given greater responsibility for meeting the needs of permanently excluded pupils; including schools having more responsibility for commissioning alternate provisions and local authorities passing on the funding for this. During their experiment, the numbers of IIUs increased across schools. The use of learning support units increased in their trial schools more than in comparison schools. Over half of secondary schools sampled had a form of IIU in the 2011/2012 academic year, which increased to 79-90 percent in both comparison and trial schools. In trial schools IIUs (at least the learning support unit type of provision) were effective at preventing exclusions, improving attendance, improving attainment and improving behaviour</p> |
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| | | observations and semi-structured interviews with staff. | according to subjective questionnaire data from teachers; however, teachers at comparison schools were less positive about their effectiveness. |
| Mckeon, (2001) | In depth Case Study, reporting both Quantitative and Qualitative data. | Data gathered from consultation with 40 students. Other data was reported from the author's own experiences within the IIU and school exclusion data. Questionnaire for staff. | Pupils attending the IIU identified a series of distinguishing supportive features the facility provided: staff being calm and caring; discussions being confidential; the environment being calm and quiet; support around organisation; a space where the pupils could self-regulate and a place pupils could seek support and problem solve. The pupils believed they had made the following improvements following attendance: improved social skills; better moral compass; respect of the needs of others; ability to talk to others about issues; better ability to reflect on self; improved behaviour; improved academic ability and better self-help skills. Teachers believed the IIU: provided a safe space for pupils who are struggling; reduced the pressures and demands on staff; and reduced the conflict between staff and pupils. Teachers believed it would be important to improve the communication between the IIU and staff about what was happening with pupils, and how work was provided to pupils. |
| Ofsted, (2006) | Not specified. Believed to be Qualitative. | Observations of IIUs by inspectors and interviews with pupils, IIU staff and other staff, and reviewed IIU documentation. | Findings indicated all 12 investigated IIUs were successful at re-engaging pupils attending the facilities with their education, which was attributed to the IIU providing good care, guidance, and support. The report outlined the following to result in IIUs being more effective: <ul style="list-style-type: none"> - Whole group teaching for all pupils within IIUs following well planned lessons which accounted for pupils' needs; - Opportunities for pupils to engage in more active or vocational based activities and subjects; - A focus on improving pupils' basic academic skills (e.g. literacy etc); - Staff in IIUs being committed, caring and building strong relationships; - Pupils being given challenging targets and supported to work towards these; |

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- Interventions to develop pupil's self-esteem, better understand their own behaviour and develop their social skills;
 - Strong communication between the IIU and home;
 - Good use of external agencies to support the IIU (e.g. educational psychology services);
 - Well managed reintegration processes where pupils are prepared for the transition and mainstream staff supported throughout the reintegration;
 - IIU staff being well supported within the school system;
 - Clear referral and exit procedures for IIU attendance;
 - Commitment from senior leadership and regular review of IIU performance.

Their findings also highlighted the need to improve:

- Individualised learning programs that did not rely on textbook or worksheet work;
- Staff not being made aware of strategies to use with pupils when reintegrating;
- Staff not welcoming pupils back into the mainstream class;
- Prolonged periods of attendance in the IIU;
- Pupils not being sufficiently supported upon reintegration.

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| Preece & Timmins, (2004) | Qualitative Illuminative Evaluation using semi-structured interviews. | Initial consultation with school SLT* to identify aims and areas of inquiry for the investigation. Subsequent interviews with pupils referred to the IIU and analysis of this data. | Overall, positive pupil perceptions of IIUs. Numerous pupils liked the IIU because of its positive ethos; being described as quiet, friendly, and filled with respectful staff. Students perceived it to be a safe space for respite from the difficulties of the mainstream classroom. Pupils appreciated the positive characteristics of IIU staff (e.g. being friendly, caring, or funny). |
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Students commented on the small group nature of IIUs having positive outcomes on their productivity and the amount of support they received.

Some students believed the ability of the IIU staff to resolve their difficulties as being important. However, most students stated they liked having someone they could talk to.

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| Power & Taylor, (2020) | Qualitative. | Semi-structured interviews with headteachers. | Some IIUs used in response to behavioural incidents in place of exclusions. Some IIUs had Isolation Booths which they believed encouraged pupils to work and prevented communication. Some IIU referrals lasted for 1-2 days. |
| Stanforth & Rose, (2020) | Mixed methods: Quantitative analysis of school data and Qualitative interviews with stakeholders. | Quantitative analysis of IIU referral records using the chi-squared test to explore discrepancy between the demographics of those referred to the IIU and the school demographics. Semi-structured interviews around experiences of 'challenging behaviour' analysed using thematic analysis. | Quantitative analysis indicated there were more referrals earlier in the week rather than later: the highest number of referrals being on Monday. There were more referrals later in the day, apart from the very last 30 minutes of the day where pupils were engaged in more pastoral based activities. There were no significant differences between the number of referrals between boys and girls, unless SEN was considered: then more boys with SEN were referred compared to girls with SEN. Moreover, there were more referrals for pupils with pupil premium and SEN than would be expected given the prevalence in school. Teacher who was new to the school contributed to the most referrals. Qualitative results indicated that students with behavioural difficulties and referred to IIUs were often stigmatised and that both staff and pupil's 'blamed' the pupils with behavioural needs for their behaviour; although staff often considered themselves 'powerless' to help them. Staff were also found to blame parenting for the difficulties seen in pupils referred to IIUs. Staff noted some contextual factors resulting in referrals, such as lessons not being engaging enough to prevent challenging behaviour, or staff not knowing how to properly manage behaviour. Staff were noted to have negative appraisals of pupils referred to IIUs, believing the pupils were unlikely to change and not wanting the pupils to return to class. Staff |

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| | | | expressed a preference for more punitive consequences and zero tolerance policies. |
| Thomson, (2020) | Qualitative multi-informant approach. | Semi-structured interviews with pupils and the 'Ideal self' story procedure. | <p>The pupils attending the IIU noted:</p> <ul style="list-style-type: none"> - IIU conditions were degrading; - They spend prolonged periods in isolation with no breaks; - Described the IIUs as being 'prison like', having little decoration or stimulation and often having isolation booths; - They found the boring nature and seclusion from other difficult; - The IIUs did not provide any real opportunities for learning; - Found the IIU a 'boring environment'; - Often found themselves being excluded because they could no longer tolerate being in the IIU and so would walk out and be excluded; - Many believed they were sent to the IIUs for little reason, which made their behaviour worse; - That the use of the isolation made them feel that adults did not care or listen to them; - Experiencing negative emotional and psychological effects from IIU use; - The IIU did make pupils want to improve their future and taught them where they did not want to be in life. |
| Wakefield, (2004) | Mixed methods: Quantitative analysis of whole school data and questionnaire assessments (Locus-of-control belief and Individual perceptions assessments). | Quantitative analysis of whole school data on attendance and exclusion. Individual assessment using the Locus-of-control belief and Individual perceptions assessments. | <p>The results indicate than in the studied IIU, the sample population did not attribute the responsibility for events happening to them to other people, suggesting they believed they could influence what happened to them. Pupils who attended the IIU had largely negative views about the curriculum. Pupils attending the IIU did not perceive PSHSE as interesting or useful. Pupils perceived subjects with a high literacy component as boring and useless. However, the male pupils did see ICT as interesting, whilst girls did not. Pupil attendance decreased during and following attendance to the IIU.</p> |

| | | | |
|--|---|--|--|
| Wilkin, Hall & Kinder, (2003) | Longitudinal mixed methods study: Quantitative analysis of IIU impact data. Qualitative analysis of interview data. | Quantitative analysis of data on exclusions, referral number and durations etc. Qualitative analysis of semi-structured interviews exploring IIU impact and beliefs about procedures adopted. | Considerable diversity in how the studied IIUs were established and managed; believed to be partly due to the funds to establish the facilities being given to schools to use as they saw fit. Many IIUs were found to have a positive impact on pupils, preventing exclusions and leading to the pupils reintegration back into lessons in many cases. However, for a minority of pupils IIUs were not successful and were eventually excluded. Key factors posited as being drivers for successful IIUs was staff being highly committed and nurturing to IIU attendees. It was also deemed important that the IIUs were embedded as part of the school, reflected the schools' positive ethos and were supported by senior leadership. The importance of strong communication between home and school was also believed to be a key influence on success. It was noted that increasingly high levels of SEMH need pushed IIU staff beyond what they felt they were sufficiently trained to manage and proved to be barriers to success. In such cases it was noted that the IIUs required external support from appropriately qualified professionals. IIUs were believed to be very cost effective, despite being resource intensive. Pupils believed the facilities were beneficial in supporting their learning and getting themselves back on track. |
|--|---|--|--|

Note. The most precise details that were supplied have been included, as such missing information should be considered as 'not specified' where not directly stated.

*Senior Leadership Team (SLT); Multi-Disciplinary Behaviour Support Teams (MDBST).

Appendix G. In depth details about the sampled IIU

Section 1. Geographic location

The school was a mainstream nonfaith secondary academy located in North-West London, which had been rated as 'outstanding' in their most recent Ofsted report and achieved higher than average 'progress eight'³² scores. The student population was ethnically diverse, with the largest represented ethnicities being Indian and Pakistani, which in turn reflected the demographics of the catchment area. The IIU was located relatively central to the school and, whilst only accessible via a corridor that only staff and referred attendees could use, large windows made the room highly visible to other pupils.

Section 2. Internal environment

To support visualisation of the IIU studied, [Figure 10](#) displays a detailed floor plan of the IIU, whilst [Figure 11](#) and [Figure 12](#) display a 3-dimensional rendering of the IIU from the IIU staffs' and attendees' perspectives respectively; it should be noted that the IIU was considerably more vibrant and colourfully decorated than could be created in these models. The IIU consisted of a large rectangular room with a maximum capacity of approximately 36 pupils. However, whilst the number of pupils present in the room from day to day varied, on average there were usually around 10 to 15 pupils in the room. One side of the room consisted of windows which allowed in a large amount of natural light. The rooms itself was

³² Progress 8 scores were introduced in 2016 as an alternative evaluation method of measuring pupil's academic attainment and progress. It aimed to capture the progress pupils makes during secondary schooling relative to their initial attainment and the progress typically achieved by others with similar starting attainments (DfE, 2016c).

vibrantly decorated with posters, work and ornaments; which should be noted, was a stark contrast to the descriptions of many IIUs (Gillies & Robinson, 2012; G. Gilmore, 2012). All pupils had their own desks which faced towards the IIU staff's desks at the front of the room. At both sides of the front of the room were several computers that the pupils could use to complete work. At the back of the room were bookshelves containing textbooks and a box file for each pupil who attended the IIU which contained their exercise book and work to complete whilst there. There was also an additional small room which could be accessed at the back of the IIU, which was used to have private conversations with the pupils, conduct one-to-one interventions or occasionally as a space where some pupils experiencing difficulties within the IIU could go for a brief time to relax.

Figure 10. A detailed floor plan of the IIU.

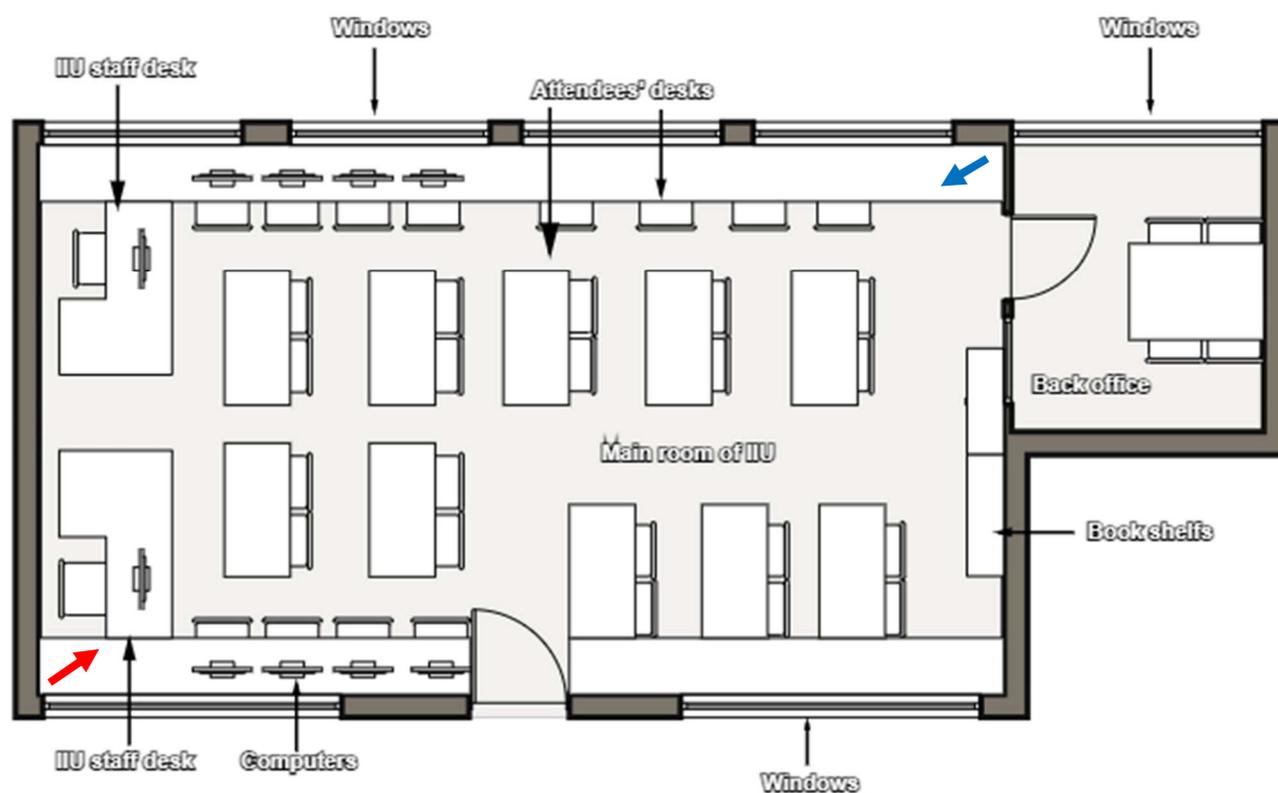


Figure 11. A 3-dimensional rendering of the IIU from the IIU staff's perspective.



Note. This 3D rendering is from the IIU staffs' perspective, in Figure 10, the direction of view is indicated with a red arrow in the bottom left of the image.

Figure 12. A 3-dimensional rendering of the IIU from the attendees' perspective.



Note. This 3D rendering is from the attendees' perspective, in Figure 10, the direction of view is indicated with a blue arrow in the top right of the main IIU room.

Section 3. Staffing

The IIU was predominantly staffed by one person, the IIU manager, who handled the day to day functioning of the facility. The IIU manager was a full-time non-teaching role which at the time of the study was held by a female in her mid-20s with no previous teaching experience. Two assistant headteachers in charge of the pastoral department would also take turns supporting the running of the room by covering the facility during the IIU manager's breaks and importantly determining which pupils could return to mainstream lessons; ultimately making them the people who decided how long pupils remain within the IIU. The duration of time spent in the IIU was determined based on the seriousness of the behaviour resulting in them being referred to the IIU, their conduct within the IIU and the pupil's capacity to reflect on their behaviour.

Section 4. Role and ethos

The IIU had two key espoused roles: to allow learning in the classroom to continue where attendees are proving to be disruptive and to promote positive behavioural change. The ethos of the IIU was largely punitive, with the IIU designed to be a punishment for breaches of the school's CoC, which was achieved through a combination of the seclusive aspect of IIU referral, the facilities strict rules and the mundane environment it created, and the high expectations placed on completing work within the facility. However, there were other aspects to the IIU that were not as punitive, including the use of reflection to improve behaviour and the IIU staff encouraging attendees to seek them for support if needed.

Section 5. Procedures

The IIU was used to manage the behaviour of pupils who had not improved their conduct through previous interventions from the pastoral department (e.g. through detentions, meetings with parents etc.) and consequently were put onto a higher level of report card (i.e. a pastoral support program [PSP]). From the time they were put onto that level of report card, all breaches of the school's CoC result in an immediate referral to the IIU to which the pupil proceeds directly. Upon arrival to the IIU, the child completes several forms which include an account of the incident that resulted in their referral to the IIU and reflections upon where they went wrong; the teacher who witnessed the breach of the rules also sent their own account of the pupil's behaviour that resulted in the referral. The pupil then completed different work for each period they spent in the IIU which was assigned to them by the IIU manager. There were two breaks in the IIU: a 15-minute break where the pupils were escorted to the toilets and a 60-minute lunch break where the pupils were escorted to the dining hall and then to the toilets. Both breaks operate on a separate timetable to the rest of the school to prevent contact with other pupils. At the end of the day, the pupils from the IIU were also dismissed at a later time relative to the rest of the school. Pupils in the IIU can be sent back to lessons for the start of any period once they have fulfilled the amount of time deemed to be appropriate by the assistant headteachers for their behaviour; providing they have conducted themselves appropriately within the room.

Section 6. Rules

Whilst in the room pupils were expected to adhere to a strict set of rules which were beyond the usual expectations of the mainstream classroom and could be paralleled to 'exam conditions'. These rules included:

- No communicating with others. Attendees could discuss matters with staff who they could ask a question to if they raised their hand. On occasions the staff did give attendees limits on the number of questions they could ask, or what they could ask (e.g. they could not ask when they were allowed to return to mainstream lessons); this was mainly ruled if an attendee purposefully tried to be disruptive by continually asking questions, rather than being a blanket and purposefully punitive measure.
- The attendees were expected to follow all instructions first time without failure.
- The attendees had to remain seated at all times and required permission to get out of their seat (e.g. to get more work). The attendees were not permitted to leave the IIU unless they were sent back to their lessons, accompanying the staff on a break, or given explicit permission in an exceptional circumstance. Breaching this latter rule in particular could result in serious consequences, such as an exclusion.
- The attendees were only permitted to carry out work approved by the IIU staff (e.g. they could not complete their homework).
- All the other school CoC (see [Appendix H](#)) rules applied.

Breaching these rules would typically result in an addition of time to their referral or later dismissal at the end of the day. If there was a serious breach of these rules (e.g. defiance within the IIU or leaving the IIU without permission), more serious consequences could be awarded, such as an exclusion. However, this was a very rare incidence.

Appendix H. A description of the school's code of conduct

Whilst the actual CoC could not simply be shared, as this would reveal the identity of the participant IIU, what follows is a description of the CoC to outline what would classify as a 'negative' behaviour within the school and result in a behaviour point (BP) log and consequence. Pupils within the school were expected to:

- Show self-discipline within the school and outside of it whilst under the school's *loco parentis* and/or in school uniforms. Pupils were expected to go directly home after school and not loiter in public areas or visit communal spaces (e.g. shops), before going home. Pupils were expected to be courteous and considerate of all those around them;
- Show self-discipline when travelling to and from school, in the playground (or on public transport) which is seen as important for everyone's safety; they must promptly make their way to/from school and not loiter in the local area.
- Never cause deliberate disruption to a lesson or distract their peers from their work;
- Never use inappropriate language;
- Never engage in any form of gambling;
- Wear all the components of their uniform appropriately and to expectations;
- Follow all instructions given by staff;
- Be punctually to school and to lessons;
- Never use or have their phones on display on the school site;
- Never go to the prohibited areas within the school (e.g. the corridor leading to the IIU or the sixth form area if now a sixth former);

- Not engage in any physical misconduct or bullying, as a blanket rule and to avoid the potential for any issues arising from this, pupils were expected to keep 'hands off' other pupils and staff and avoid any physical contact that was not necessary;
- Never eat or drink anything other than water outside of the school's dining hall;
- Never damage or vandalise the school's or other peoples' property;
- Not engage in any inappropriate use of the school's IT software and equipment;
- Arrive with all necessary equipment and work for lessons (e.g. pens, homework diaries, homework etc.);
- Remove jackets, scarves, hats and other outdoor clothing within school;
- Try their hardest in all learning activities and show an appropriate amount of effort into their work;
- Follow all health and safety rules.

Appendix I. Information sheets and consent forms utilised

Section 1. Information sheet for parents and post 16 participants



Exploring Whether Referral to the Internal Inclusion Unit Results in Change to Pupil's Behaviour and Exploring the Student's Perceptions of What is Helpful and Unhelpful About Them; a Mixed Methods Study.

Who is doing the research?

My name is Aaron Reynolds. I am a practising Trainee Educational Psychologist (TEP) in my second year of studying for the professional Doctorate in Educational and Child Psychology. I am conducting this research as part of my course.

What is the aim of the research?

The research aims to identify whether being referred to the Internal Inclusion Unit (IIU) results in any change to pupil behaviour. In addition to this, the research intends to find out what pupils perceive to be helpful and unhelpful about the IIU. This study will allow us to obtain information that will help myself and other professionals understand the usefulness of these facilities and potentially identify ways to improve them. Moreover, it is hoped that this study can encourage further investigations into the use of IIUs to better help us support pupils within education.

Who has given permission for this research?

The Tavistock and Portman NHS Foundation Trust has given ethical approval to carry out this research.

Who can take part in this research?

You will have received this information sheet as your child has been identified as an ideal candidate for this research, meaning they:

- have spent at least 1 week of the academic year not on report and not being referred to the IIU and;
- have spent at least 6 weeks of the academic year on report and been referred to the IIU as a result of their behaviour.

If more than the required number of pupils volunteer to take part, participants will be purposefully selected to ensure a mix of different pupils are represented to capture the widest possible variety of pupil views and opinions.

What does participation involve?

If you agree for your child to take part, they will be invited to meet me within their school and talk for around 40 to 60 minutes about their experiences of the IIU. This will be explored through me asking your child a small number of open-ended questions. At the end of this interview they will be given an opportunity to talk about the experience and ask any questions or discuss any concerns they might have. I will make audio recordings of the meetings which will be transcribed for analysis and

then deleted. I will also keep a reflective diary of my experiences as a researcher to support this analysis.

In the event of the social distancing restrictions still being in place, we will conduct these interviews over Zoom (an online video conferencing platform) but otherwise follow the exact same process. Additional information on how to access Zoom for the interview will be given to you at a later date in this eventuality.

What are the possible benefits of taking part?

There is currently very little research into the use of IIUs, despite them becoming very common in most secondary schools, with almost half of all secondary schools using them. Therefore, this research will be one of the first pieces of research exploring their use which will provide invaluable insight into their use and will support your child's school in understanding how best to utilise the IIU to support your child. The data produced is hoped to provide insights that will support the school in providing the best support for children. Moreover, it is hoped this study will promote further research in this area to fully explore how these facilities can be used in the most beneficial way for all pupils.

What are the possible risks of taking part?

It is acknowledged that the IIU can be a topic that your child finds distressing to discuss. However, the open-ended nature of the questions I will ask, will give them the freedom to choose what they share and have their opinions heard. There will also be a lead of pastoral care from the school who will be identified to your child as a person they can seek support from should they find the topic difficult, as well as opportunities to discuss their experience with myself and/or obtain support from other services if needed. Finally, due to the small sample sizes that will be used in this study, there are limitations to the level of anonymity that can be upheld. However, I shall ensure that their contributions are completely anonymised before they are shared with any other individual to ensure that no one apart from myself knows what they shared about the IIU.

What will happen to the findings from the research?

The findings will be typed up as part of my thesis which will be read by examiners and be available at the Tavistock and Portman library. I may also publish the research at a later date in a peer reviewed journal, which is a publication used in the academic community to share findings from research. Once the research has been completed, you and your child will be offered an opportunity to hear about my findings and discuss these should you wish to.

What will happen if I don't want to carry on with this research?

Participation in this research is completely voluntary and you, or your child themselves, are free to withdraw them from the research at any time before the data they have provided is anonymised and analysed without giving any reason. Any research data collected before your withdrawal may still be used, unless you request that it is destroyed.

Will my child's taking part in this study be kept confidential?

Yes. Whilst, it is not possible to prevent key members of staff from knowing your child has taken part in the research, all other staff and peers will not need to know. Moreover, all records related to their participation in this research will be anonymised

and confidential. Their data will be handled and stored securely on an encrypted drive using password protection. Their identity on these records will only be identified by a pseudonym rather than their real name. The data will be kept for a minimum of 5 years. Data collected during the study will be stored and used in compliance with the UK Data Protection Act (1998) and the University's Data Protection Policy.

Are there times when my data cannot be kept confidential?

Confidentiality is subject to legal limitations or if a disclosure is made that suggests that imminent harm to your child and/or others may occur. When this arises, the information will only be shared with key adults who are required to be informed by law to keep your child safe. The small sample size (6-10 children) may also mean that your child recognises some examples and experiences they have shared in interviews. However, to protect their identity, pseudonyms will be used and any identifiable details changed.

Further information and contact details

If you have any questions or concerns about any aspect of the research, please contact me: Aaron Reynolds, Trainee Educational Psychologist, BSc, MSc
Email: AReynolds@Tavi-Port.nhs.uk
Work Mobile: 07971140289

Please note: If you have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance. He can be contacted at:

Email: academicquality@tavi-port.nhs.uk

Exploring Whether Referral to the Internal Inclusion Unit Results in Change to Pupil's Behaviour and Exploring the Student's Perceptions of What is Helpful and Unhelpful About Them; a Mixed Methods Study.

Who am I?

My name is Aaron Reynolds. I am a Trainee Educational Psychologist (TEP). My job is to try and help children and young people with their education. I am still studying to complete my training and as part of this I am carrying out a study.

What is the aim of my study?

The study is exploring the usefulness Internal Inclusion Unit (IIU), what you might call 'Room the IIU' [*For the attention of the TREC panel, the 'Intervention Room' and 'Room the IIU' are the common names for the IIU in the school that is currently foreseen to be sampled from*] and what you and other students believe to be helpful and unhelpful about the IIU.

Who has given permission for this study?

Your school has agreed to let me conduct this study, whilst the Tavistock and Portman NHS Foundation Trust (my university) has given me ethical approval to complete this.

Who can take part in this study?

You will have received this because your school has already identified you as having had experience of the IIU. If more than 10 of you volunteer to take part I will select a sample.

What will I have to do?

You and I would meet in school and talk for around 40 to 60 minutes during school hours about your experiences of the IIU. If we are still in 'lock down' due to Covid-19 then we will talk online using Zoom (an online video meeting program), but will follow the same procedure. I will ask you a few simple questions. At the end we will talk about the experience of taking part in this study and you can ask questions or talk about any concerns you might have. I will be taking audio recordings of our chat so I can write down what you said at a later date but will delete it after this.

What are the possible benefits of taking part?

This research will be one of the first pieces of research exploring the use of these rooms and hopefully will help us understand how to make the rooms more useful.

What are the possible risks of taking part?

Talking about the IIU may be upsetting but you can choose what to share and what not to share. There will be a staff member from your school who you can talk to after should you want to. You will also be able to discuss the experience with me at the end of the meeting and can stop the meeting at any point.

As only 6 to 10 people are in this study, there are limitations to how much anonymity I can achieve. But all the information you tell me will be completely anonymised before sharing it with anyone else to make sure no one other than me and you know what we talked about.

Will my taking part be kept confidential?

Yes. Whilst, staff will know that you have taken part, all records of what you have said will be anonymised and confidential. I will keep all records of our chat safe, storing them securely on an encrypted drive using password protection. I will not use your name anywhere but use a pseudonym (like a codename). I will keep the data for a minimum of 5 years and it will be stored and used in compliance with the UK Data Protection Act (1998) and the University's Data Protection Policy.

What are you going to do with the findings from this study?

Our chat will help me write my thesis (a very big essay) which will be read by examiners and be available at the Tavistock and Portman library. I may also publish my findings at a later date in a peer reviewed journal, which is like an academic magazine. Once the study is completed, you and your family will be offered an opportunity to hear about what I found and discuss these should you wish to.

What if I don't want to continue with the study?

Your participation is completely voluntary and you are free to stop at any time before I anonymise the data without giving me any reason. Any information collected before this may still be used, unless you tell me to destroy it.

Are there times when my data cannot be kept confidential?

The only time your data will not be kept confidential is when there is a legal obligation to tell someone or if you tell me something that suggests you or someone else may be in potential harm. When this arises, the information will only be shared with key adults who are required to be informed by law to keep you safe.

Further information and contact details

If you have any questions or concerns about any aspect of the research, please talk to [insert contact within school] who can notify me and we can ensure to answer your questions.

Please note: If you have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance. He can be contacted at:

Email: academicquality@tavi-port.nhs.uk

Section 3. Consent form for participants under 16s



Exploring Whether Referral to the Internal Inclusion Unit Results in Change to Pupil's Behaviour and Exploring the Student's Perceptions of What is Helpful and Unhelpful About Them; a Mixed Methods Study.

Please initial the statements below if you agree with them:

Initial here:

| | |
|--|--|
| 1. I have read and understood the information sheet and have had the chance to ask questions. | |
| 2. I understand that my child's participation in this research is voluntary and both I or my child are free at any time to withdraw consent or any unprocessed data without giving a reason. | |
| 3. I agree for my child's interview to be recorded. | |
| 4. I understand that my child's data will be anonymised so that they cannot be linked to the data. I understand that the sample size is small. | |
| 5. I understand that there are limitations to confidentiality relating to legal duties and threat of harm to self or others. | |
| 6. I understand that my child's interview will be used for this research and cannot be accessed for any other purposes. | |
| 7. I understand that the findings from this research will be published in a thesis and potentially in a presentation or peer reviewed journal. | |
| 8. I am willing for my child to participate in this research. | |

Your name: Your child's name

Signed.....

Date...../...../.....

Researcher name: Aaron Reynolds

Signed.....

Date...../...../.....

Thank you for your help.

Section 4. Consent form for post 16 participants



Exploring Whether Referral to the Internal Inclusion Unit Results in Change to Pupil's Behaviour and Exploring the Student's Perceptions of What is Helpful and Unhelpful About Them; a Mixed Methods Study.

Please initial the statements below if you agree with them:

Initial here:

| | |
|--|--|
| 1. I have read and understood the information sheet and have had the chance to ask questions. | |
| 2. I understand that my participation in this research is voluntary and I am free at any time to withdraw consent or any unprocessed data without giving a reason. | |
| 3. I agree for my interview to be recorded. | |
| 4. I understand that my data will be anonymised so that I cannot be linked to the data. I understand that the sample size is small. | |
| 5. I understand that there are limitations to confidentiality relating to legal duties and threat of harm to self or others. | |
| 6. I understand that my interview will be used for this research and cannot be accessed for any other purposes. | |
| 7. I understand that the findings from this research will be published in a thesis and potentially in a presentation or peer reviewed journal. | |
| 8. I am willing to participate in this research. | |

Your name: Your child's name

Signed.....

Date...../...../.....

Researcher name: Aaron Reynolds

Signed.....

Date...../...../.....

Thank you for your help.

Appendix J. The utilised interview schedule

What is the IIU like?

- What was helpful about it?
- What was unhelpful about it?

How did you feel about the IIU?

- What do you think other pupils feel about the IIU?
- What do you think staff feel about the IIU?
- How did your parents feel about the IIU?

What is the purpose of the IIU? Why is it there?

- What was helpful about this?
- What was unhelpful about this?

What was the environment like? What was in the room?

- Was there anything helpful about this?
- Was there anything unhelpful about this?

Tell me about the staff in the room?

- Was there anything helpful about them?
- Was there anything unhelpful about them?

Tell me about the rules of the room?

- Was there anything helpful about them?
- Was there anything unhelpful about them?

What did you do there?

- Was there anything helpful about this?
- Was there anything unhelpful about this?

What support did you get in the IIU?

- Was there anything helpful about this?
- Was there anything unhelpful about this?

How many people would be in the IIU with you?

- What is ideal?

Why would you get sent to the IIU?

- Was there anything helpful about this?
- Was there anything unhelpful about this?

How long would you spend there?

- Was there anything helpful about this?
- Was there anything unhelpful about this?
- Do you think the length of the time that you were there changed your behaviour?

Was there any contact to your parents about the times you were sent to the IIU?

- Was there anything helpful about this?
- Was there anything unhelpful about this?

How was your progress reviewed?

- Was there anything helpful about this?

- Was there anything unhelpful about this?

Imagine the school never had a the IIU, what would it be like? What would happen?

- Was there be anything helpful about this?
- Was there be anything unhelpful about this?

What impact did going to the IIU have on you? What were the effects of it?

Do you think being sent to the IIU have an effect on your behaviour?

What would have happened to you if you were never sent to the IIU? Do you think your behaviour would have changed if you had not been sent to the IIU?

Do you have any other thoughts or comments that you would like to make about the IIU?

Appendix K. Confirmation of ethical approval

The Tavistock and Portman 
NHS Foundation Trust

Quality Assurance & Enhancement
Directorate of Education & Training
Tavistock Centre
120 Belsize Lane
London
NW3 5BA

Tel: 020 8938 2699
<https://tavistockandportman.nhs.uk/>

Aaron Reynolds

By Email

15 June 2020

Dear Aaron

Re: Trust Research Ethics Application

Title: Exploring Whether Referral to the Internal Inclusion Unit Results in Change to Pupil's Behaviour and Exploring the Student's Perceptions of What is Helpful and Unhelpful About Them; a Mixed Methods Study.

Thank you for submitting your updated Research Ethics documentation. I am pleased to inform you that subject to formal ratification by the Trust Research Ethics Committee your application has been approved. This means you can proceed with your research.

Please be advised that any changes to the project design including changes to methodology/data collection etc, must be referred to TREC as failure to do so, may result in a report of academic and/or research misconduct.

If you have any further questions or require any clarification do not hesitate to contact me.

I am copying this communication to your supervisor.

May I take this opportunity of wishing you every success with your research.

Yours sincerely,



Paru Jeram
Secretary to the Trust Research Degrees Subcommittee
T: 020 938 2699
E: academicquality@tavi-Port.nhs.uk

cc. Course Lead, Administrator

Appendix L. Attendees transcripts and coding

Section 1. Alex's transcript and coding

- ¶1: Alex name: Alex
- ¶2: Transcription number: 6
- ¶3: Interviewer: What is, what is the IR like? Tell me about the IR.
- ¶4: Alex: Erm, the IR is, it's okay, like erm, sometimes like it- it's kind of more strict than normal like class, because like you can't really participate in your classroom as, 'cause you can't really participate in the IR as much as in your classroom.
- ¶5: Interviewer: Tell me about the strict? You say it's stricter. Tell me about that.
- ¶6: Alex: Yeah, 'cause like norm-, 'cause in like when you're in lesson, like you can participate and like, ask some more questions and like your teachers will most likely know more in your lesson, than in the IR.
- ¶7: Interviewer: I sh-
- ¶8: Alex: Pardon.
- ¶9: Interviewer: No, no. Carry on.
- ¶10: Alex: Oh, okay. And like sometimes I used to, member, like get all the stuff and was like, erm, 'cause sometimes the teacher didn't know more stuff about this, so they just said 'erm, like, carry on and just try your best.' And like, in class I would be able to ask the teacher any they'll know, like, the answer and like how to help you.
- ¶11: Interviewer: I should have said earlier by the way, this is going to be completely anonymized so if you want to share any- anything that you think 'oh this might be a bit offensive to people or upset someone', they will never know it came from you. They will just say 'pseudonym said this' ok? I should have mentioned that earlier, sorry.
- ¶12: Alex: Okay. Erm, yeah erm. Nothing like say, but like, yeah, that's pretty much everything.
- ¶13: Interviewer: Okay. Let's go back to what you've said, erm, you were kind of saying that in class you would get help but, in the IR, you were told that you just had to kind of carry on. Say a bit more about that.
- ¶14: Alex: Oh yeah, so like, erm, 'cause like, 'cause the teacher in the IR, like, didn't really like know the answers like, 'cause , erm, for some lessons so like, erm, most of the time they'll tell you, 'uh just try your best and carry on'.
- ¶15: Interviewer: Yeah, how was that?
- ¶16: Alex: Erm, it was a bit tricky, 'cause in some lessons I didn't know everything, 'cause like I wasn't in class, so I couldn't really like do all the questions and answer them.
- ¶17: Interviewer: Yeah. Yeah. And how did you feel about the IR?
- ¶18: Alex: Erm, erm, I don-, I didn't really mind it, but I would prefer like be in lessons.
- ¶19: Interviewer: Okay. Whe-, when you say you didn't mind it, erm can you say a bit more about that?

| | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> Helpful aspects Unhelpful aspects Unhelpful aspects Coding Density | <ul style="list-style-type: none"> Routine in IUU was mundane or boring Accepting responsibility for actions and consequences Behaviour change relates to appreciation of future IUU lacking resources IUU lacking resources IUU lacking resources IUU staff would help academically Criteria for IUU staff to earn respect Criteria for IUU staff to earn respect | <ul style="list-style-type: none"> IUU staff academic support inconsistent IUU staff academic support inconsistent IUU improved behaviour Reflection on impact of behaviour IUU staff lacking academic knowledge IUU staff lacking academic knowledge (2) IUU staff lacking academic knowledge Reappraising focus of control Not inclusive IUU changing cognitions Less opportunities to participate Less opportunities to participate Behaviour relates to understanding of consequences Limited learning opportunities in IUU Less academic support in IUU Less academic support in IUU | <ul style="list-style-type: none"> Falling behind with learning |
|---|---|---|--|

120: Alex: Erm, like, erm, basically like, I get, I like, I had to go there 'cause I'm on report, like that's why I didn't mind it. But sometimes I just didn't want to go there, 'cause I preferred being in lessons and learning more than just writing and answering questions from a textbook.

121: Interviewer: Yeah, I see. Erm, what did, what did other people, what did other people like your, your peers and other children, what did they think about the IR?

122: Alex: Erm, I think like, they like, have the same opinion and like I think they didn't really like, mind it but at the same time I think they didn't really like it as well.

123: Interviewer: Why do you think they didn't like it?

124: Alex: Because like, maybe they, I think they preferred being in like as in lessons or just did not, maybe they just did not just like being in that room.

125: Interviewer: I see. Erm, and if you were to think about, it's sort of a different question, but if you had to think about staff and what the staff thought about the room, what did they think about it?

126: Alex: Erm, the staff. I don't really know about that question.

127: Interviewer: If you had to take a guess, what do you think?

128: Alex: Maybe erm, they didn't really like it because like, they usually just had like kids who weren't really that good, always coming in and, and like misbehaving.

129: Interviewer: Is that the staff in the room?

130: Alex: Yeah, the staff in the room.

131: Interviewer: Oh, I see. What about the staff outside of the room? Like your normal class teachers?

132: Alex: Erm, what, what did they think of the IR?

133: Interviewer: Yeah.

134: Alex: Erm, maybe I think, (.) they did not like it, maybe.

135: Interviewer: Okay. Was there a reason that you think that?

136: Alex: Yeah because I think like, erm maybe if that room like wasn't there, there would be like less people out of class than in class.

137: Interviewer: I see. Yeah so, it's kind of like uh they want you to be in the class, not out of it?

138: Alex: Yeah.

139: Interviewer: Okay. Erm, so thinking about the purpose of the IR, why, tell me about the purpose of the IR? Why is it there?

140: Alex: Erm, the IR is there for, if someone who is on report, like, they go to that room and like, they learn from their actions and they have to stay in that room to, until they realise what they've done and erm, how bad it is.

Routine in IUU was mundane or boring

Accepting responsibility for actions and consequences

Behaviour change relates to appreciation of future

IUU lacking resources

IUU lacking resources

IUU staff would help academically

Criteria for IUU staff to earn respect

Criteria for IUU staff to earn respect

Falling behind with learning

IUU staff academic support inconsistent

IUU staff academic support inconsistent

IUU improved behaviour

IUU staff lacking academic knowledge

IUU staff lacking academic knowledge (2)

IUU staff lacking academic knowledge

Reappraising focus of control

Not inclusive

Not inclusive

IUU changing cognitions

Less opportunities to participate

Less opportunities to participate

Limited learning opportunities in IUU

Less academic support in IUU

Less academic support in IUU

Helpful aspects

Unhelpful aspects

Unhelpful aspects

Coding Density

Reflection on impact of

Behaviour relates to ur

¶41: Interviewer: Okay, so they learn, they learn from their, their actions and until they've realised what they've done.

¶42: Alex: Yeah.

¶43: Interviewer: Can you say any more about that? How does that work?

¶44: Alex: Like, because like, if you don't like, learn fro- from your mistake then you'll just keep on doing it and keep on going back to the IR.

¶45: Interviewer: Okay. And did you find it, did you find that helpful? Like going there, did you find that helped you to do that?

¶46: Alex: Erm yeah, I think it helped me realise that I don't really want to be in that class anymore, be- because I can't learn as much and I, I will, and it won't benefit me in my GCSEs and A Levels any more.

¶47: Interviewer: Is there anything really unhelpful about the IR and the purpose?

¶48: Alex: yeah, I think there is because like, I don't really like the room because like it's just, erm, not fun going there and like lessons are way more better.

¶49: Interviewer: Okay. And yeah I think you, you, you, you kind of nicely leading us onto the next thing I was kind of gonna ask you like what is the environment in the IR like, like what does it look like, what's the atmosphere like? Tell me about that?

¶50: Alex: Erm, like the IR, it's like this big, mas-, like a big classroom where like bare-, like a lot of children are like on each table, one child is on each table and like they, they can't really like, ha-, they don't really have the facilities for like some of their lessons.

¶51: Interviewer: Say a bit more about that? They don't have the facilities for some of the lessons.

¶52: Alex: yeah, 'cause like maybe, 'cause like sometimes art or other lessons like, that like, 'cause maybe you're like painting in your art class and you can't do that in the IR, because you don't have like, the equipment for it.

¶53: Interviewer: Okay, I see. And what was the atmosphere, tell me about the atmosphere in the IR?

¶54: Alex: Erm, could you like explain that a bit more?

¶55: Interviewer: Yeah, you know like, erm, you know how like some-, sometimes you go into a room and you're like, 'oh there's a mood and it's like, the mood in this room is, is, is it like this'. What was it like there?

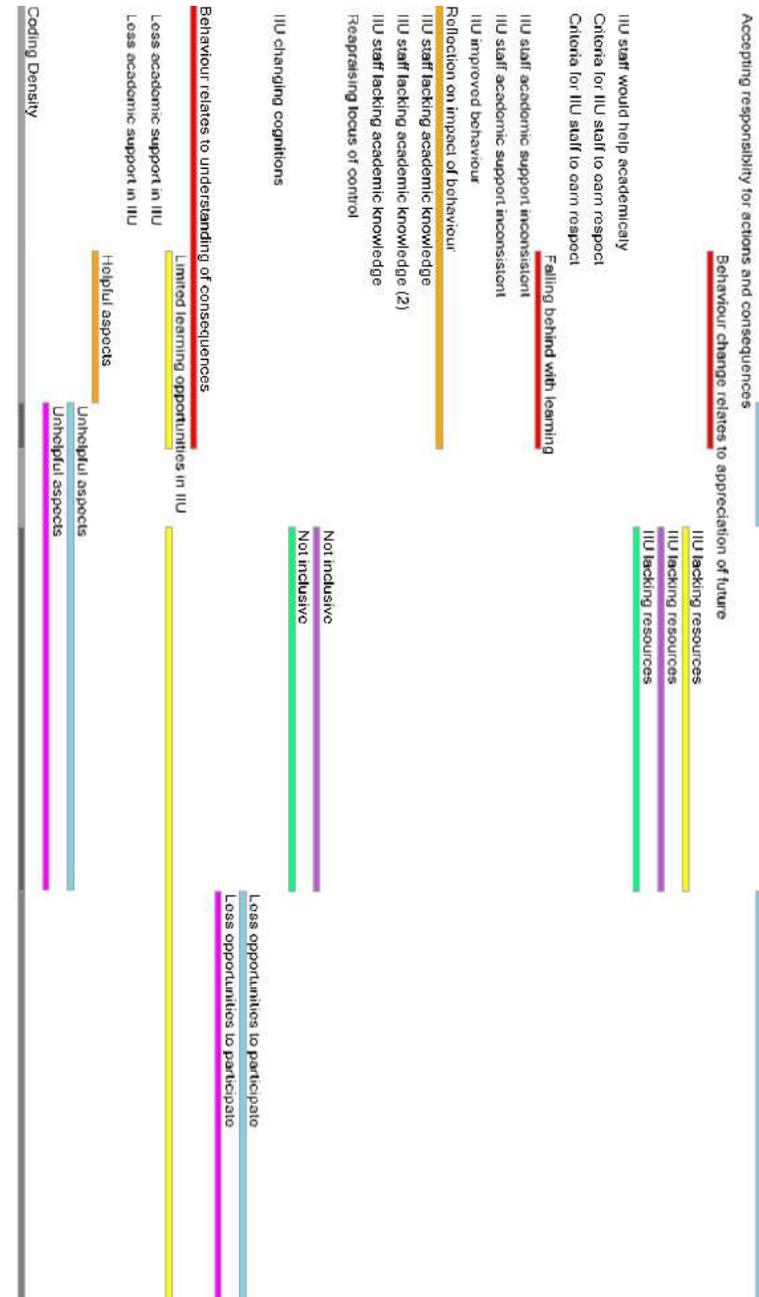
¶56: Alex: Erm, it was like, really like, erm, like not fun, it was more like boring and you, yeah.

¶57: Interviewer: It was boring?

¶58: Alex: Yeah.

¶59: Interviewer: How was it boring?

¶60: Alex: 'cause like all that you do there is sit and write questions and answers in your book.



1161: Interviewer: Okay. Okay, erm, and was there anything helpful about the room and the environment?

1162: Alex: It was a bit helpful, like helping me realise that the IR is just boring and I don't want to be there and I want to be in lessons and learning.

1163: Interviewer: Okay I see. And was there anything unhelpful about that?

1164: Alex: Erm, not really like, 'cause I feel like if I wasn't in the IR, like I would, I would, erm, still be like getting in a lot of trouble and would making, would be making a lot more mistakes.

1165: Interviewer: Okay, so, that's interesting so you feel like if, erm, you feel like if the IR, what would have happened if you hadn't gone to the IR?

1166: Alex: Pardon.

1167: Interviewer: You were saying like if you didn't go to the IR then I would have kept, erm, behaving a certain way did you feel like, did you feel like the IR had an effect on your behaviour?

1168: Alex: Pardon.

1169: Interviewer: Did you feel like the IR had an effect on your behaviour?

1170: Alex: Yeah I think it did because from what I remember, last year, like most of the time I was in, erm, the IR and I keep it on getting trouble, but this year I'm like being in a lot less in trouble, getting a lot less detentions, a lot less behaviour points and yeah.

1171: Interviewer: And why, what do you think helped you to do that?

1172: Alex: I think, erm, the thing that helped me is, erm, that I was learning that, that I don't want to be in the IR and getting in trouble, because it doesn't help me in the long run for getting a better education and better results in my grade, my GCSE's.

1173: Interviewer: Okay, okay. No thank you that was really helpful. And can you tell me about the staff in the room?

1174: Alex: Erm, can you explain that?

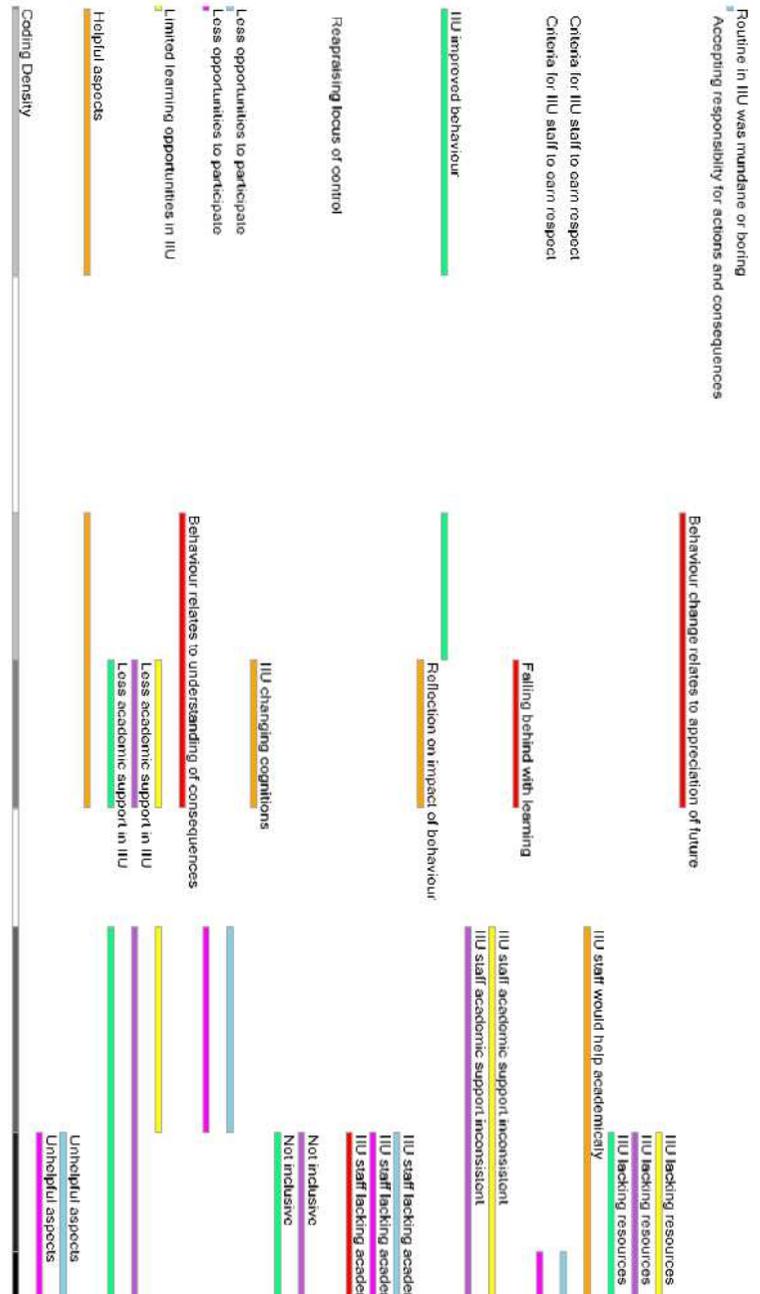
1175: Interviewer: Yeah, like in terms of staff who was in the room? What did they do? What were they like?

1176: Alex: Erm, the staff was okay, most of the time it was Miss Reddy and, I forgot the other teachers name, but it was most of the time one teacher there, 'cause Miss Reddy had lessons to do and like that teacher would like sometimes she would help me, but most of the time I was just sitting there and doing my work.

1177: Interviewer: Okay. She would help you at times? How would she help you?

1178: Alex: Because like some lessons she would know a bit more and if I needed help with a question, like if she knew the answer, she would help me and help me get the answer.

1179: Interviewer: Okay nice, erm, but you said other times, I'm assuming, other times she wouldn't help?



¶180: Alex: Yeah, one time she couldn't help and wouldn't because she, she didn't know the answer, she didn't know much about that subject, so she couldn't really help me.

¶181: Interviewer: You kind of mentioned that there was two teachers there. There was the one that was there all the time and then there was the other lady, Miss Reddy, and what was it, was it like with them two? Were there any differences between them? Was one, did you find one more helpful than the other?

¶182:

¶183: Alex: Yeah, I think I found the other teacher, erm, more helpful, because like she knew more and she was less stricter than Miss Reddy.

¶184: Interviewer: Okay, you found it helpful that she was less strict?

¶185: Alex: Yeah.

¶186: Interviewer: Can you say more about that?

¶187: Alex: Sometimes like, erm, like, if I was like, needed a bit more help, then, then some other people like that teacher would help me, but I feel like Miss Reddy she would like, she wouldn't, she wouldn't help me as much.

¶188: Interviewer: Was there anything helpful about Miss Reddy?

¶189: Alex: Erm, yeah, she helped me, erm, erm, realise how bad I did, how bad my actions were.

¶190: Interviewer: How did she do that?

¶191: Alex: Like, erm, she (.), it's kind of hard to explain, it's just like, erm, I don't know how to explain it.

¶192: Interviewer: That's okay. Take your time and have a moment to think, like.

¶193: Alex: Yeah she helped me, she helped me realise, because like, she taught me like, erm, in Year 7 as well and she helped me, she said she was like, she was telling me that I was a very good child and I was remembering and I was like, 'ah I should be more like when I was in Year 7 instead of just always getting in trouble'.

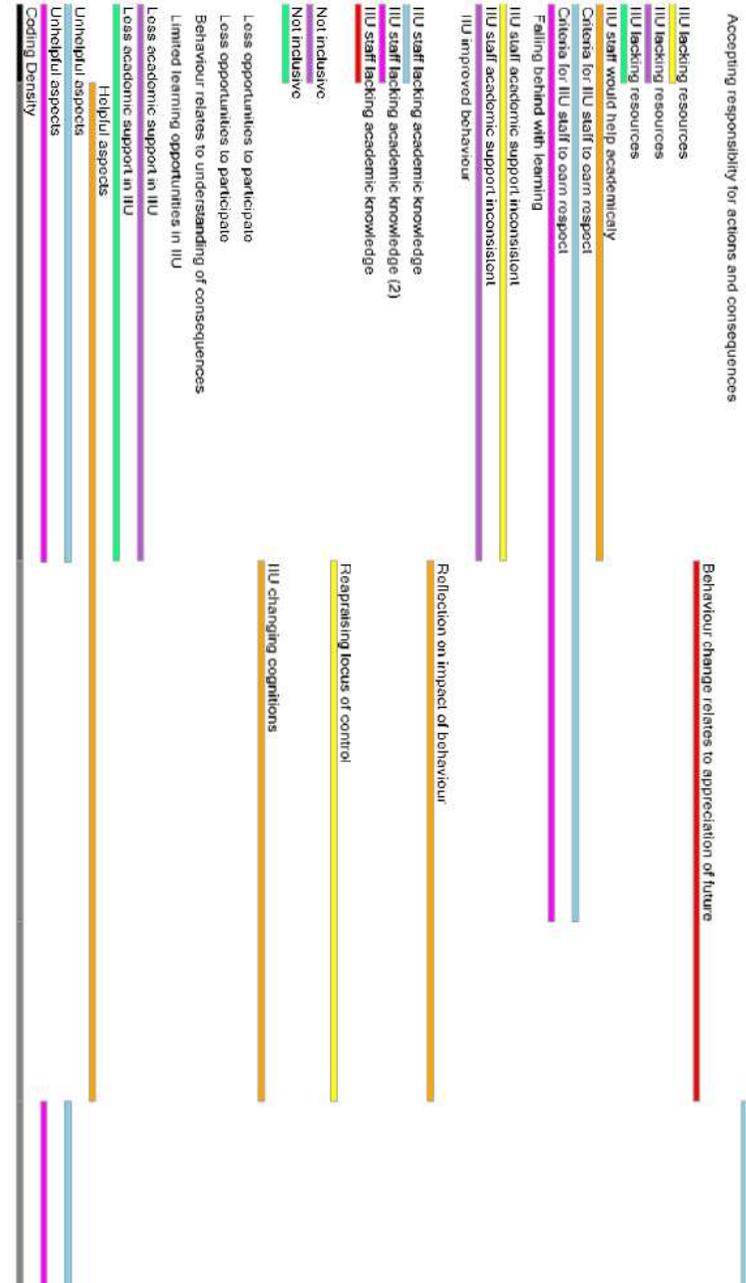
¶194: Interviewer: I see. Did they help you understand, it sounds like Miss Reddy was kind of helping you understand something about your behaviour.

¶195: Alex: Yeah, she was helping me, she was helping me understand like, that how bad my actions were and wh-, she was showing me that I'm not gonna get anywhere, like a very good job in life if I keep misbehaving.

¶196: Interviewer: I think you were saying that the unhelpful thing was that Miss Reddy was very strict. Can you tell me how that was unhelpful?

¶197: Alex: Because I, erm, I feel like if she's very strict it's kind of less more fun in the learning and it's more boring in the IR.

¶198: Interviewer: Yeah like, the, the more boring like, what's the consequence of it being more boring?



¶99: Alex: Erm, like, it's not fun and you learn pretty much less.

¶100: Interviewer: Okay, erm, and you kind of spoke earlier about the other teacher being more helpful was there anything not helpful about that other teacher?

¶101: Alex: Yes, sometimes like, she was, she wasn't, kind of that, she was getting a bit more strict, because like some people were like misbehaving and sometimes she would blame it on other people, even though it wasn't them.

¶102: Interviewer: Okay but why do you think she was blaming other people?

¶103: Alex: I think she was blaming it on other people 'cause the other people were getting in trouble a lot more than the people that were actually misbehaving.

¶104: Interviewer: Okay, that's interesting and so you think it was because they they she just knew them to be people that were likely to misbehave.

¶105: Alex: Yeah

¶106: Interviewer: I see. Can you sort of tell me about the like rules of the IR?

¶107: Alex: Erm, yeah, erm, the rules are you can't talk out loud, you have to always raise your hand, erm, you can't just like, erm, there's only like, you can only ask a certain amount of question, most of the time, in one lesson, erm, you can't like erm, I think, that's the only rules that I can remember.

¶108: Interviewer: Okay, erm, did you find them did you find the rules help you in any way?

¶109: Alex: Erm, not really.

¶110: Interviewer: Tell me more about that. They didn't really help. Why?

¶111: Alex: Erm, because like, because you can't ask like, a lot of questions in the IR in one lesson, like it was a bit more tricky in like, 'cause erm, I don't know all the answers and like when I need help like they can't really help me because I ask too many questions.

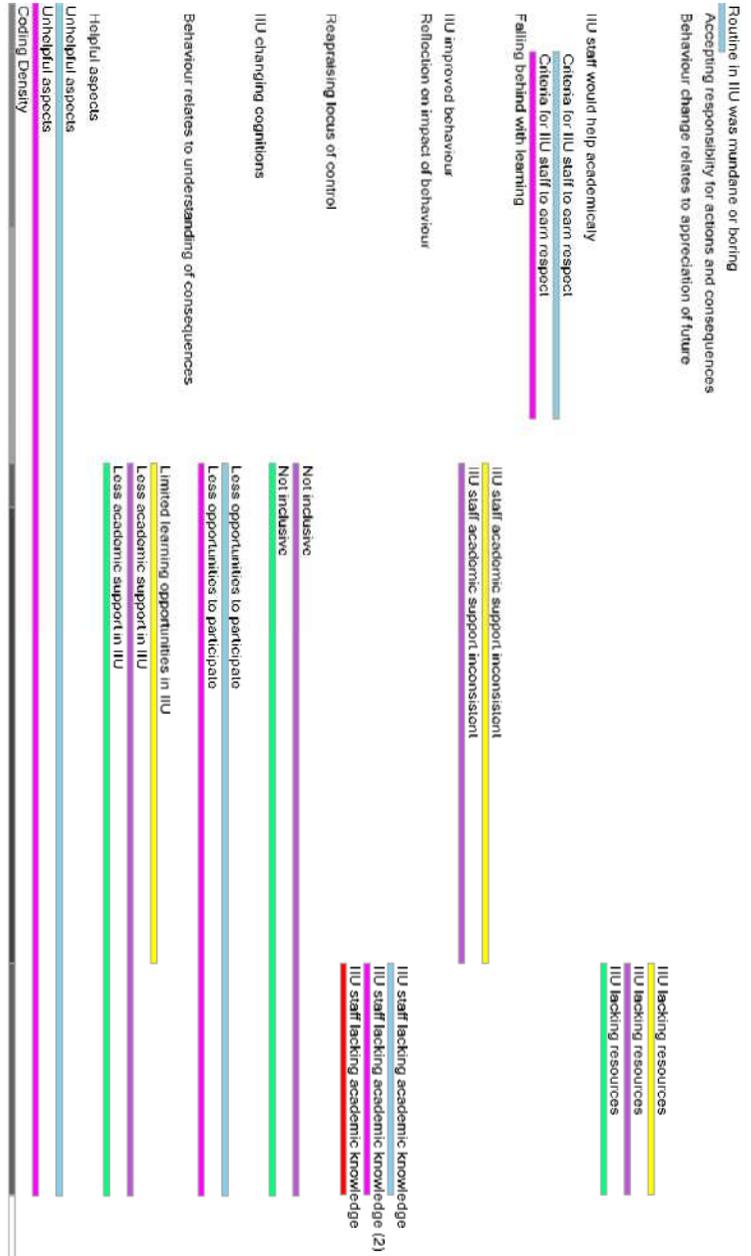
¶112: Interviewer: Okay, so you wanted to ask questions about the work you were doing but you couldn't ask that. Was there anything else?

¶113: Alex: Not really, no.

¶114: Interviewer: Erm, and was there any, and so you were saying about the rules, erm, and like they didn't really help you that much. Was there anything that was real, any other things that were really unhelpful about the rules? You said that you can't really get help.

¶115: Alex: Erm, yeah like if you're in the IR you always have to like, 'cause if you need help from your teacher or need a teacher for something, you have to always ask the lady that's always there and she will have to email them and like it will take bare long as well, bare, a lot longer for your teacher to have to come here, because they first have to read it and come when they're free.

¶116: Interviewer: Okay, erm, and to kind of like, like you've spoke about, about some of like what you would be doing in the IR, but what, what, what do you do in the IR? What goes on there?



¶117: Alex: In the IR, when you first get there, erm, you have to first write a statement on what you've done and apology letters. After that you just do the lesson that you have in this book, like you get like a textbook or something and you like answer some questions from that textbook.

¶118: Interviewer: Okay and so these sheets, these sheets, you would fill in some sheets about what you have done?

¶119: Alex: Yeah.

¶120: Interviewer: How was that?

¶121: Alex: That was good because like, like I feel like if I didn't write, like if I didn't like write on those sheets like, I wouldn't, I wouldn't realise like how bad the thing I done was.

¶122: Interviewer: Okay, so they helped you to realise what you done

¶123: Alex: Yeah

¶124: Interviewer: How did they do that, do you think?

¶125: Alex: I don't know, it's 'cause like, when I wrote it down it was like, and I read it it's like and I realised like that was a really bad thing to do and I shouldn't really do that again.

¶126: Interviewer: Was there anything, so it sounds like they were fairly helpful, but was there anything unhelpful about them sheets?

¶127: Alex: Erm, some stuff wasn't helpful 'cause like, it was like really long 'cause if you done like a really bad mistake and you have to like write a lot, it would just make you like more tired and not make you want to write the whole thing.

¶128: Interviewer: Okay, I see. Erm, and so I think you've kind of mentioned this a bit about the, the different support you would get in the IR. What support did you get in the IR?

¶129: Alex: I got a lot of support but like it wasn't as helpful as getting support from your teacher in class.

¶130: Interviewer: So, they would give you some academic support?

¶131: Alex: Yeah and they would give you some support but like I, I'd prefer from a teacher, 'cause they like know more and they'll help you and like explain it a bit more.

¶132: Interviewer: Was there anything else they'd done in the room?

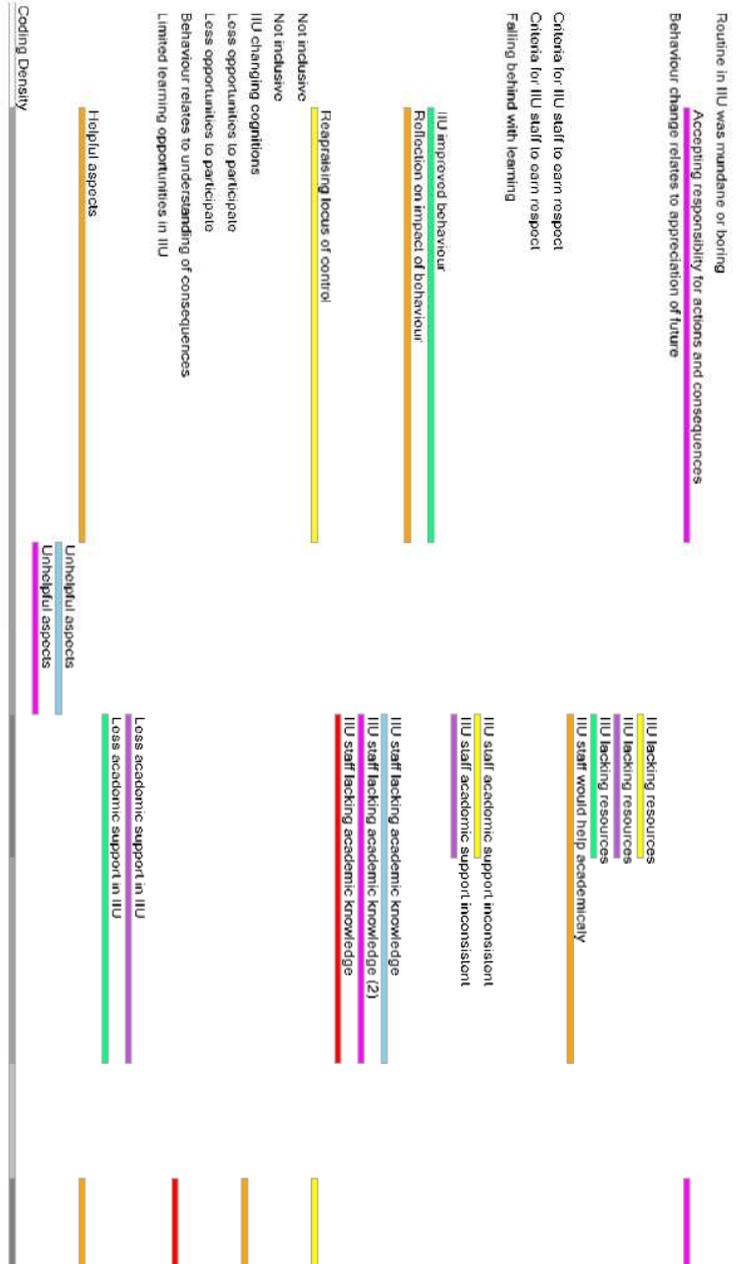
¶133: Alex: Erm nah not really.

¶134: Interviewer: Did they give you any support for your behaviour?

¶135: Alex: Yeah sometimes they would talk to you and tell you to like stop misbehaving or like, do like, do the work, but yeah that's it.

¶136: Interviewer: And was there anything helpful in that support they gave you?

¶137: Alex: Erm, yeah sometimes it was helpful but not all the time.



¶158: Interviewer: Okay, so the teacher wasn't able to like, like figure out, they were unable to know what was going on in the room because there was too many people?

¶159: Alex: Yeah.

¶160: interviewer: Did you, when did you prefer it? When there was more or less people?

¶161: Alex: I preferred it when there was less people.

¶162: Interviewer: Okay, why was that?

¶163: Alex: Because like, I could concentrate more and I would get less distracted by like the other peoples around me.

¶164: Interviewer: Okay. Cool. Erm, so why did you, why did you end up getting sent to the IR?

¶165: Alex: Erm, most I'm it was like because of homework or getting detentions and not going to them and stuff like that.

¶166: Interviewer: Erm, and those reasons that you were sent to the IR, erm, what did you think about them?

¶167: Alex: Erm, some of the reasons, I feel like you shouldn't really get sent to the IR for, but some I get why you get sent to the IR.

¶168: interviewer: Yeah, say a bit more about them. What are the reasons that you shouldn't be sent there for?

¶169: Alex: Like if you don't like, erm, bring your homework, I feel like the teacher should just give you a detention not send you out to the IR.

¶170: Interviewer: Yeah, why, why do you think that?

¶171: Alex: Because if like you send me out then I'm, I'm learning less and less and erm, erm, and yeah.

¶172: Interviewer: Okay. Why do you think you should be sent to the IR?

¶173: Alex: Erm, I think you should be sent to the IR because like, say you missed like your detention, then maybe if you go to the IR then the teacher will be like, 'cause the more detention you miss, the more you'll be there and you will just realise that 'oh it's better going to your detention and not being in the IR, 'cause it's quicker than attention'.

¶174: Interviewer: Okay. Erm, so how long would you end up spending in the IR?

¶175: Alex: Erm, it depends on like the situation for why you got sent there.

¶176: Interviewer: Yeah, say a bit more about that.

¶177: Alex: Erm, like most of the time it would be like, erm a day or two, but, but that's more like if you get sent there for like missing a detention or getting or not doing your homework.

¶178: Interviewer: Okay, and when, when was it erm, when where the longer times that you'll be sent there?

Coding Density

Routine in IJU was mundane or boring
 Accepting responsibility for actions and consequences
 Behaviour change relates to appreciation of future
 IJU lacking resources
 IJU lacking resources
 IJU lacking resources
 IJU staff would help academically
 Criteria for IJU staff to earn respect
 Criteria for IJU staff to earn respect
 IJU staff academic support inconsistent
 IJU staff academic support inconsistent
 IJU improved behaviour
 Reflection on impact of behaviour
 IJU staff lacking academic knowledge
 IJU staff lacking academic knowledge (2)
 IJU staff lacking academic knowledge
 Reappraising locus of control
 Not inclusive
 Not inclusive
 IJU changing cognitions
 Less opportunities to participate
 Less opportunities to participate
 Behaviour relates to understanding of consequences
 Less academic support in IJU
 Less academic support in IJU
 Helpful aspects

Falling behind with learning

Limited learning opportunities in IJU

Unhelpful aspects
 Unhelpful aspects

¶198: interviewer: So, you think your parents talking to you about it was erm, did have an impact?

¶199: Alex: Erm, yes sometimes it did have an impact yeah.

¶200: Interview: Okay, was there anything really, really not helpful about when they called home?

¶201: Alex: Yeah sometimes it wasn't helpful because I'd maybe like get grounded at home for getting, erm, going to the IR or like my parents would like get angry at me and stuff like that.

¶202: Interview: Okay, I see. So it, kind of, your parents, calling home and then your parents will get angry at you?

¶203: Alex: Yeah.

¶204: Interview: And then what happened because of that?

¶205: Alex: And then like, because my parents are angry then like they'll ground me and then I can't go how to meet my friends like in the week and stuff.

¶206: Interviewer: Okay, erm, and so how did they, you know like in terms of your progress, you had this many behaviours and overtime they monitored that, how did they review your progress with you?

¶207: Alex: Erm, they reviewed it by like saying, sometimes the teacher would say 'come to me' or I would ask the teacher like 'if I'm doing better?' And they said, 'yeah you're getting like less and less behaviour points, which is really good'. It's like stuff like that.

¶208: Interviewer: Okay, and was there anything helpful about that?

¶209: Alex: Erm, like, yeah like, if I was like getting in less trouble and the teacher was telling me like 'ah you're getting in less trouble' and it would make me realise the less trouble I get in, then the quicker I'm going to get off report and not get sent to the IR.

¶210: Interviewer: Okay, erm, was there anything that wasn't so helpful about it?

¶211: Alex: Erm, like yes, sometimes if I was like getting worse, the teacher will be like, 'ah, erm, you should stop like misbehaving because you're going to get like in even more trouble'.

¶212: Interviewer: Okay. Erm, And, so we're kind of, this is going to be a bit of a different question for you, but imagine that the IR didn't exist, what would the school be like? what would happen at the school?

¶213: Alex: I think there would be a lot more people like misbehaving and like getting in a lot more trouble and like just getting away with detentions because they won't be getting sent out and wouldn't be learning from their bad actions.

¶214: Interviewer: So, do you think the erm, it would, do you think it would lead to quite a big effect on behaviour in the school?

¶215: Alex: Yeah, I think it does, it has a big effect because like, like now, now there's way less people getting in trouble than last year.

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| Routine in IJU was mundane or boring | |
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| Helpful aspects | |
| Unhelpful aspects | |
| Unhelpful aspects | |
| Coding Density | |
| | IJU improved behaviour |

¶20: Brandon: I think they, I think they think of it as a way to like, get rid of troublemakers from the class, so then the rest of the class can focus on their learning, so yea.

¶21: Interviewer: You think that's erm, yea say more about that, what do you think, like that's a, a sort of understandable claim about the room, like yea that makes sense. What do you think about staff that have that opinion? Like and by that I guess I mean do you think that's fair is it unfair?

¶22: Brandon: Erm, I mean, I think its kind of both, like it's kind of unfair because like they'll just send you out for the smallest thing, like they're barely giving you a chance. But then, for you to have got to that stage you would have been persistently been doing something bad, so I guess they didn't want it to be something bigger, so then they just send you out when you do the small things.

¶23: Interviewer: Can you give me, can you talk more about the small things? What are those small things?

¶24: Brandon: Like, shouting out, talking, not paying attention and stuff like that.

¶25: Interviewer: Okay. Okay. And erm, you were kind of saying, when you were saying it's like, 'they'll send you out for the smallest thing but you kind of gotten to that point', it sounds like actually, for other pupils they might be able to, would they be able to do the same thing and they won't get sent out?

¶26: Brandon: Yea.

¶27: Interviewer: Okay, okay, erm, so we've kind of already touched upon this erm in your answer about what staff feel about the IR, but what do you feel the purpose of the IR is? Why's it there?

¶28: Brandon: Erm, I think it's a place for like students to like reflect on their behaviour and like think about what they need to do better so that they don't go into that room again and erm, it's a way for you to like, 'cause when you improve your behaviour you're like changing your reputation, you go from trouble maker to like, erm, enthusiastic learner, so yea.

¶29: Interviewer: Wow. So, so say more about reflecting on your behaviour, what's that?

¶30: Brandon: So erm. So like, you get sent there and then you have to think about like why you got sent there, so it's not like all the teachers are being unfair, you've obviously done something wrong but you might be thinking that all the teachers are unfair at the beginning. But then when you reflect you find out like I've did something wrong and that's why I'm here.

¶31: Interviewer: Okay and is that, is that erm a sort of journey you found yourself on?

¶32: Brandon: Yea.

¶33: Interviewer: Okay, so just to sort of clarify, it sounds like, so what you're sort of saying is, was there like a feeling of the teachers being unfair sending me here?

¶34: Brandon: Yea.

¶35: Interviewer: And then how did you, how did you come to this, kind of, I don't know if it was a realization or whether you are just being very kind and saying 'ah no I realize it's my fault', but it sounds

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| Lack of stimulation in IUU | |
| Lack of stimulation in IUU | |
| Lack of stimulation in IUU | |
| Orienting of staff | |
| Wider staff not giving pupils a chance | |
| Wider staff not giving pupils a chance | |
| Wider staff not giving pupils a chance | |
| Less academic support in IUU | |
| Perception wider staff used IUU as solution for troublemakers | |
| Perception for minor reasons unfair | |
| Perception for minor reasons unfair | |
| Perception wider staff used IUU as solution for troublemakers | |
| No one wanted to be there | |
| No one wanted to be there | |
| Unhelpful aspects | |
| Unhelpful aspects | |
| Limited learning opportunities in IUU | |
| Routine in IUU was mundane or boring | |
| Routine in IUU was mundane or boring | |
| Despair at lack of stimulation | |
| Accepting responsibility for actions and consequences | |
| Referral unfair | |
| Referral unfair | |
| Behaviour is both teachers and pupils fault | |
| Helpful aspects | |
| Coding Density | |
| Feeling referring staff were unfair | |

like you went from thinking ‘the teachers are being very unfair’ to identifying maybe areas where you went wrong.

¶36: Brandon: Yea, ‘cause I mean when you go in, we have to fill out these forms that say like ‘what you did wrong’ and then, and then when I did that, I was realizing that maybe the teacher wasn’t all that wrong and maybe I was doing some, some bad things as well.

¶37: Interviewer: Can you say more about these forms?

¶38: Brandon: Erm, I don’t really remember them but, erm, erm, they were like erm, ah no I can’t remember I’m sorry.

¶39: Interviewer: ((laughter)) That’s ok, but did you find them helpful?

¶40: Brandon: Yea I did.

¶41: Interviewer: What was helpful about them?

¶42: Brandon: Erm, I think like without them, I would have continued with my attitude that the teach-, that it was the teacher’s fault and all that. But like when I wrote down everything that happened, then I thought that, you know, it was my fault partially.

¶43: Interviewer: Okay. Erm, that, I mean it’s a really interesting erm comment your making about these forms and that, you were saying, you’ve kind of said how they helped you to break them down. And so, did you find yourself, with these forms, actually really thinking through a problem and breaking it down?

¶44: Brandon: Yea I did.

¶45: Interviewer: Okay, great that’s really good. Erm, was there anything unhelpful about these forms?

¶46: Brandon: No.

¶47: Interviewer: Okay, that’s good to hear. Okay and then, moving on slightly, thinking about the actual environment of the IR, so this would be like what the room actually looks like, what’s in the room, how it feels to be in the room like the atmosphere in the room, can you say a bit about the environment?

¶48: Brandon: Erm, well it looked like really dull, like you only had the bare necessities, a table and a chair, then you got your pens and then you had your folder with all your books in it. Erm, that atmosphere was that, you know, everyone didn’t really want to be there, they wanted to be back in their classes and stuff, and yea.

¶49: Interviewer: Say a bit more about everyone not wanting to be there.

¶50: Brandon: They, they were all like, they weren’t really doing their work, they were just sitting there like they wanted to be somewhere else.

¶51: Interviewer: Okay, erm so who, who, out of curiosity who is everyone?

¶52: Brandon: The students.

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| Lack of stimulation in IIU | |
| Lack of stimulation in IIU | |
| Lack of stimulation in IIU | |
| Opening of staff | Wider staff not giving pupils a chance |
| | Wider staff not giving pupils a chance |
| | Wider staff not giving pupils a chance |
| Less academic support in IIU | |
| Less academic support in IIU | |
| Perception wider staff used IIU as solution for troublemakers | |
| Referral for minor reasons unfair | |
| Referral for minor reasons unfair | |
| Perception wider staff used IIU as solution for troublemakers | |
| Unhelpful aspects | |
| Unhelpful aspects | |
| Limited learning opportunities in IIU | Feeling referring staff were unfair |
| | |
| Routine in IIU was mundane or boring | |
| Routine in IIU was mundane or boring | |
| Despair at lack of stimulation | Accepting responsibility for actions and consequences |
| Referral unfair | |
| Referral unfair | |
| Behaviour is both teachers and pupils fault | |
| | Helpful aspects |
| Coding Density | |
| | No one wanted to be there |
| | No one wanted to be there |

¶153: Interviewer: The students okay. Erm, so you were saying, it's quite, I think you described it as a bit dull, like the room, can you go into a bit more depth about that?

¶154: Brandon: Yea it was. It was just like really boring, like, there was just like, there's these four walls around you and then you just sit down and start doing your work. It was just, there was no like whiteboard with the teacher reading out something and underlining and all that. It was just, you had a textbook and you wrote down questions and answers. So, yea.

¶155: Interviewer: Okay. And in that last comment actually there's a lot there to think about. I'm, I'm, I'm really fascinated by this 'there's just four walls around you', like I feel like there's a lot there, like can you, can you describe that more to me? Like, there's four walls around you, what do you mean by that?

¶156: Brandon: Like when you go there it just feel like you're kind of entering a box and then you can't leave until the teacher says so, you're just there and you have nothing to do except your work, so yea.

¶157: Interviewer: Okay and erm you've kind of, you've kind of hinted at kind of some of the stuff that you'd be getting on with in that room by saying erm you know 'I'd get a textbook and I'd write questions and answers'.

¶158: Brandon: Yea so, erm, when you went in erm, say I went in period two and I had Math's, then when I went in I'd have to find a Math's textbook and start doing my Math's and then I would continue with all the other subjects that come up. Like I couldn't just start doing ICT when it was time to do English and something like that.

¶159: Interviewer: Okay. Okay, that's, that erm, thank you that's really helpful. Erm, and so thinking about everything we've just spoken about, the rooms environment, is there anything that you found, in terms of behavior, helpful about that? Was there anything helpful about that room being like that?

¶160: Brandon: Erm, I guess that like, you kind of like just focus on yourself and like, 'cause in class you can easily get distracted but when you're there, 'cause everyone wants to be out like they're all on their best behaviour, so then you know there's nothing to distract you, so then you can continue with your work there.

¶161: Interviewer: Mmm. So it's erm, just in what you said it's, erm, kind of I kind of got a feeling for what's driving this sort of good behaviour, you were saying 'everyone just wants to get out'.

¶162: Brandon: Yea.

¶163: Interviewer: So, tell me more about that, everyone just wants to get out, what goes on then?

¶164: Brandon: Erm, I don't know how to explain it, it's just like, you can feel the energy of the room, that no one wants to be there.

¶165: Interviewer: No that's really deep. Thank you, that's a really great comment, like really really interesting. I might ask you, it's a hard thing to do but can you say more, I kind of get what you're saying about this energy. Like, describe that energy to me if you can.

¶166: Brandon: (.) I don't know, just like, when you walk in, you can feel like, like you kind a just wanna turn around and go back where you came from, 'cause like yea.

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| Lack of stimulation in I1U | |
| Lack of stimulation in I1U | |
| Lack of stimulation in I1U | |
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| Wider staff not giving pupils a chance | |
| Wider staff not giving pupils a chance | |
| Less academic support in I1U | |
| Less academic support in I1U | |
| Perception wider staff used I1U as solution for troublemakers | |
| Referral for minor reasons unfair | |
| Referral for minor reasons unfair | |
| Perception wider staff used I1U as solution for troublemakers | |
| No one wanted to be there | |
| No one wanted to be there | |
| Unhelpful aspects | |
| Unhelpful aspects | |
| Limited learning opportunities in I1U | |
| Feeling referring staff were unfair | |
| Routine in I1U was mundane or boring | |
| Routine in I1U was mundane or boring | |
| Routine in I1U was mundane or boring | |
| Despair at lack of stimulation | |
| Accepting responsibility for actions and consequences | |
| Referral unfair | |
| Referral unfair | |
| Behaviour is both teachers and pupils fault | |
| Helpful aspects | |
| Coding Density | |

¶67: Interviewer: What do you think like, what do you think ends up creating that energy?

¶68: Brandon: I don't know, maybe the desire that everyone just wants to leave, I guess. Like I don't know.

¶69: Interviewer: Did you just want to, when you went into the room, did you just want to leave?

¶70: Brandon: Yes, I did, I did. Yea.

¶71: Interviewer: Why was that do you think?

¶72: Brandon: 'cause I don't know, it was just very boring in there, like you just had your work and that's it, like, I don't know, it was just so boring.

¶73: Interviewer: Yea, okay. That was really helpful, thank you Brandon. And kind of like the opposite of that question, what's really unhelpful about the environment of that room?

¶74: Brandon: Erm. Like, there was obviously gonna be some people who are just gonna be messing around, so then like they'll be taking the attention off everyone else, because like they're already bored in there just doing their work, so if one person does something, like, that's out of the ordinary, like, not doing their work, then it's gonna make everybody turn and look.

¶75: Interviewer: Yea, say more about that, so one person not doing their work, you were saying like 'it takes the attention off everyone else', so it sounds like whoever is in the room is now focussing on that person, and what happens to what happens to everyone else?

¶76: Brandon: Yea. They just like stop. They just start watching that person, 'cause, I don't know, I guess they're like starved for entertainment or something. So, seeing that person do something that's not work is, it's great I guess, it's a relief.

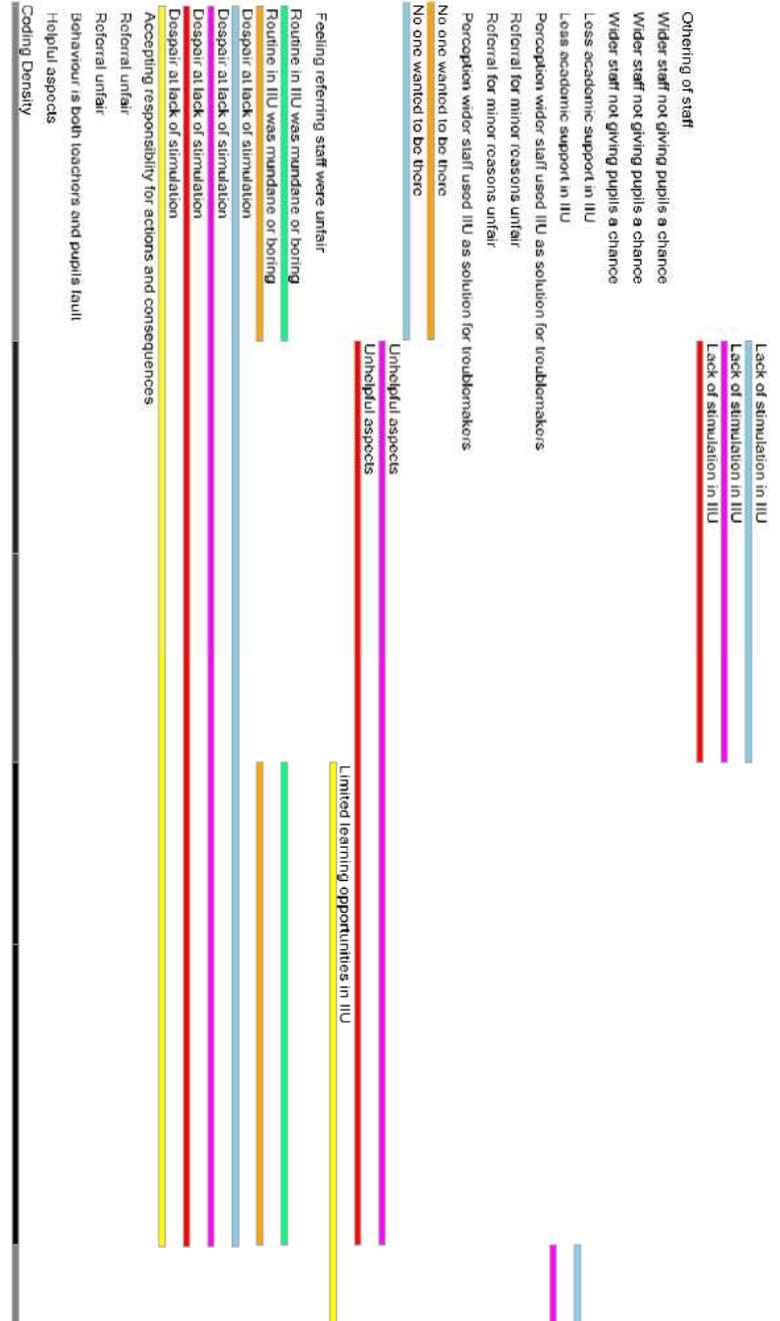
¶77: Interviewer: That's so interesting Brandon, that's really interesting. I'm really taken by the sort of, the kind of relief that this person doing something has brought. So, did you find yourself, like when someone had started misbehaving or doing something in the room, did you found this sort of sense of relief, like somethings happening?

¶78: Brandon: I did, but I tried to focus on my work, but, I don't know, it was hard, let's say that.

¶79: Interviewer: Like, go on, yea it was hard. I mean like, it's really interesting. I'm like, you tried, so you kind of, I'm interested by the fact that you were like 'I tried to focus on my work, but it was hard'. I'm interested in why you were trying to focus on your work and why you found it hard to do that. I'm interested in both.

¶80: Brandon: Erm, I tried to focus on my work 'cause, I was already missing out on like a lot of classes so I didn't really wanna fall behind and like move down sets or get bad grades or something like that. And it was hard because, as I said, it was so boring just copying answers and stuff, using my calculator to work out what "X" was and all that was just so boring, so when I saw this one person I was like 'finally something interesting'.

¶81: Interviewer: That makes so much sense and once again you like said something very interesting, like there was a worry about falling behind.



Lack of stimulation in IJU
 Lack of stimulation in IJU
 Lack of stimulation in IJU

Chattering of staff

Wider staff not giving pupils a chance
 Wider staff not giving pupils a chance
 Wider staff not giving pupils a chance
 Less academic support in IJU

Less academic support in IJU
 Perception wider staff used IJU as solution for troublemakers
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 No one wanted to be there
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 Unhelpful aspects
 Unhelpful aspects

Limited learning opportunities in IJU
 Feeling referring staff were unfair
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 Routine in IJU was mundane or boring
 Despair at lack of stimulation
 Accepting responsibility for actions and consequences
 Referral unfair
 Referral unfair
 Behaviour is both teachers and pupils fault
 Helpful aspects
 Coding Density

¶182: Brandon: Yea, 'cause like, I'm not learning what everyone else, 'cause in the textbook it just had like the what the most popular math stuff is, it's not actually like what we're learning in class. So, like I had to just like, really actually like focus and try to do the stuff that was most similar to what I remember doing in class, like the day before.

¶183: Interviewer: And what effect do you think the IR had on you academically?

¶184: Brandon: Erm, I mean since I was doing the lessons for the four hours still, I was still basically doing the same work but, like, in that lesson they might have moved onto something else and I would still be doing what they were doing the lesson before. So, I wouldn't be able to learn and then I would be a lesson behind, so then I'd have to struggle to catch up.

¶185: Interviewer: How did you manage that?

¶186: Brandon: Erm, erm, well I'd ask my teacher if she could like photocopy the work from someone else's book so then I could look over it and see what I missed.

¶187: Interviewer: Wow, I mean that is very proactive of you, I'm very impressed. Erm, okay, so honestly that was really really helpful Brandon, thank you so much. Erm, I'm gonna move us onto thinking about erm another aspect of the room, I'm curious about the staff of the room. Like tell me about the staff that are in the IR.

¶188: Brandon: Erm, it was mainly just one of two teachers (that would be there). Like erm, yea there was just one or two and they were just there to like tell you what to do, like if it was your first time in there they'd be like 'oh you have to take these forms, get your work' and all that or they'll be answering some the questions by the other students or something like that. Like, they weren't really very involved they were just doing their own work.

¶189: Interviewer: Okay, yea, that's erm, that's really interesting. So, I'm intrigued by the sort of, it felt like they weren't very involved?

¶190: Brandon: Yea, no, because they were sitting behind their desk and then, they were just tapping away at their computers, doing what, doing their work and then when you held your hand up, it had to be up for like so long for them to notice you, it wasn't like a normal teacher, scanning the room, seeing if anyone's hands were up. So.

¶191: Interviewer: What do you think they were actually doing in the room? Like why were they in the room overall?

¶192: Brandon: To make sure our behaviour doesn't get any worse than it was before.

¶193: Interviewer: Okay, was there anything else that they were meant to be doing do you think?

¶194: Brandon: Erm, I can't think of anything.

¶195: Interviewer: Okay, no I mean thank you. Erm and kind of like thinking about these two people in the room was there any, did they help in any way? Did you find them at all helpful in any way?

¶196: Brandon: Not unless I had a question, like if I understood everything, then it was all me, like, I didn't really need them, so.

¶197: Interviewer: Yeah, was there, the flip of that question, was there anything really just unhelpful about these people in the room.

¶198: Brandon: I wouldn't say they were unhelpful. (.) Like, if I needed their help then they were helpful, but if I didn't need their help then I didn't need it you know.

¶199: Interviewer: Yeah. It feels like from what you were saying they're almost like, they were just there.

¶100: Brandon: Yeah.

¶101: Interviewer: Okay, that's really interesting. Erm, were there any points where they did seem to get really involved?

¶102: Brandon: Not that I can remember.

¶103: Interviewer: Okay, wow, interesting. Erm, okay, erm and thinking about the rules of the room, can you tell me about the rules that were in the room?

¶104: Brandon: Well one of the teachers had made like a, erm, a sheet and she stuck it down on all the desks, so that when you sat down you could see all of them rules. Erm, I think erm, they were like erm, you have to be quiet, erm the normal classroom rules, but then there were others like, erm, if you we're on Pre-PSP you leave, like, the school at three thirty or whatever, if you are on formal you leave at three forty and stuff like that, so.

¶105: Interviewer: So, there was some, there was a mix of normal class rules and then additional things like timetable changes?

¶106: Brandon: Yeah.

¶107: Interviewer: Were there any other different erm, what, what, what, were there any other really different ones?

¶108: Brandon: Erm, remember, no.

¶109: Interviewer: No that's helpful. And tell me about that, leaving, the kind of time, the different time of leaving. How was that?

¶110: Brandon: Erm, erm, 'cause normally we would be leaving at two-fifty, but if we were in the IR, we will be leaving like half an hour later. I mean but sometimes we got released out of the IR into normal lessons though. But if we didn't do that by the end of the day then we'd be there for an extra like half an hour or something.

¶111: Interviewer: What did it take for you to get released back into your normal lessons?

¶112: Brandon: Erm, well it kind of depends on like what you were in there for and then what your behavior was like after you were in there as well. So, like if you were in there for something small, like homework, and then you were focusing on your work for like the whole hour or something, they might release you after like two periods.

¶113: Interviewer: Okay. And if you weren't in there for something small?

Lack of stimulation in IJU
 Lack of stimulation in IJU
 Lack of stimulation in IJU
 Chrening of staff
 Wider staff not giving pupils a chance
 Wider staff not giving pupils a chance
 Wider staff not giving pupils a chance
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 Less academic support in IJU
 Perception wider staff used IJU as solution for troublemakers
 Referral for minor reasons unfair
 Referral for minor reasons unfair
 Perception wider staff used IJU as solution for troublemakers
 No one wanted to be there
 No one wanted to be there
 Unhelpful aspects
 Unhelpful aspects
 Limited learning opportunities in IJU
 Feeling referring staff were unfair
 Routine in IJU was mundane or boring
 Routine in IJU was mundane or boring
 Routine in IJU was mundane or boring
 Despair at lack of stimulation
 Accepting responsibility for actions and consequences
 Referral unfair
 Referral unfair
 Behaviour is both teachers and pupils fault
 Helpful aspects
 Coding Density

¶114: Brandon: Well then, you'd stay in for a day or maybe longer.

¶115: Interviewer: Okay. Erm, and how was that sort of, that amount of time that you spent in the room, was there any effect from how long you spent in the room do you think?

¶116: Brandon: What do you mean?

¶117: Interviewer: I mean erm, sort of if you're in there for a short period of time was it different compared to being in there for a long period of time like days?

¶118: Brandon: No, it was the same.

¶119: Interviewer: It was the same? Do you think there was any impact on how you behaved or how you felt?

¶120: Brandon: No.

¶121: Interviewer: Okay cool. So, coming back to sort of the rules was there anything that you found like helpful about the rules of the room?

¶122: Brandon: Erm, well I didn't find it unhelpful but, (,) there was nothing really helpful about it either.

¶123: Interviewer: That's interesting, so it's kind of erm, it's almost once again just one of these sort of like 'they're there', erm yeah it's interesting that they were neither helpful or unhelpful, they were just the rules of the room. Erm, were they, for you were they easy things to follow or were they challenging to follow?

¶124: Brandon: Erm, they were pretty simple things to follow.

¶125: Interviewer: And that simplicity of them, was that a good thing or a bad thing do you think?

¶126: Brandon: A good thing.

¶127: Interviewer: Okay. Cool. So, you've already talked a lot about this already and I'm just curious about the other things you that you might have to do in the room, so you've mentioned sort of you would go and do your reflection sheets and then you would go and get a textbook for the subject you were meant to be studying, what else did you have to do?

¶128: Brandon: Erm, we have to write like apology letters to the teacher who sent us there and erm, that's it.

¶129: Interviewer: Tell me about the apology letters.

¶130: Brandon: Erm, so if you got sent there for like shouting out, then you would write them 'dear whoever, erm, like I apologize for disrupting the class and erm, I'll try not to do it again', or something like that.

¶131: Interviewer: That's really interesting ((laughter)) it's almost like a process: if you do this, you say this. And so, I'm really really interested in what impact do you think writing those Apology letters had?

¶132: Brandon: Erm, they made you like think about like why you got sent there, because you couldn't write an apology letter if you didn't think he was in there for a reason.

Coding Density

Referral unfair
Referral unfair
Behaviour is both teachers and pupils fault

Helpful aspects

Lack of stimulation in IJU
Lack of stimulation in IJU
Lack of stimulation in IJU
Outhring of staff
Wider staff not giving pupils a chance
Wider staff not giving pupils a chance
Wider staff not giving pupils a chance
Less academic support in IJU
Less academic support in IJU
Perception wider staff used IJU as solution for troublemakers
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Perception wider staff used IJU as solution for troublemakers
No one wanted to be there
No one wanted to be there
Unhelpful aspects
Unhelpful aspects
Unhelpful aspects
Limited learning opportunities in IJU
Feeling referring staff were unfair
Routine in IJU was mundane or boring
Routine in IJU was mundane or boring
Routine in IJU was mundane or boring
Despair at lack of stimulation
Despair at lack of stimulation
Despair at lack of stimulation
Despair at lack of stimulation

Accepting responsibility for actions and co

¶133: interviewer: So, did you find them helpful?

¶134: Brandon: Yeah, I did.

¶135: Interview: OK, can you, and I think you've already given a bit of a hint about why you found them helpful, but can you say a bit more about why they were helpful?

¶136: Brandon: 'cause like, without them, then I would have just been doing work, like I wouldn't have even given a second thought as to why I was in there, apart from the reflection sheets so.

¶137: Interviewer: Okay, that's really really interesting. Were there any times they just weren't, like, you were told you need to do your apology letters erm and you were like this isn't, this is not helpful right now?

¶138: Brandon: No.

¶139: Interviewer: Okay, cool, brilliant. So, in terms of, so thinking back to sort of the IR and what it was like, what support did you get from the IR or did you get whilst you were in the IR?

¶140: Brandon: We were allowed to use like, the computers, like, erm like, for year nines and above, to do like coursework and stuff or if we had like, erm ICT or something, then we can do it on there.

¶141: interviewer: Okay, so it sounds like your, there was a supportive aspect in terms of those computers in the room, erm and you said you could do coursework, so how did that sort of support you?

¶142: Brandon: Erm well I didn't do it, but erm like other students, so like, I guess they didn't fall behind in their work and stuff.

¶143: Interviewer: So, it kind of helped him to catch up?

¶144: Brandon: Yeah.

¶145: Interviewer: Okay, was there anything that didn't help you in the room?

¶146: Brandon: Erm, not that I can think of, I don't think I really needed to support though.

¶147: Interviewer: Okay, do you think other people did?

¶148: Brandon: Probably.

¶149: Interviewer: Did they get any support do you think?

¶150: Brandon: I didn't see it happen, but it might have happened when I like wasn't there or something.

¶151: Interviewer: Okay, cool. Erm, yeah, do you think there would be, I mean this is sort of a difficult question I guess, but thinking about the level of support that was there, what would have been, like would there have been anything that was better? What would have been helpful?

¶152: Brandon: (.) I don't know.

Lack of stimulation in IUU
Lack of stimulation in IUU
Lack of stimulation in IUU
Overtiring of staff
Wider staff not giving pupils a chance
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¶153: Interviewer: Cool, no that's fine. Erm, You've kind of spoken about this already, erm in terms of you were saying that 'the smallest thing, I would get sent out', I'm almost curious about what were all the things that you would get sent to the IR for?

¶154: Brandon: So, erm, not doing homework, erm, shouting out, erm talking to the person next to you, erm not paying attention, stuff like that.

¶155: Interviewer: Okay, and do you think, erm do you think like you were aware of why you would get sent there?

¶156: Brandon: Yeah.

¶157: Interviewer: Yeah. And were there any times, like the times you did get sent there were you, did you understand why? Or were you like why, what's just happened?

¶158: Brandon: No, I think I always knew why.

¶159: Interviewer: Okay, okay, erm, I mean it's really interesting like it's erm interesting that you were like 'no I know why I would get sent there', erm I'm curious because if you knew why you were getting sent there, what led to that moment? What ended up, like I know why I would go to the IR now it's happened like, what happened?

¶160: Brandon: Erm, I guess like when I'm in class, I don't really think about it, but then when I'm getting sent out, I'm like, 'oh shoot, I shouldn't have done that.'

¶161: ((general laughter))

¶162: interviewer: yeah, I real-, I'm really interested, it's really interesting like you're not thinking about it in the class, what do you think, why do you think it is that in class you're not thinking about it until it happens?

¶163: Brandon: (.) Don't know, maybe erm, too focused on, other things that are happening in the class.

¶164: Interviewer: Such as?

¶165: Brandon: Erm, maybe like the work or erm, I don't know, asking a question or something like that.

¶166: Interviewer: Okay and because you are focused on that you end up doing something else?

¶167: Brandon: Yeah.

¶168: Interviewer: Okay, thank you. Erm, we kind of spoke about the sort of length of time you would spend in there, how long did you find yourself spending in there?

¶169: Brandon: Erm, well it wasn't the same every time, but it was normally a day or less.

¶170: Interviewer: A day or less?

¶171: Brandon: Yeah.

¶172: Interviewer: What was the longest you spent in the room?

¶173: Brandon: (.) I think it was, a day, a day and one period.

Lack of stimulation in IJU
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¶174: Interviewer: Oh okay. So, was that, in the grand scheme of how long people spend in the room, like was that short or long or?

¶175: Brandon: Somewhere in the middle, I'd say.

¶176: Interviewer: Somewhere in the middle, okay. That's good, well not that's good but yeah, I'm glad you weren't in there for too long. Erm, In terms of when you went into the room was there was there any, like when you, so you've got into a position where they are now sending you to the IR and there were times that you would be sent to the IR, what, what contact did they have to home about this?

¶177: Brandon: Erm, I think the only contact they had was when I had the meeting to say that I'm going on Pre-PSP and that was it.

¶178: Interviewer: Okay, and what do you think about that? Was there anything good or bad about that?

¶179: Brandon: Erm, it was, I guess it was like kind of good, because then my parents didn't know like, if I like got into trouble in school or not but it was kind of bad as well, 'cause like, if I had to say after school then they wouldn't know and they'd be like maybe they would get worried or something like that.

¶180: Interviewer: Yeah that's really interesting. So I'm interested, it's interesting that you were like 'it's good because they wouldn't know that I got into trouble', erm, where there any, what, what like what's impact of that? like they, it sounds good 'cause they wouldn't know you got into trouble, but were there any other effects because of that? Like they wouldn't know you got into trouble but what else happened because of that?

¶181: Brandon: Erm, except that like, as I said, if I was staying then they wouldn't know, apart from that I don't think there was anything.

¶182: Interviewer: Okay, so in terms of, it sounds like, they, there wasn't too much contact home, other than that initial meeting, erm you kind of hinted that the unhelpful part of that was they wouldn't know if you were going home at a later time, erm was there any other problems with them just not having much contact?

¶183: Brandon: No.

¶184: Interviewer: Good, erm, in terms of monitoring how well you were doing over time like, 'Okay, you're going on to report and you're going to the IR on this date', how did they review your progress?

¶185: Brandon: Erm, they couldn't until like, there was another meeting saying I was getting off Pre and back on year leader.

¶186: Interviewer: Okay, and how did that, how do you think that came about? Like, how did you even find out, what, 'you are now coming off report', how does that unfold?

¶187: Brandon: Erm, 'cause my year leader was like 'if, erm like, you don't get sent to the IR for at least the next couple of weeks, then you'll get sent back down to year leader and then if you don't like get detentions when you're on year leader then erm you'll get off report altogether'.

¶188: Interviewer: Okay, was that helpful to know?

Coding Density

Lack of stimulation in IJU
 Lack of stimulation in IU
 Lack of stimulation in IUJ
 Othering of staff
 Wider staff not giving pupils a chance
 Wider staff not giving pupils a chance
 Wider staff not giving pupils a chance
 Less academic support in IU
 Less academic support in IUJ
 Perception wider staff used IUU as solution for troublemakers
 Referral for minor reasons unfair
 Referral for minor reasons unfair
 Perception wider staff used IUU as solution for troublemakers
 No one wanted to be there
 No one wanted to be there
 Unhelpful aspects
 Unhelpful aspects
 Limited learning opportunities in IUU
 Feeling referring staff were unfair
 Routine in IUU was mundane or boring
 Routine in IUU was mundane or boring
 Despair at lack of stimulation
 Accepting responsibility for actions and consequences
 Referral unfair
 Referral unfair
 Behaviour is both teachers and pupils fault

Helpful aspects

¶189: Brandon: Yeah it was, because then I knew like, erm, a time period.

¶190: Interviewer: Okay and knowing that time period, what were you able to do?

¶191: Brandon: Erm, I was able to like keep focused more, 'cause then every day I was like 'ah I just have this many more days to go and then I'll be off Pre-PSP'.

¶192: Interviewer: That's really interesting, do you think there was anything that they could have done like made that even better?

¶193: Brandon: Erm, no not that I can think of.

¶194: Interviewer: No, no, no problem, thank you. Erm, Once again, very insightful comment. Erm was there anything unhelpful about the fact that, it sounds like to an extent you knew how long you would be in report for and then you were told after an amount of time 'OK now you're coming off report', is there anything really unhelpful about that?

¶195: Brandon: No.

¶196: Interviewer: No? Okay good. So, here's a question for you and one that it will be just be interested see what your thoughts are, so, imagine the school never had, like the IR never existed in school, what would it be like? What would happen?

¶197: Brandon: ((pause)) So, would there still be year leader report?

¶198: Interviewer: Yeah, there would be that report and the other sort of, the other things, detentions, that sort of thing.

¶199: Brandon: Erm, hmm, no IR, erm, I can't really say 'cause it's never happened but, yea, I don't know.

¶200: Interviewer: If you had to guess, what do you think it would like, 'well maybe this'.

¶201: Brandon: Erm, I don't really think it would make that much more difference, since there's still going to be like other things around to keep people from you know misbehaving a bit too much.

¶202: Interviewer: Okay, okay and erm, one of the sort of last questions, what do you think the effect of the IR was on your behavior?

¶203: Brandon: Erm, it helped my behavior improve, definitely.

¶204: Interviewer: yeah?

¶205: Brandon: Yeah.

¶206: Interviewer: Can you say a bit more about like that whole, how were you aware that your behavior improved?

¶207: Brandon: Erm, I got sent to the IR less and less often, and then, I mean that's, I'm just guessing that my behavior improved if that was the case, definitely.

¶208: Interviewer: Do you think it's erm, yeah like erm, that's interesting I mean it sounds like you're really certain 'my behavior did improve', erm, what was do you reckon the key thing that lead to that

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Lack of stimulation in IUU
Lack of stimulation in IUU
Othering of staff
Wider staff not giving pupils a chance
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Referral unfair
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Helpful aspects
Coding Density

improvement in behavior was? What was the key thing about the IR that you were like 'no that definitely improved my behavior'?

¶209: Brandon: (.) Like, erm, like, my **need** to not go back there.

¶210: Interviewer: Say more about that, but yeah that's say more about that, that's really interesting, the need to not go back there.

¶211: Brandon: 'cause like I said before, it was just like very boring and like I don't do well when I'm bored, like I'm always fidgeting, I'm not focused and yeah.

¶212: Interviewer: ((laughter)) So the key driver was, 'I don't want to go back to that boring place'?

¶213: Brandon: Yeah.

¶214: ((general laughter))

¶215: Interview: Okay, erm and what would, what do you think would have happened to you if you didn't go to the IR? So, if they never said 'okay you're going to the IR now', what would have happened to you?

¶216: Brandon: Hmm, I think my behavior still would have improved but maybe not as much as it did because of the IR and like.

¶217: Interviewer: Okay, that's really interesting. why do you think it would have caried, it would have improved but just not to the same extent?

¶218: Brandon: Because I still would have been on Year Leader Report, so I would have still wanted to get off that but there wouldn't be like, 'cause I wouldn't have had to spend all day in there, so I wouldn't have been so bored, so I wouldn't have felt the need to get off, but I think I would get off eventually.

¶219: Interviewer: Okay, why do you think out of curiosity, why do you really not want to be on report?

¶220: Brandon: Erm, I guess I don't want to be labeled as a troublemaker.

¶221: Interviewer: Do you feel like there was a labeling as a troublemaker?

¶222: Brandon: Yeah, I mean your name was in red on the register, so the teachers already knew. So, they were always like just watching out for you and they didn't really care what everyone else was doing, it was just me they were watching.

¶223: Interviewer: Okay, that's really interesting and so do you, you felt like you were under more surveillance in a sense?

¶224: Brandon: Yea.

¶225: Interviewer: Okay, and what, so you were saying like when you're on report, they're observing you to that level, what, how, how did that play out, like what were the cla- and you were saying the teachers see you as a kind of trouble maker when you are on report, how did they see you when you eventually started to go into the IR?

¶226: Brandon: (.) The same way I think.

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 Lack of stimulation in IJU
 Lack of stimulation in IJU
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 Referral unfair
 Referral unfair
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 Helpful aspects
 Coding Density

¶227: Interviewer: Okay, so they kind of still see you as a bit of a troublemaker?

¶228: Brandon: Mmhm.

¶229: Interviewer: Was there a difference between, the sort of, how much they viewed you as a problem when you were on year leader report, compared to now that you are going the IR?

¶230: Brandon: Erm, no, I think it was the same thing, I don't think they know whether you are on PSP or Year leader, 'cause, yea, but, no it was the same, even if they did know I don't think they treated me any different than if I was on Year leader report.

¶231: Interviewer: Okay, but you noticed a big difference between not being on Year Leader and then being on Year Leader?

¶232: Brandon: Yea.

¶233: Interviewer: Okay, that's really interesting. And why do you think, what do you think the main reason for them treating you differently was?

¶234: Brandon: Erm, maybe they thought I was gonna stop the class from learning, so then, they wanted me to like, I don't know, they didn't want me to do that, so I don't know. Like the little thing, they'd make sure I got sent out so that I wouldn't be able to do that, so then everyone else will be able to continue their work.

¶235: Interviewer: Okay, how do you think, it's really, really interesting Brandon, erm and how do you think, how did you know, like you said they were 'they were sort of monitoring me more when I came on Year Leader', how did you know that was happening? What was the first sign?

¶236: Brandon: Erm, if like the whole class was talking, yea, I mean the **whole** class was talking, and then I start talking, she will, she would, my teacher would just be like 'Brandon get out of the class, go to the IR' and she won't do anything to the rest of the class.

¶237: Interviewer: Okay, okay, that's really, I mean it is so interesting and, like you, why you think it wa- it ended, I mean it's probably a related question but what do you think the reasons were for 'you in particular, off you go'?

¶238: Brandon: 'cause like I said before, maybe she thought I was like a troublemaker or something.

¶239: Interviewer: Okay, okay, honestly that's been really really interesting. So we are pretty much at the end, the last thing I want to ask you is do you have any other thoughts or comments you want to make about the IR?

¶240: Brandon: No.

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|---|--|
| Lack of stimulation in IJU | |
| Lack of stimulation in IJU | |
| Lack of stimulation in IJU | |
| Othring of staff | |
| Wider staff not giving pupils a chance | |
| Wider staff not giving pupils a chance | |
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| Routine in IJU was mundane or boring | |
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| Dospair at lack of stimulation | |
| Accepting responsibility for actions and consequences | |
| Behaviour is both teachers and pupils fault | |
| Behaviour is both teachers and pupils fault | |
| Referral unfair | |
| Helpful aspects | |
| Coding Density | |

Section 3. Fatima's transcript and coding

11: Pupil name: Fatima
 12: Transcription number: 3
 13: Interviewer: my first question is, can you tell me a bit about the IR? What is the IR like?
 14: Fatima: Erm, its, erm (.). Erm (.) boring.
 15: Interviewer: yeah. Keep going, say more about it.
 16: Fatima: Erm, you, erm (.) I don't know you just get sent there and you do your work.
 17: Interviewer: Okay. So, tell me about why it's boring?
 18: Fatima: Because you can't, because you're just by yourself and like you can't talk to anyone.
 19: Interviewer: Erm, it sounds, you like you can't talk to anyone, it sounded like different to your usual lessons?
 10: Fatima: Yeah.
 11: Interviewer: Anything else that is quite different?
 12: Fatima: Erm you don't learn what you learn in class, you learn from what you're doing in a book. You have to learn from a book.
 13: Interview: You have to learn from a book?
 14: Fatima: Yeah.
 15: Interviewer: So, okay erm, let's start, sort of breaking it down and thinking about it. So how do you feel about the IR? Like what your thoughts and feelings about it? And you can be really honest.
 16: Fatima: (.) Erm (.) its (.) erm (.) ((laughter)) I don't know.
 17: Interviewer: OK. Maybe it will be easier to think, like, what do other people think about the IR? What do your parents say about it?
 18: Fatima: Oh, erm that (.) I don't know people don't want to get sent there because then you're gonna be by yourself and it's boring.
 19: Interviewer: OK. So overall people have said that they don't want to get sent there, erm and is there anything that they, is there anything that they, feel towards the room? Or about the room?
 20: Fatima: Erm, other than boring I don't think they're thinking much else.
 21: Interview: If you had to think about the staff and what the staff feel about the room, what would you say?
 22: Fatima: Erm I think ((pause)), I don't know.
 23: Interviewer: No problem. No worries. Erm, so you said like, the room's boring, erm and that other people think it's boring as well like your peers, and so is there anything else about the room? That it's boring, what else?

Behaviour change related to IUU being boring
 Lack of socialising
 Discrepancy between IUU staff treatment
 Reappraising locus of control
 Routine in IUU was mundane or boring
 Routine in IUU was mundane or boring
 Referral duration shouldn't be longer than time needed to reflect and understand error of ways
 IUU staff being lenient more helpful
 Referral duration shouldn't be longer than time needed to reflect and understand error of ways
 Referral duration shouldn't be longer than time needed to reflect and understand error of ways
 IUU staff strict and less strict
 IUU staff being lenient more helpful
 Behaviour relates to understanding of consequences
 Behavioural change temporary or contextual
 Referral duration impact depends upon perception of justification
 Referral duration impact depends upon perception of justification
 IUU staff supporting behaviour change
 Difficulty reintegrating to lessons

Executive Dysfunction
 Lonely or socially isolating
 Falling behind with learning
 Helpful aspects
 Unhelpful aspects
 Unhelpful aspects
 Coding Density

Not inclusive
 Not inclusive
 Limited learning opportunities in IUU

¶124: Fatima: (.) You have to say that (you move on to better things), but you miss out on what you do in class and then you have to catch up so ((inaudible)).

¶125: Interviewer: So, you, yea that's interesting, say more about that first thing that you just said. Your like 'you have to do' what do you have to do there?

¶126: Fatima: Oh erm, you have to like (.) I don't know like, you do something, I'm not sure but like, you do like work from the book that you get given or you choose whatever you do. And like (.) I don't know about everyone else but in my work, it didn't get checked. So, I'd just do whatever I wanted, however much I wanted.

¶127: Interviewer: So, your work doesn't get checked and you can do, essentially, whatever you wanted? And.

¶128: Fatima: As in like, you can do whatever topic you want, and they won't check or anything.

¶129: Interviewer: And so, what would end up happening?

¶130: People: Huh?

¶131: Interviewer: What would end up happening, because no one was checking so you got to do your own work, so what would end up happening?

¶132: Fatima: Oh, if you didn't do a lot, if you didn't, like if you just write like a little bit, you wouldn't get in trouble for it because no one ever checks.

¶133: Interviewer: OK. And you kind of mentioned that you, and it sounds like there's another difficulty there in that when you leave the room you need to catch up on everything else and like you've missed out on like teaching in the classroom, can you say a bit more about that?

¶134: Fatima: Erm (.) er, I have to (.) 'cause sometimes you don't do what you're doing in class so (.) erm yea so.

¶135: Interviewer: So, have you, so have you had, where you've been in the IR and you come out of class and there's something you've missed that you've had to catch up on?

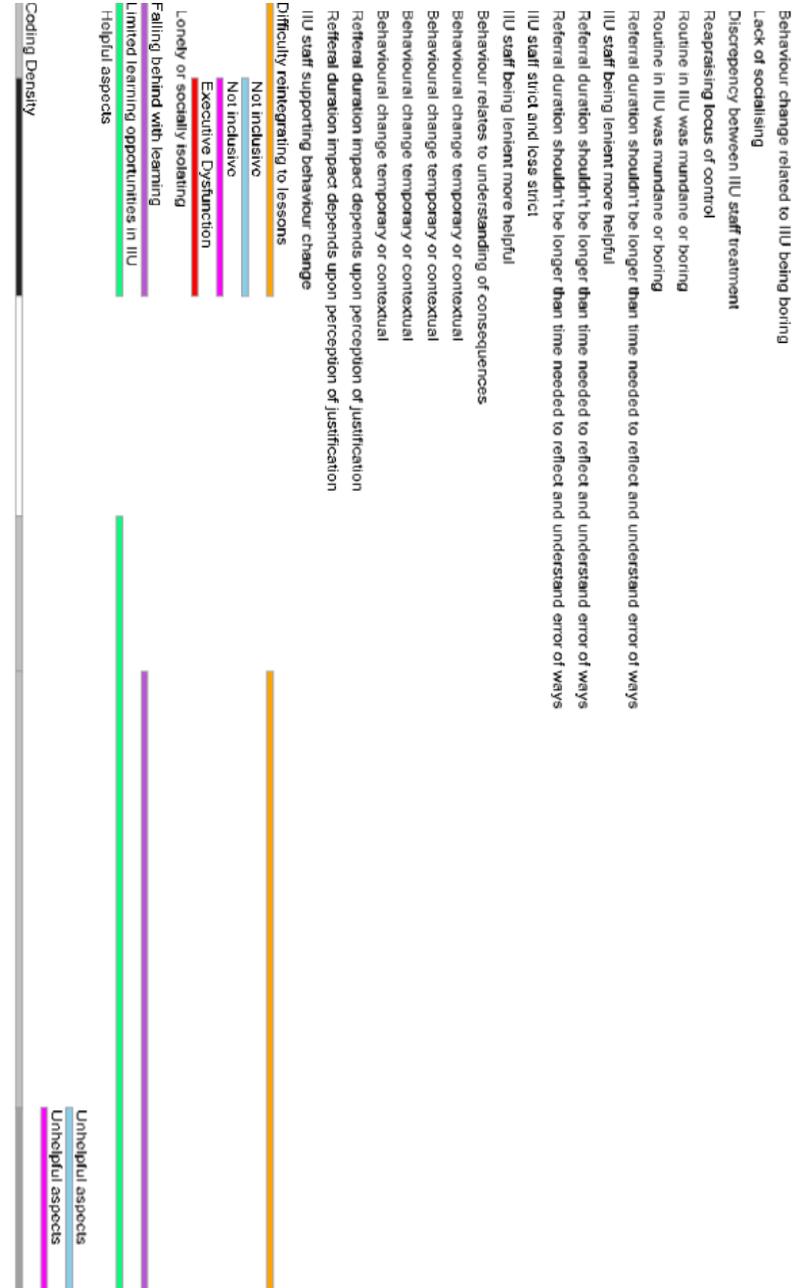
¶136: Fatima: Yeah and I didn't know what they were doing in class, so I just had to ask the teacher because I had fallen a bit behind.

¶137: Interviewer: Yeah can you say a bit more about that? Like what happened? What class was it?

¶138: Fatima: I think it was like Math's or something.

¶139: Interviewer: Okay. And so, you had been in the IR and then when you came out you had went to Math's and what happened?

¶140: Fatima: And then I didn't know what we was doing in class, so I had to just try and (.) do what I was supposed to be doing. Like I did ask for help obviously, but I didn't like (.), I wasn't there for the lesson so obviously I didn't know what I was doing.



¶141: Interviewer: Yeah, and yeah, that sounds really like, that sounds really difficult and how was that? Like how did it feel? What, what did you do?

¶142: Fatima: Erm nothing really, I guess (.) just (.) I tried my best but, it wasn't that hard, it wasn't that hard, but it wasn't that easy either.

¶143: Interviewer: Yeah. So, it wasn't easy, so you're saying it wasn't too hard but at the same time it wasn't easy, like.

¶144: Fatima: Yeah.

¶145: Interviewer: So, yeah, like and you said you did ask for help but what happened?

¶146: Fatima: (.) I asked for help and I get the help and I just literally move on.

¶147: Interviewer: OK. Yeah and so, by the end of it, with the help they, so it sounds like the teacher did come and then try and help you with what you missed out on.

¶148: Fatima: Yea.

¶149: Interviewer: And did that resolve the problem?

¶150: Fatima: Well, yea, yea, I guess.

¶151: Interviewer: You guess?

¶152: Fatima: Yea.

¶153: Interviewer: Okay, cool. So, I'm curious, what do you think the purpose of the IR is? Why is it there?

¶154: Fatima: So, like, you are like isolated from everyone else, so like, so you have to, I guess, behave properly.

¶155: Interviewer: And so, it's used like a, like a thing so that if you misbehave you go there?

¶156: Fatima: Yea.

¶157: Interviewer: So, is it kind of like a deterrent?

¶158: Fatima: Say what?

¶159: Interviewer: Is it kind of like, it's there as something so that before you behave you think I shouldn't do this because I will end up there?

¶160: Fatima: Yea.

¶161: Interviewer: OK. And what, with regards to that, how do you think, does it work? How does it work out?

¶162: Fatima: ((pause)) I mean, if you don't want to be in lessons, then I guess you can get into trouble and you get sent and you don't have to do anything.

¶163: Interviewer: Yea, say a bit more about that. If you don't want to be in the lesson or you get in trouble, you get sent.

Behaviour change related to IUU being boring

Discrepancy between IUU staff treatment

Reappraising locus of control

Routine in IUU was mundane or boring

Routine in IUU was mundane or boring

Referral duration shouldn't be longer than time needed to reflect and understand error of ways

IU staff being lenient more helpful

Referral duration shouldn't be longer than time needed to reflect and understand error of ways

IU staff strict and less strict

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Behaviour relates to understanding of consequences

Behavioural change temporary or contextual

Referral duration impact depends upon perception of justification

IU staff supporting behaviour change

Difficulty reintegrating to lessons

Not inclusive

Executive Dysfunction

Falling behind with learning

Limited learning opportunities in IUU

Helpful aspects

Unhelpful aspects

Unhelpful aspects

Coding Density

Lack of socialising

Lonely or socially isolating

Behaviour change related to IJU being boring
 Lack of socialising
 Discrepancy between IJU staff treatment
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 Not inclusive
 Executive Dysfunction
 Lonely or socially isolating
 Falling behind with learning
 Limited retraining opportunities in IJU
 Helpful aspects

Unhelpful aspects
 Unhelpful aspects
 Coding Density

¶64: Fatima: Yea.

¶65: Interviewer: Yea, say more about that, if you don't want to be in lesson what happens then?

¶66: Fatima: So like, if you didn't want ((pause)), like if you didn't want to be in lesson you can just obviously get in trouble so you can get sent there and you won't have to go back for like a couple of days.

¶67: Interviewer: Yea that makes sense, so, yea try and say more about that if you can. It sounds like, to an extent, the rooms there for a purpose but similarly if you don't want to be in a lesson you can use it to your advantage.

¶68: Fatima: Yea.

¶69: Interviewer: Yea? Say, can you give me some examples?

¶70: Fatima: Like, if you just, like if you're in class and you just find it boring you can just go and eventually, you'll get sent out of class. And then for the next couple of days you won't need to be in class. So, you can just (muck around) by yourself.

¶71: Interviewer: Yea. And erm, I mean, with regards to the sort of the actual sort of purpose of it there, do you think that is a good thing or a bad thing?

¶72: Fatima: Oh no that is a bad thing.

¶73: Interviewer: Okay, why is it bad?

¶74: Fatima: Because, erm, you're obviously getting in trouble.

¶75: Interviewer: And are there any other consequences to that?

¶76: Fatima: No, because they won't know.

¶77: Interviewer: Ok. And how many, how many people do you think do that?

¶78: Fatima: I don't know, but I did that.

¶79: Interviewer: Sorry?

¶80: Fatima: I did that when I was in year 8. If I didn't want to be in class, I'd just like talk and then I would get sent out.

¶81: Interviewer: Why didn't you want to be in class, by the way?

¶82: Fatima: 'cause, I found it boring.

¶83: Interviewer: And so erm, was the IR, if your finding the class boring, was the IR better than that?

¶84: Fatima: I guess, because you didn't really have to do anything.

¶85: Interviewer: Wow, okay. So erm, that's really helpful and the next thing I'm curious about is, obviously the IR is very different, erm to other places, can you tell me a bit about the environment of the IR? The room itself, what's it like?

¶86: Fatima: Its ((pause)) erm.

¶87: Interviewer: So, is it like big, small or what do they have there? What's the atmosphere like.

¶88: Fatima: Oh, it's like a regular size classroom. Not really like, just enough, I mean it's a decent size. Erm, the tables are like spread out and sometimes there are lots of people, sometimes there are just a couple of people. And then ((pause)) hmm, yea, you get, you get sent there and then you get your sheets and you fill out your sheets.

¶89: Interviewer: Erm, yea, so if we just start unpicking that, you said that the tables are all spaced out. Is there anything good, was there anything good about that? Or anything bad about that?

¶90: Fatima: ((inaudible)).

¶91: Interviewer: Sorry?

¶92: Fatima: I think it spread out so you have to, so you can't talk to anyone.

¶93: Interviewer: Was there anything helpful or unhelpful about them.

¶94: Fatima: Erm, I guess it's helpful, so you don't talk and get into more trouble.

¶95: Interviewer: Okay and so for you, having them spaced out, how did you find that?

¶96: Fatima: It didn't really bother me, because I wasn't allowed to talk to people in the first place.

¶97: Interviewer: Ok and you already said that it is like a moderate size room, and you already said 'some days it will be bust and some days it will be quieter. Erm, what was, what was the impact of that? What affect did it have? It being quiet or it being busy?

¶98: Fatima: (.) ((inaudible)) (.) if it's quiet you just do your work.

¶99: Interviewer: And what about if it was busy?

¶100: Fatima: You still have to do your work, but you just get distracted because there's always people coming in and (.) you just get distracted.

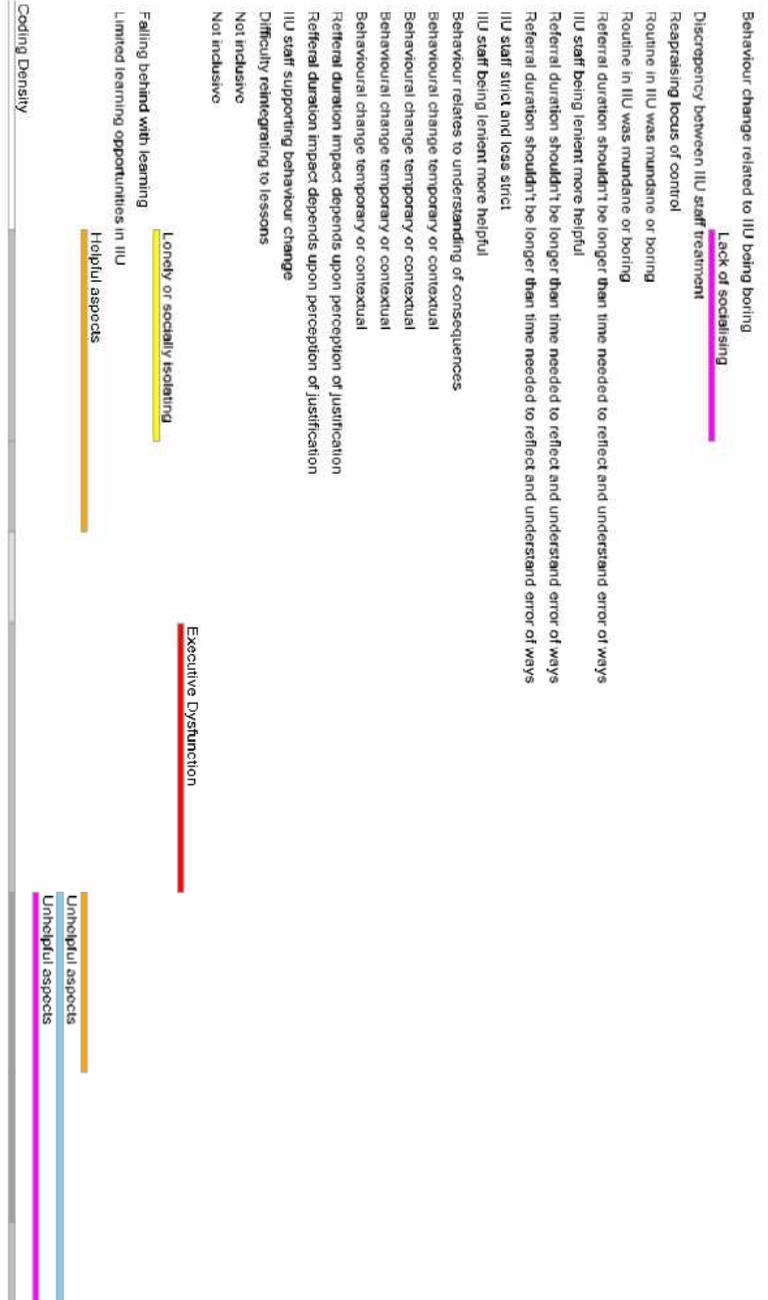
¶101: Interviewer: Ok, cool. And was there, is there anything else, erm, about the environment in the IR, the things they had in there? Was there anything in there that was helpful to have? Or anything that was really unhelpful to have?

¶102: Fatima: ((pause)) So you had like a little box for yourself, so you could put your stuff in it. Erm, unhelpful, you had to write two of the same apology letter.

¶103: Interviewer: Yea ok. And I think you spoke earlier about the sheets you had to complete and there are these two apology letters yea? Can you tell me a bit more about them?

¶104: Fatima: Well (.), you just like, you just, write your sorry and (.) you can tell if someone doesn't genuinely mean it, by the way that they write it (.) and, yea.

¶105: Interviewer: I mean, yea, I feel there's something there, that your saying, like erm, when you said, 'you can tell when someone is not being genuine', say more about that.



¶106: Fatima: 'cause if you get into trouble, if you get into trouble for something that's not that deep, you can just write a short apology, I guess.

¶107: Interviewer: So, I'm curious, what do you think the purpose of those sheets are and what effect do they have if any?

¶108: Fatima: Erm, for me to apologize and give it to the teacher and the teacher gives it to the person who's is expecting them, I guess.

¶109: Interviewer: What do you, is there anything helpful about those sheets?

¶110: Fatima: Yea, I guess. You find out where you went wrong and don't get into trouble for it again. And if it's something that you got into trouble for something that's like, that was serious, and like you didn't really mean to do it, then I guess you can find out where you went wrong and then just figure it out.

¶111: Interviewer: Yea. And I guess the flip question is, is there anything really unhelpful about these sheets?

¶112: Fatima: Not really, because it's just figuring out where you went wrong and apologizing.

¶113: Interviewer: And for you, did you, you were saying, 'you're finding out where you went wrong.' Did you find that that sort of helpful in thinking about that?

¶114: Fatima: Yea, 'cause if you think that you didn't get in trouble for something that (.), like if you did something and then you think that you didn't get (.) if you do something where you thought that (.). Like, it wasn't like right, so like, sort of you think that you wasn't punished for it properly, then a teacher will tell you why you got punished for it and you will understand what you did and so you won't do it again and yea.

¶115: Interviewer: Okay and so it's like helpful to think through the situation and think through the impact of what's happened?

¶116: Fatima: Yea.

¶117: Interviewer: Okay and that's really really helpful, thank you. Can you erm, and I am conscious of who you are talking to, but tell me about the staff in the room, you can focus mainly about last year, before the lockdown, if that feels more comfortable, but tell me about the staff that run that room.

¶118: Fatima: (.) Erm ((pause)).

¶119: Interviewer: So, who was there?

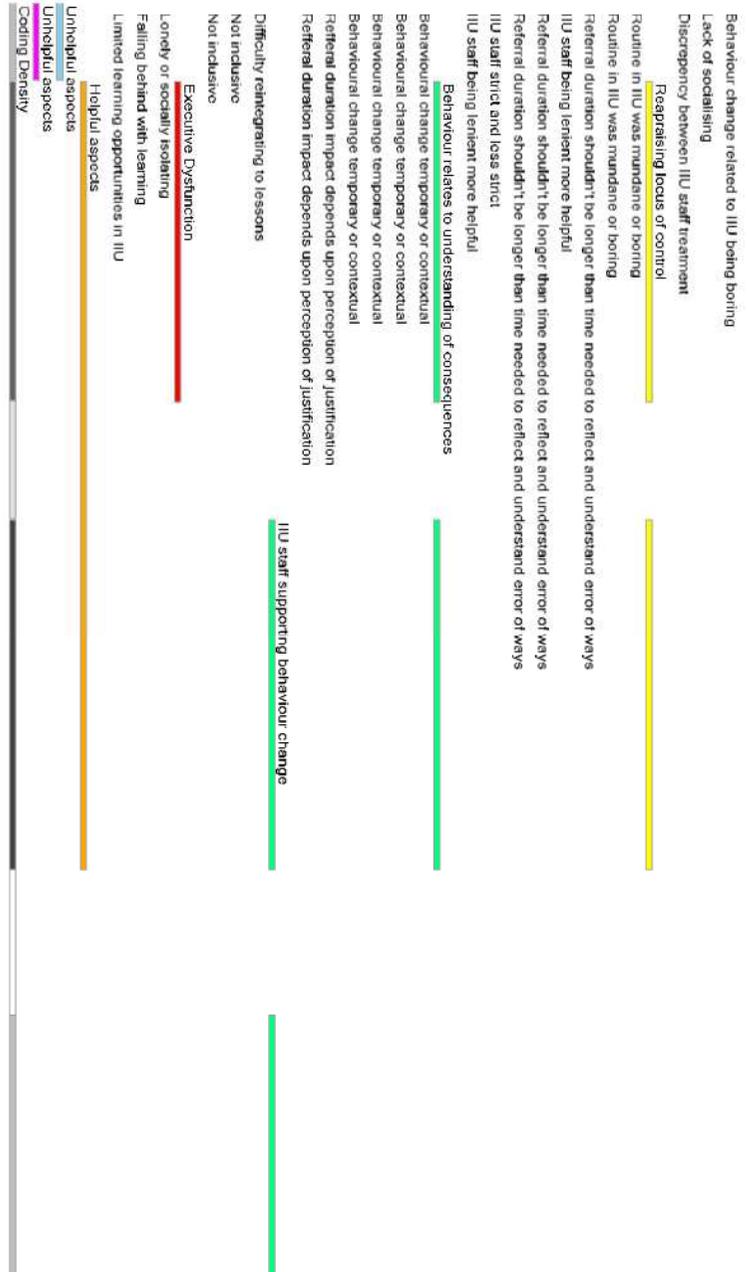
¶120: Fatima: ((inaudible)).

¶121: Interviewer: Sorry, who was that?

¶122: Fatima: They're nice, I guess.

¶123: Interviewer: They're nice. What was nice about them?

¶124: Fatima: Erm, they help you not get in trouble.



¶125: Interviewer: Was there anything helpful about them?

¶126: Fatima: If you need help, you can go to them, they'll help you. But if you (.) like think, no I don't know.

¶127: Interviewer: Was there a time you were able to go to them for help?

¶128: Fatima: I, erm, if I needed to, I could go if I needed it, but I didn't need it, I guess.

¶129: Interviewer: Okay. But you kind of knew they were there?

¶130: Fatima: Yea.

¶131: Interviewer: And did you feel like if you did need them you could have?

¶132: Fatima: Yea, I could go to them without getting in trouble.

¶133: Interviewer: And erm, so there's numerous people in the room, and it has been a long time since I was there, so who was in the room?

¶134: Fatima: Can I say their names?

¶135: Interviewer: Yea, yea of course you can.

¶136: Fatima: Oh, erm Miss Reddy and the other teacher, I don't think she is there anymore, but there was another teacher she was like there from the beginning of the year till like lockdown, and I think it's another teacher now.

¶137: Interviewer: Was there any differences between them? Like anything that was particularly helpful about one and particularly unhelpful about the other? If that makes sense.

¶138: Fatima: Erm (.), I mean one of them's been there longer, so they'll know what to do, whereas the other one, I mean, obviously she got the hang of it, but.

¶139: Interviewer: Okay. Say more about that, one of them's been there longer and knew what to do and I think you said, 'the other one eventually got the hang of it', erm, was that right?

¶140: Fatima: ((laughter)) Yea.

¶141: Interviewer: Ok, yea, tell me more about that.

¶142: Fatima: Erm, so, like (.), like (.), erm.

¶143: Interviewer: No, it's ok, honestly share your honest opinion, it is just between me and you.

¶144: Fatima: ((pause)) Like one of them will punish and get angry, like you might get into more trouble, and like the other one would let you off. Where the other one, she, well they will get you into more trouble, well not more trouble, but like, stay there more couple of days.

¶145: Interviewer: Can I ask which one was which?

¶146: Fatima: No, I'm not gonna say that.

Behaviour change related to IUJ being boring
Lack of socialising

Reappraising locus of control
Routine in IUJ was mundane or boring
Routine in IUJ was mundane or boring

Discrepancy between IUJ staff treatment

Referral duration shouldn't be longer th
IUJ staff being lenient more helpful
Referral duration shouldn't be longer th
Referral duration shouldn't be longer th
IUJ staff strict and less strict
IUJ staff being lenient more helpful

Behaviour relates to understanding of consequences
Behavioural change temporary or contextual
Behavioural change temporary or contextual

IUJ staff supporting behaviour change

Difficulty reintegrating to lessons
Not inclusive
Not inclusive
Executive Dysfunction
Lonely or socially isolating
Falling behind with learning
Limited learning opportunities in IUJ

Helpful aspects

Unhelpful aspects
Unhelpful aspects
Coding Density

Referral duration impact depends upon
Referral duration impact depends upon

¶147: Interviewer: Okay. Why do you think one was, sort of, I think the word you used was 'stricter', why do you think that was?

¶148: Fatima: Probably because they wanted, like they want the best for you, and they don't want you to get into trouble anymore. (Because, they don't want people being there even longer). So, like, they explain to you like what you did was wrong and like you (get sent back and don't do it again).

¶149: Interviewer: Which of those, like, which of those did you prefer?

¶150: Fatima: The one that was like, the one that was more lenient.

¶151: Interviewer: And what was helpful about the person being more lenient?

¶152: Fatima: 'cause, if like, if they're both telling you the same thing and you understand where you went wrong, but one holds you for longer, that doesn't make sense because you're getting punished for something that you already know why you're there for, but you have to stay longer, whereas the other one you go .

¶153: Interviewer: Was there anything unhelpful about, erm, the person being more lenient?

¶154: Fatima: Erm, other people, I guess could even like take advantage of it and like just use it to go.

¶155: Interviewer: Sorry say that again.

¶156: Fatima: They can take advantage of it. So, they can, just like, they can, erm, like, I don't know, just get out.

¶157: Interviewer: Its sounds like you're saying like erm, some people could almost take advantage of that situation?

¶158: Fatima: Maybe I'm not sure, like erm.

¶159: Interviewer: Was the room different when the two different people were there?

¶160: Fatima: (.) Erm, (.) I guess. Yea. I mean, it's not like one of them would let you talk, it's not like that but like, they're both just as strict but I don't know like, one would keep you for longer, one would let you go but you still know what you did wrong, but you just get, just the same thing I said before I don't know.

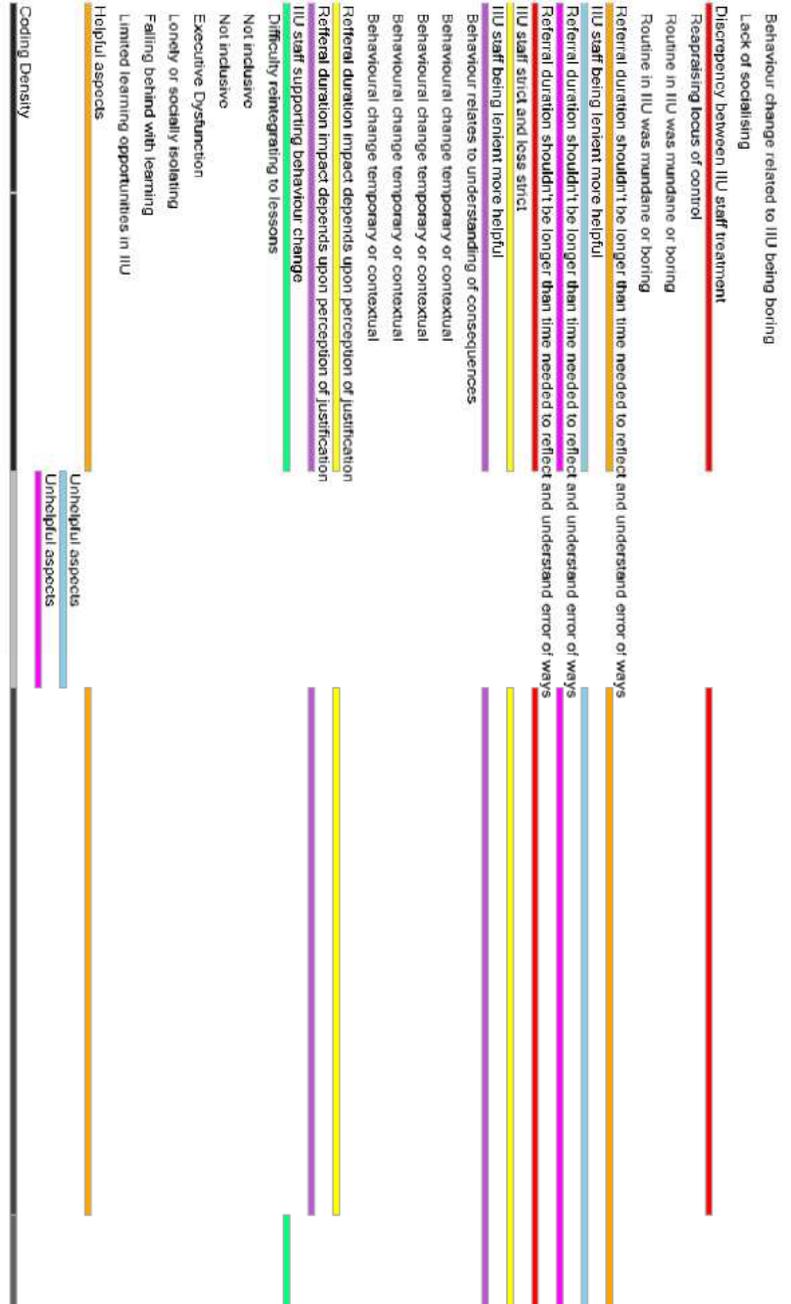
¶161: Interviewer: Okay, and how did you feel about the two different people?

¶162: Fatima: I liked the other one more.

¶163: Interviewer: Which one was that?

¶164: Fatima: The one that was nice-, not nicer, the one that was more like, less strict. Like they were both nice, they were both nice teachers but one of them was less strict.

¶165: Interviewer: Okay and erm, why do you think you like them more?



¶166: Fatima: Because why would you like, I'm not saying I don't like them, obviously I like them, I appreciate them but (.) I wouldn't really like someone who like, not like, like I wouldn't want someone who would hold me in for longer when you could go if the other one was there.

¶167: Interviewer: Yea and you said you appreciate them, what did you appreciate about them?

¶168: Fatima: Because they're helping me and they have good intentions, they don't want me to get in trouble, they want the best for me.

¶169: Interviewer: How did they help you?

¶170: Fatima: By telling me what to do next time and (.) telling me (.) that, that like it's not the right thing and what would be the right thing to do.

¶171: Interviewer: Yea, okay. Was there anything they done that was really unhelpful?

¶172: Fatima: That I did, or they did?

¶173: Interviewer: That they did.

¶174: Fatima: That they did. (.) erm (.) I don't know, I get put on and off report, even though I don't see the point of me going on and off report, 'cause I'm mean obviously if you're on report then you know that if you, like, do more things then you're gonna get punished for it, so you won't do more things. And then when you're off report, you know that you (can get away with some things). (.) but, yea. And if you're on report you miss out on a lot of stuff, like, you can't do this, you can't, I don't think you can be year council if you're on report, I don't think you can, I don't know, there's lots of things you can't do. Not lots but something I don't know.

¶175: Interviewer: Erm, yea that's really interesting. So, I mean you were saying like, you were saying you go on and off report.

¶176: Fatima: Yea, other people, they was on it and they get off and they stay off, but I was on and off because of the way I behaved last year.

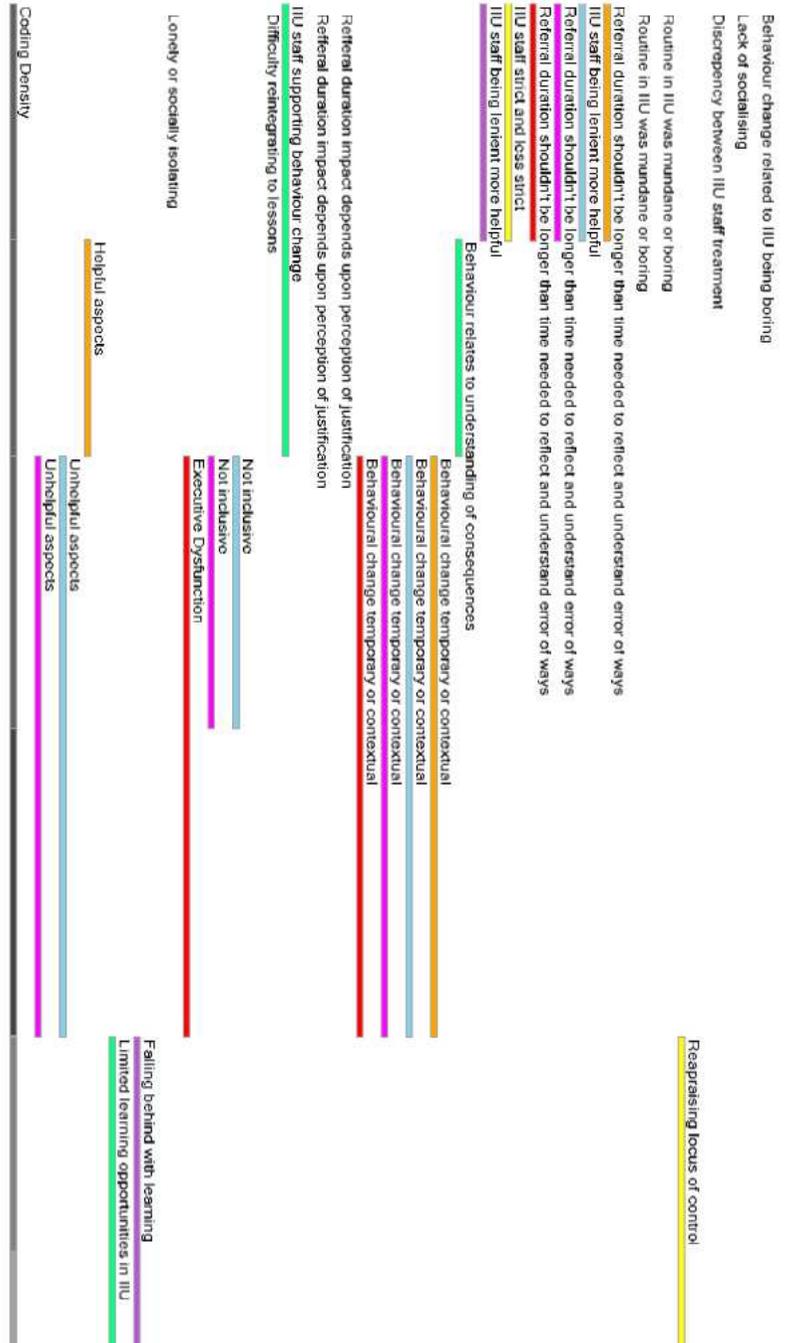
¶177: Interviewer: Tell me about that, that's really interesting. Like, tell me more about this, like going on and off report, how was that? What happened? How did it effect you?

¶178: Fatima: I think some of the teachers already knew that I was already on report, so they might have judged me, I don't know, maybe, maybe.

¶179: Interviewer: Yea, no I get, I kind of, like I'm getting what you're saying, erm, I think, am I right in that you were kind of saying 'you knew that I was already on report', it's kind of like you were saying, what's the point in the two different things.

¶180: Fatima: ((inaudible)) Because I know the point of it now, that I'm not, I don't think I'm there now 'cause I know that I shouldn't be doing stuff that I learnt from the past years. But it's just a waste of time, 'case you're missing out on learning, so you shouldn't mess around like.

¶181: Interviewer: Yea. And say more about the waste of time.



questions out the book. And then, yea, you do that for a whole day and then, you (.), yea you just, yea basically, just do your work and then clear up.

¶201: Interviewer: And how, was there anything good or bad about that?

¶202: Fatima: (.) Erm (.), good that you'll be working even though you're out of lessons and bad that you're not, you're not getting the same, you're not doing the same stuff that other people in the class would be doing and that you don't get stuff, like taunting they might exclude you. I guess.

¶203: Interviewer: Okay, yea that's really interesting. Erm and what support did you get in the IR?

¶204: Fatima: Support for what?

¶205: Interviewer: Like any help you received in the IR?

¶206: Fatima: Erm (.) support (.) you get ((inaudible)).

¶207: Interviewer: Sorry can you say that again, I didn't quite catch it.

¶208: Fatima: You, if you need help or support, then you can go to the teacher that's there. And then, I don't know what they do because I didn't go to them, because I didn't think I needed them for anything.

¶209: Interviewer: Okay, cool. So why would you go to the IR?

¶210: Fatima: Wait are you asking me or just like in general why people are sent there?

¶211: Interviewer: Like both, like yea.

¶212: Fatima: People would get sent there if they don't follow their targets, if you don't follow your targets that you get set when you get put on report. And then, you, if your like late or like if your messing about in class and just doing stuff you ain't supposed to be doing and distracting the class, then the teacher will send you to the IR and then you can't distract anyone anymore or do whatever you were doing there.

¶213: Interviewer: Okay, so like you had targets?

¶214: Fatima: Yea, like they were usually set and yea.

¶215: Interviewer: How were having targets?

¶216: Fatima: I forgot my targets; I didn't even know what my targets were.

¶217: Interviewer: Okay, so it, it, you, essentially if you didn't meet your targets you would be sent out, but you didn't actually know your targets?

¶218: Fatima: No.

¶219: Interviewer: Erm, so how long would you spend in the IR?

¶220: Fatima: It depends what you do.

¶221: Interviewer: Yea, go on.

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|--|--|
| Behaviour change related to IUU being boring | |
| Lack of socialising | |
| Discrepancy between IUU staff treatment | |
| Reappraising focus of control | |
| Routine in IUU was mundane or boring | |
| Routine in IUU was mundane or boring | |
| IUU staff being lenient more helpful | |
| Referral duration shouldn't be longer than time needed to reflect and understand error of ways | |
| Referral duration shouldn't be longer than time needed to reflect and understand error of ways | |
| Referral duration shouldn't be longer than time needed to reflect and understand error of ways | |
| IUU staff strict and less strict | |
| IUU staff being lenient more helpful | |
| Behaviour relates to understanding of consequences | |
| Behavioural change temporary or contextual | |
| Referral duration impact depends upon perception of justification | |
| Referral duration impact depends upon perception of justification | |
| IUU staff supporting behaviour change | |
| Difficulty reintegrating to lessons | |
| Not inclusive | |
| Not inclusive | |
| Executive Dysfunction | |
| Lonely or socially isolating | |
| Falling behind with learning | |
| Limited learning opportunities in IUU | |
| Helpful aspects | |
| Unhelpful aspects | |
| Unhelpful aspects | |
| Coding Density | |

my mum would talk to me and she'd tell me not to do that stuff 'cause it's not good, yea, it's just a waste of everyone else's time, yea.

¶235: Interviewer: How was that, like, the contact, having contact home? How was that?

¶236: Fatima: Like, it's not like, not, it's like ((inaudible)) it looks like you did something bad, and then your parents know if the school call you in, if the school call home, then you probably did something that you weren't supposed to do and then your parents know you weren't supposed to do that. But sometimes if it genuinely wasn't your fault and you still got into trouble for it, then you can't do anything about it.

¶237: Interviewer: Okay. Erm, so imagine the school didn't have the IR? What would it be like? What would happen?

¶238: Fatima: ((pause)) You'd keep getting like a bunch of detentions and (.) a bit, erm. I don't know for the younger years, because the younger years they're from primary school and they're not used to (.), like getting punished for doing ((inaudible)) and they're not used to that, so they don't know I guess. The older years, if you were in there when you were in like year seven, then you know you're not supposed to do it and you know the consequences for it, so you don't do it. (.) but if you weren't in there when you were like in year seven, then you're old enough to know you shouldn't do that stuff.

¶239: Interviewer: Okay, thank you. And erm, I guess this is a really big question, do you think the IR had any influence on your behaviour?

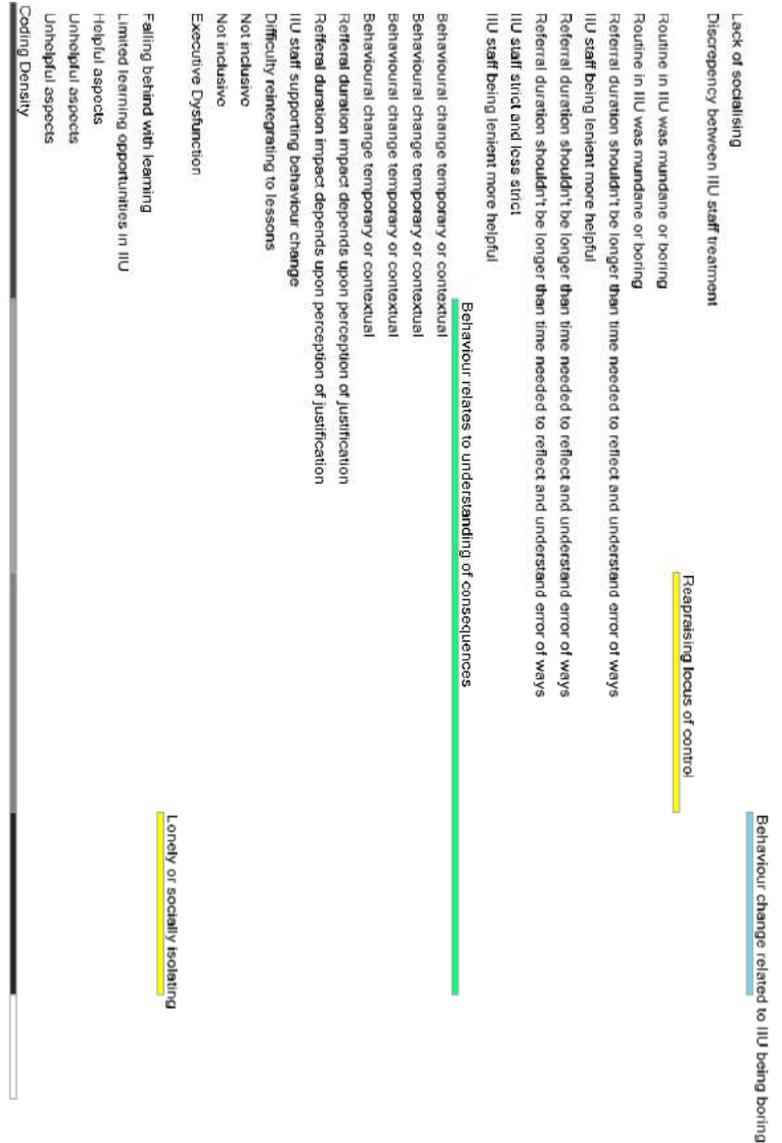
¶240: Fatima: Yea, 'cause I don't get in as much trouble, 'cause last year I was, like, disrespect teachers and just now like be nice to teachers and stuff. Because I would think that I was the innocent one even though I had done something wrong, I would still think that it wasn't my fault even though it was my fault and now I know that it was my fault. So now I know that whatever I do it was my fault and I shouldn't do that.

¶241: Interviewer: Okay, yea, I mean that's really interesting, and you feel that it was the, it was something about the IR that helped you realize that?

¶242: Fatima: Yea, just the, like, being by yourself and not like having anyone, like this is boring and it's not interesting and its not fun, so there's no point of, I mean there are, there are, I didn't mean to say that, there is a point but, yea.

¶243: Interviewer: Okay, I mean that's erm, pretty much everything from me. But the last thing I want to say is do you have any thoughts, comments, feelings, or anything about the IR that we haven't covered?

¶244: Fatima: Erm, no.



¶20: Harris: So like, erm basically last, last year it was a bit like more lighter, but you could ask them and they would help you a bit, but not much, like when I went this year once, they were not, like it's like 'no talking' and then when they're on their lunch break you can't say anything. And yeah, you got to keep quiet, 'cause their eating their lunch.

¶21: Interviewer: And how, how do you find that?

¶22: Harris: Erm, it's not, it's really different to lessons, because you're with all your classmates in lessons learning, but then you're here your with everyone that has done something bad to be in there and you're just surrounded by that and you're just trying to do your work whilst everybody is like making silly noises, just trying to disturb everybody, stuff like that.

¶23: Interviewer: That's really interesting, I'm really taken by when you said 'it's really different to lessons', can you tell me more about that? tell me about it being really different.

¶24: Harris: Erm like obv- obviously you can't like erm, ask the teachers what to do because they're not like, for example, Maths they're not a maths teacher, so they won't know. Erm and then in class, erm Miss a lot of the time she can come to the desk and help me whilst everyone else is doing their work. Erm, there's no whiteboards, like whiteboard learning where you can work because it's not a class. You're not with any like pupils so your partners not there to help you and stuff like that.

¶25: Interviewer: Ok, is there anything else that's different about the room?

¶26: Harris: Erm, it's just the like, the vibe in there is like really like off. I don't know how to explain that, but it's like it, it feels nothing like the class.

¶27: Interviewer: That's so interesting, can you, say more about the vibe, like I'm really interested in the vibe.

¶28: Harris: It's like, erm, 'cause you're surrounded by everyone whose done something wrong, so like, everybody's gonna be making silly noises and just stuff like that. Like whenever I go in there, there's always someone like talking or they're all slouched like that and stuff and, and writing notes and writing and stuff.

¶29: Interviewer: Okay. Thank you that was really, that was really really insightful like immediate answer first question. Erm I mean how do you feel about the IR?

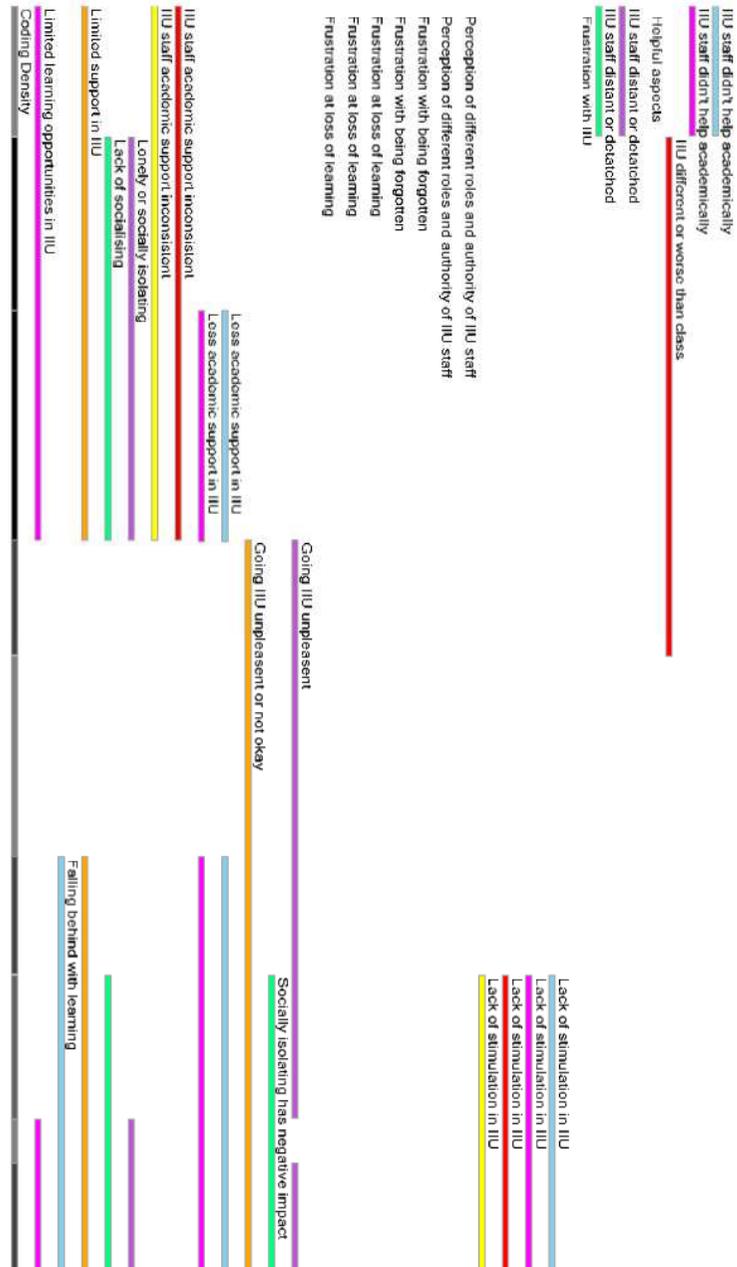
¶30: Harris: I really didn't like it. I hated going there.

¶31: Interviewer: Okay ((laughter)). Tell me more, tell me more, like.

¶32: Harris: Yeah I'm always trying to avoid it like, like erm, yeah that's like, last year I used to go there it was really bad because whenever I went there, like it was just sitting there working in silence. Like just sit down, get your booklet of work, and just write whatever you need to do, whatever you can. Yeah.

¶33: Interviewer: What was, what was the, what was the thing you really didn't like about it?

¶34: Harris: Erm, just having to be there like, by my, by myself, I was really like, the only year seven there and I'll just have to do like, whatever I know, I would have to write because there's no teacher to help me, like there like they're not math teachers. ((inaudible)).



¶135: Interview: You said you were like the only year seven there?

¶136: Harris: Yeah in, like last year, when I was in year seven when I went there it was, it was just me because it was never beginning, and I used to go there, and it was just me. But then now there's obviously more people going there.

¶137: Interviewer: Okay, how was that?

¶138: Harris: Yeah, it was like, I just joined the school and two weeks later I'm in the the IR. And yeah, I was just surrounded by all the people older than me. And yeah, it wasn't that nice.

¶139: Interviewer: How was. How did it feel being surrounded by all the people older than you?

¶140: Harris: Erm, it, it, it definitely didn't feel that same as like going outside and stuff. It just felt wrong, I don't know how to explain it.

¶141: Interviewer: It just felt wrong?

¶142: Harris: Yeah.

¶143: Interviewer: Okay. What do you think other children thought about the IR?

¶144: Harris: Whenever I was in there, no one wants to be there like. Maybe sometimes people wanted to be there 'cause they didn't like a lesson, like in one of their periods yeah, erm, so they'd asked to stay, that's what happened once when I was there. Erm, so, but usually everyone's just waiting to go back to lessons.

¶145: Interviewer: Okay, but some people would be there because they didn't want to be in lessons?

¶146: Harris: Yeah so like, it's and, if you're on like a Pre-PSP, that's why I was in there a lot because I was on that, so as soon as you get in trouble in class, you just go straight there. So, yeah.

¶147: Interviewer: Okay. If you had to, thinking about your teachers what do you think they thought about the IR?

¶148: Harris: Erm, I think, they were just there to supervise it and to just get on with their work. Like now they do, I think they do like class switch, but last time I was there, one teacher that was there, Miss Rose, she was there for half the lesson and then the other half, like not lesson like the day, and then the other half Miss Reddy came in. And with Miss Reddy she's very strict, so no talking, Miss Rose, sometimes she will allow it, like asking a question, asking how long you're going to be there, that sort of thing.

¶149: Interviewer: So Miss, erm, Miss Reddy is the strict one?

¶150: Harris: Yeah, between the two of them, yeah. But I think she's higher in like, say like in the school.

¶151: Interviewer: She's higher?

¶152: Harris: I think she's deputy head, but I'm not sure.

¶153: Interviewer: Oh okay, was there anything helpful about, erm, Miss Reddy?

||| IUJ different or worse than class
Helpful aspects

- ||| Frustration with IUJ
- ||| Lack of stimulation in IUJ
- ||| Perception of different roles and authority of IUJ staff
- ||| Perception of different roles and authority of IUJ staff
- ||| Frustration with being forgotten
- ||| Frustration with being forgotten
- ||| Frustration at loss of learning
- ||| Going IUJ unpleasent
- ||| Socially isolating has negative impact
- ||| Going IUJ unpleasent or not okay
- ||| Less academic support in IUJ
- ||| Less academic support in IUJ

- ||| Lonely or socially isolating
- ||| Lack of socialising
- ||| Limited support in IUJ
- ||| Falling behind with learning
- ||| Limited learning opportunities in IUJ
- ||| Coding Density

||| IUJ staff didn't help academically
||| IUJ staff didn't help academically

||| IUJ staff distant or detached
||| IUJ staff distant or detached

||| IUJ staff academic support inconsistent
||| IUJ staff academic support inconsistent

¶154: Harris: Erm, I mean she does answer questions but like questions that are relevant, if they are not relevant then like, like when we go back to lessons yeah she'll, maybe she will add extra time for asking that or something. Erm, but like questions as if, erm like, so she'll ask us, 'is your mom at home? Can I contact her?' And stuff like that and I'll say yeah.

¶155: Interviewer: Okay, erm, and so her being quite strict was there anything helpful about that?

¶156: Harris: Erm, thing is she's always quiet, like all the teachers like they were concentrating on their work, so like once in year seven, I was meant to leave at three-ten and my hand was up for a long time and then I ended up there for three-forty.

¶157: Interviewer: Okay, I see. ((laughter)) that's not great. And you, you, you said that they're concentrating on their work?

¶158: Harris: Yeah they just like, on the laptop or just doing their work. And cause in year seven, in year seven Miss Brown, she was there, and she'd just go to the back of the room with another pupil, every day, so I'd just have my hand up to try and get to them, because it was the end of the day and I was meant to go, but Miss Reddy won't realize, 'cause a lot of the other people they done stuff to stay behind, but I didn't.

¶159: Interviewer: Miss Brown, and you said Miss Brown would go to like the back of the room with another child?

¶160: Harris: Yeah and when I was in year seven, I, year eight people, they just they used to come in like every day and I don't know what they used to do at the back, but they would have conversations and stuff.

¶161: interviewer: Okay, thank you that's really helpful, erm, so can you tell me like about the purpose of the IR?

¶162: Harris: It's like, usually you would go to your year leader if you like, been sent out of a classroom or got too many like, if your year leader thinks you're getting too many L1s over the week and stuff, she'll isolate you to try and nip it in the bud. But then like if you had like, I don't know maybe like to the next point where you've pushed someone or had a fight with someone, you'll go to the IR, you'll write your statements and reflect, you will have reflection sheets, two letters of apology and then.

¶163: Interviewer: Okay, there's a lot there. Yeah and you said that you write some sheets and two letters of apology, can you say more about those?

¶164: Harris: Erm, so reflection sheets is like, you set yourself three targets and it will say erm 'what did you do to be here? Why did you act this way?' Erm, and there was a few more questions like that, I can't remember.

¶165: Interviewer: Erm, where these, where those helpful to do?

¶166: Harris: No, everyone just rushes them to get back to their work.

¶167: Interviewer: People just used to rush them?

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|---|--|
| IIIU staff didn't help academically | |
| IIIU staff didn't help academically | |
| IIIU different or worse than class | |
| Hopeful aspects | |
| IIIU staff distant or detached | |
| IIIU staff distant or detached | |
| Lack of stimulation in IIIU | |
| Perception of different roles and authority of IIIU staff | |
| Perception of different roles and authority of IIIU staff | |
| Frustration with being forgotten | |
| Frustration with being forgotten | |
| Frustration with being forgotten | |
| Frustration at loss of learning | |
| Frustration at loss of learning | |
| Frustration at loss of learning | |
| Going IIIU unpleasent | |
| Socially isolating has negative impact | |
| Going IIIU unpleasent or not okay | |
| Less academic support in IIIU | |
| Less academic support in IIIU | |
| IIIU staff academic support inconsistent | |
| IIIU staff academic support inconsistent | |
| Lonely or socially isolating | |
| Lack of socialising | |
| Limited support in IIIU | |
| Falling behind with learning | |
| Limited learning opportunities in IIIU | |
| Coding Density | |

IIU staff didn't help academically
 IIU staff didn't help academically

Helpful aspects
 IIU staff distant or detached
 IIU staff distant or detached

Perception of different roles and authority of IIU staff
 Perception of different roles and authority of IIU staff

Frustration at loss of learning
 Frustration at loss of learning
 Frustration at loss of learning

Socially isolating has negative impact

IIU staff academic support inconsistent
 IIU staff academic support inconsistent
 Lonely or socially isolating
 Lack of socialising
 Limited support in IIU

IIU different or worse than class

Frustration with IIU
 Lack of stimulation in IIU

Frustration with being forged
 Frustration with being forged

Going IIU unpleasant

Going IIU unpleasant or not okay

Less academic support in IIU
 Less academic support in IIU

Falling behind with learning
 Limited learning opportunities

Coding Density

¶89: Interviewer: Okay, that's good what's helpful about that?

¶90: Harris: Erm, 'cause, 'cause you have Microsoft Teams, like if for example you weren't in a lesson, you can go on class network and you can catch up with that lesson. And there's like live lessons, so you can go on that and you can go on recorded lessons. You can go on like that, see what you've missed.

¶91: Interviewer: So, when you go there now, you can find out what work, erm, you're missing?

¶92: Harris: You can always see what work you're missing but you don't know how to do it, so you can go on Microsoft Teams or you go on the laptop to find out how to do it.

¶93: Interviewer: That's good.

¶94: Harris: Yeah.

¶95: Interviewer: Erm, that's really good, erm, okay. Erm so thinking, you've spoken a bit about this already, but thinking about the environment of the IR, So what it looks like, what's in there, erm and what it feels like, can you say a bit about this?

¶96: Harris: Erm, erm, it's like, it's like quite a big room and then there's like, there's like year eight, erm there's like in one row, there's like reflection sheets and in the other row there is year eight work, year nine work and like year ten and and then yeah. And then on the left side there is like where you can go on the laptop. And in the front, there's Miss Reddy and Miss Rose, them two they have their desks. And there's two boards in the middle, where we sit, yeah and then, yeah that's it, that's it.

¶97: Interviewer: Okay and erm, what does it feel like in that room? You've kind of spoken about that already, erm what's the sort of, the atmosphere in that room?

¶98: Harris: Yeah erm, it's really like, dull, I guess, dull. Erm, it's, it's as if you're walking into something like, I don't know how to explain that bit, it's as if you, it just doesn't feel like, nice. It's not as if you've walked into like a full classroom.

¶99: Interviewer: Yeah, you said it feels dull?

¶100: Harris: Yeah.

¶101: Interviewer: Can you explain that?

¶102: Harris: Erm, like, so when you walk in, obviously it's silence and then you walk in, and you, you literally all you do is sit down, and then you'll get your reflection sheet and your letters of apology, you'll do that, erm for however long and then you'll, you'll be asked to get your work. You'll be asked 'what period are you in? What work are you meant to be doing?', you'll get that out and you'll start doing that.

¶103: Interviewer: Okay. Is there anything helpful about that environment?

¶104: Harris: No. And they don't check your work, so you can write like a line and they won't know.

¶105: Interviewer: Okay, so it, it, with regards to them checking your work, they didn't see how much you were doing?

¶106: Harris: Yeah they, like, like even last time yeah, they didn't check your work. Erm, when I was in year seven, they checked it's a bit, but sometimes they did, sometimes they didn't, it was on and off. Yeah.

¶107: Interviewer: Was there anything unhelpful about that?

¶108: Harris: Yeah because like, you're meant to be doing, you come to school to do your studies and stuff and you're not really learning.

¶109: Interviewer: Okay. So, would you, like erm, you think it would have been better if they did come around and see how much work you are doing?

¶110: Harris: Yeah and but then also like, maybe you can come and see if you need help on like something, like are you struggling? Maybe for example, Maths, they can teach, if they know how to, then they can teach us like maybe one math question, show us how to do it and then you get on with the questions that you think we know how to do.

¶111: Interviewer: Okay, I see. Erm, so we've already spoken a little bit about the staff and you said that there were two people in the, the the IR last year, one was stricter, one wasn't a strict, can you tell me anymore about them too?

¶112: Harris: Erm, Miss Reddy's like very strict, so she won't have anybody talking or whispering or like funny noises and stuff and she, I think she's like the person that does the exclusion letters and stuff, stuff like that and she, she sends people back to lessons. Erm, and whereas like, Miss Brown and Miss Rose, like I don't think that Miss Brown goes to this school anymore, but Miss Rose, she's like, she's not as strict, so erm, like when she needs to be strict obviously she will say like 'no talking now' and stuff like that, but she, she's like, she's like (strict), but not as strict as Miss Reddy.

¶113: Interview: You said miss Reddy is the one that sends people back to lessons, can you say a bit more about that?

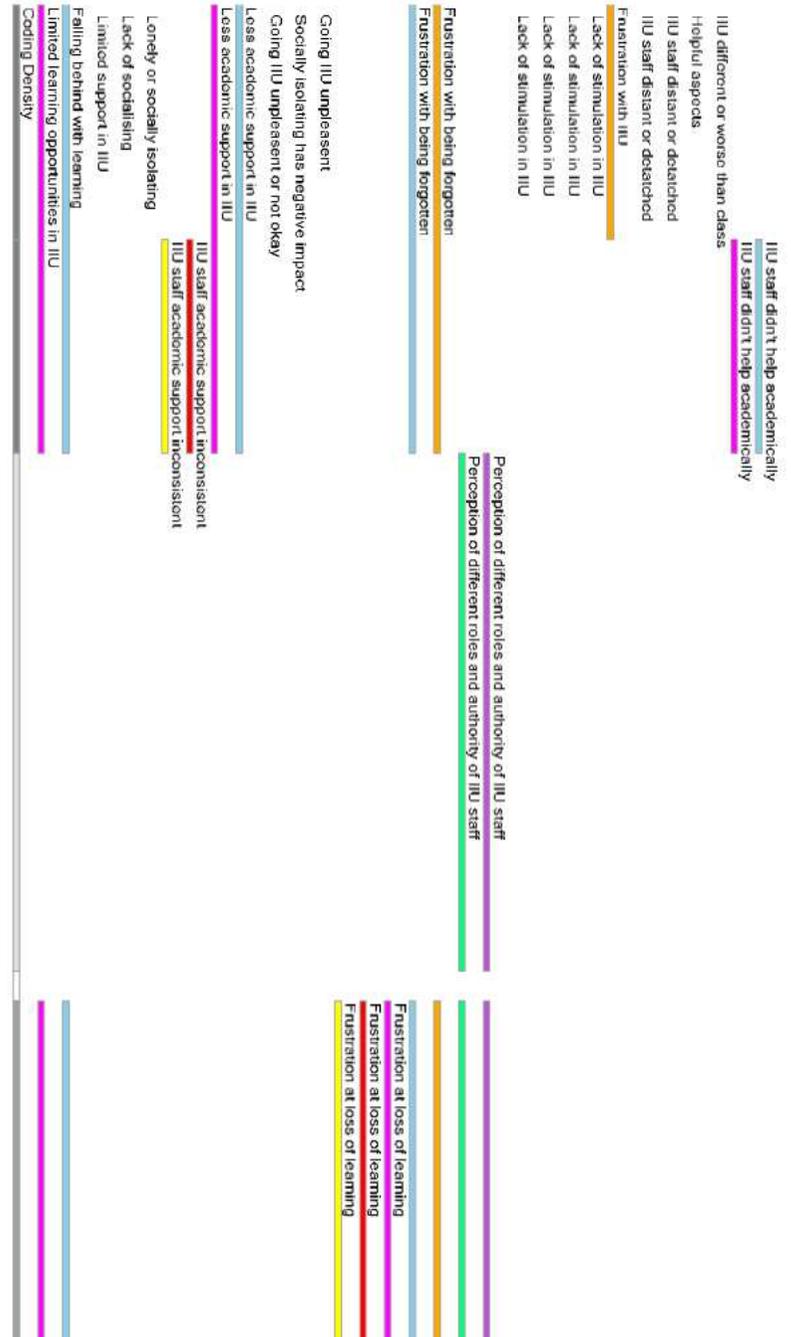
¶114: Harris: Yeah so, erm, so erm, last time I asked, 'when am I going back to lessons?' Erm Miss Rose said, erm 'when Miss Reddy comes back, you'll know,' but erm yet, when I went yeah, erm I was in year leader isolation but erm Miss Rose sent me back. But I think that's only because I was in year leader isolation, then my year leader went and told Miss Rose.

¶115: Interviewer: Okay. And how, Miss Reddy being the person that sends people back, erm how is that? How does that work out?

¶116: Harris: So when she sits down and she'll think like, she'll ask everybody like 'what you in for?' And 'how long have you been here?' And then she will send them back. But sometimes Mr Peters, erm he comes in and he'll ask us the same things and he will send people back as well, like, 'you can go back period two, you can go back period three' and yeah.

¶117: Interviewer: Okay, your, do you think there's anything good or bad about that?

¶118: Harris: Erm I think it's just like, if one of the teachers, if one teachers aren't there you've been doing good the whole day and they only come late, then you can't really go back to lessons, like even though you, like you could have just asked to go back to lessons.



¶119: Interviewer: I see.

¶120: Harris: Yeah.

¶121: Interviewer: Because, because it's, it sounds like it's those two people who send people back.

¶122: Harris: Yeah.

¶123: Interview: And you don't know when they're coming.

¶124: Harris: Yeah.

¶125: Interviewer: So, what happens, because they are the two people that send people back, erm, and they're not there what happens?

¶126: Harris: Erm, you just, you just do your work.

¶127: Interviewer: Okay.

¶128: Harris: Like I'm not sure if it's changed recently, but the last time I was there, I was in year leader isolation for the one hour, but last year it was only them two and erm, erm sometimes they weren't there, like they were in meetings and stuff like that. So you were just there the one. And sometimes they are in lessons, covering the lesson maybe and you'll just be doing your work silently and stuff or you'll just have extra time, because anyone can give extra sanctions.

¶129: Interviewer: I see, I see, okay. Erm, and so we've spoken a bit about Miss, erm, Miss Brown and Miss Rose being less strict, is there, what's good about that?

¶130: Harris: So like, they're just different, you can ask them something and they, like there's a chance they might actually like reply and be like, 'oh, you do it like this'. Like last year, Miss Brown, she was good at History, so she'll help me out sometimes in history when I have my lesson, so that was good.

¶131: Interviewer: Okay, so is there anything else that was good?

¶132: Harris: Erm, I thin-, last year erm our, after they had done their lesson or maybe at the end of the day, we erm, they would come in and give us the work that we missed and we could work on that. And if we needed help we could maybe ask Miss Brown, see if she knew.

¶133: Interviewer: OK, was that somebody would come and give you the work you missed?

¶134: Harris: Yeah.

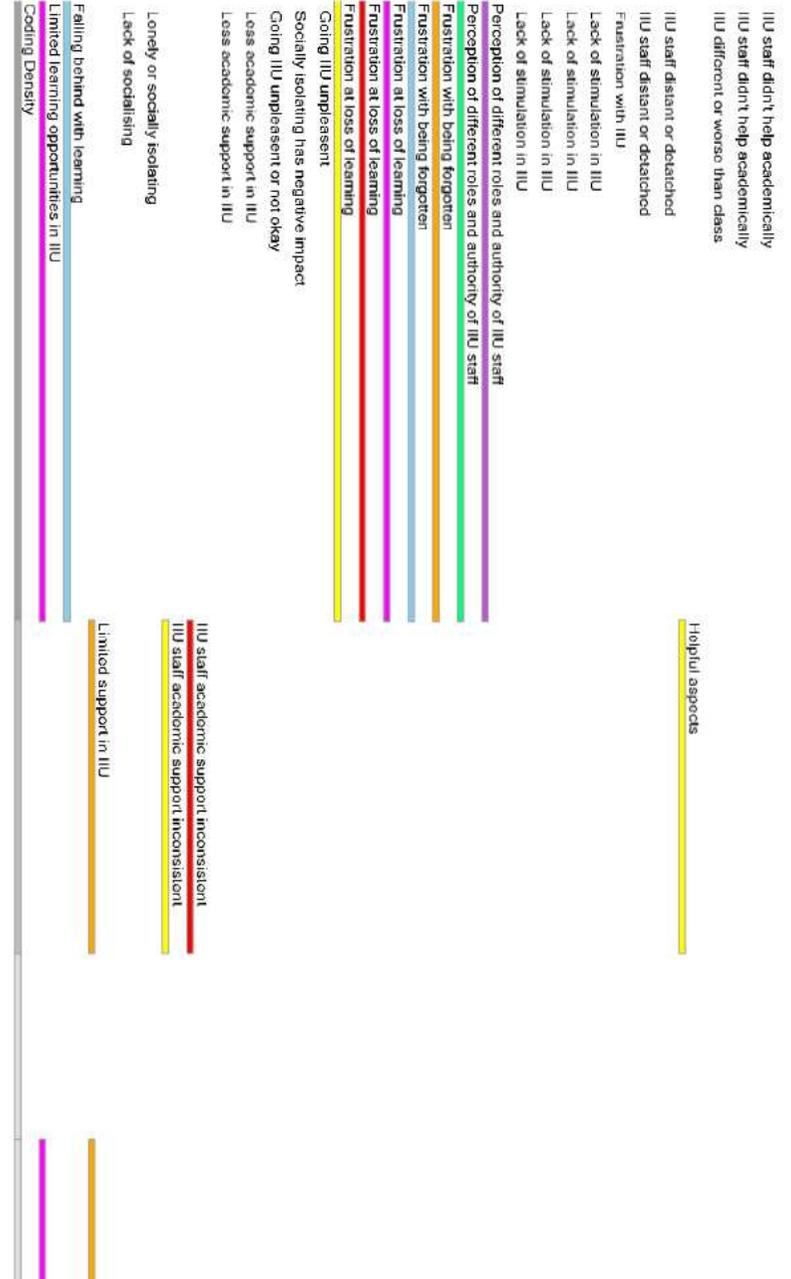
¶135: Interviewer: Who was that?

¶136: Harris: Erm, our rea-, our, our actual teachers in the lesson.

¶137: Interviewer: oh okay, so your teachers came to the room every now and then?

¶138: Harris: Yeah.

¶139: Interviewer: Yeah, okay. Was that, erm, did they always do that or?



¶140: Harris: Erm, not always like, maybe it was like, if we were in there for the second or third day, then they would come or if it's important work.

¶141: Interviewer: Okay, I see. Was there anything not so helpful about Miss, erm, Brown and Miss Rose?

¶142: Harris: Yes, like, erm sometimes like they'll just say, 'no talking now, erm, I'm doing my work' or something like that. So, it will only be sometimes where they will help us and sometimes not.

¶143: Interviewer: Okay, I see. Why do you think they were, why do you think they were erm focused on their work so much?

¶144: Harris: Erm, probably cause like, they're there, I think they're meant to be there only supervising it and like taking us to lunch, because we get lunch a bit early and we go we have break after like actual break. So erm, they will take us to there and they'll come, and they'll do their work and then, erm, yea as we ask questions, sometimes they'll answer or sometimes they'll say, 'no talking, no questions now'.

¶145: Interviewer: Okay, you said you go for an earlier lunch, can you tell me about that?

¶146: Harris: Yeah, we go out twelve-fifteen or twelve-thirty, yea twelve-thirty. Erm so the, erm when erm the other kids come out, we're not there, we have lunch and then we go. And then after the, after the actual break yeah, when everybody goes in and then we go in to get the toilet.

¶147: Interviewer: Okay, how is that?

¶148: Harris: Erm, I mean you get like lunch a bit early, and, but yeah, like you won't be able to sit with your friends and have a chat and like have an actual break. Like yea for break, for, in the IR break you just go in a line without talking, go in, go toilet, then come out, then go back.

¶149: Interviewer: You said you won't get an actual break, tell me more about that.

¶150: Harris: Erm, so you, erm as in for lunch? Like yea.

¶151: Interviewer: Yeah, yeah, just in general.

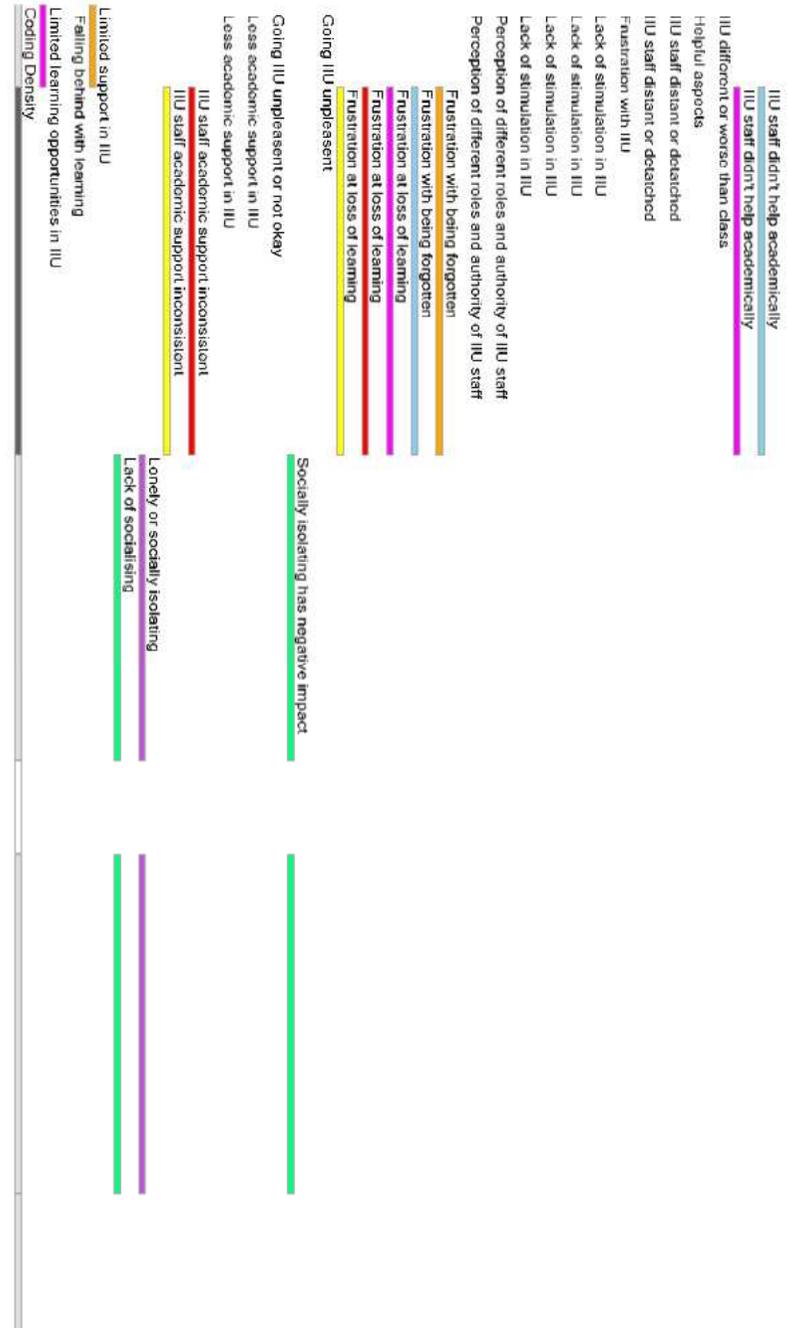
¶152: People: Yeah so you're just going a line, like a straight line, you just walk into the lunch hall and then you would buy what you need, you'll sit down, you'll eat it, then you would wait for everyone else to finish and then you would go back out, sit back down and do your work.

¶153: Interview: So I mean if you, what, how does that feel, I guess I'm wondering what the effect is of not having a break as you described it?

¶154: Harris: Like, you kind of have a break because you're not doing your work, you're eating, but you won't be able to like, have a like, when you have a chat with your friends or go to the football pitches and stuff like that.

¶155: Interviewer: Okay, I see. Erm, and how did you, how do you find that?

¶156: Harris: Like, I thought like, for, when I went to the IR like lunch was probably the best thing you did, 'cause you were just, you go there, you eat and then you actually, I think you had like fifteen or twenty minutes to eat, so it's like a 20 minute break. So yeah, it's okay.



¶157: interviewer: It's okay?

¶158: Harris: Yeah.

¶159: Interviewer: Cool, erm, and you've spoken about the rules already and you said there are rules on the board, there are rules written on the desk and you said ones about like no talking, no asking questions and so on and so forth. Erm, can you say any more about them rules and the rules of the room? What were they like?

¶160: Harris: So like you can't talk, you can't ask questions, erm you can't ask when you're going back to lessons, but like if you've been there for a while you, erm, like a lot of like I asked and people kept asking them. And then there are some more rules about what like you should be doing and erm why, like, why have you been sent here and stuff like that, and these are the consequences, your sanction. And yea. And then on the board, there's like a chart and then your name will go on there when you come in, and there's like a behaviour chart and then after school you stay and then next to that it's like another chart where it will have your name and if you go toilet you plus five minutes.

¶161: Interviewer: Okay.

¶162: Harris: Yeah.

¶163: Interviewer: I see. Was there, was there anything good about those rules?

¶164: Harris: Erm, not really because for, for, in year seven, erm we would be dismissed at two-fifty, but I had to stay till three and erm, no I had to stay till three-ten. So, every day it would basically be an L1, and an L1 is a twenty-minute detention, so every day I would leave at three-ten.

¶165: Interviewer: And so I guess the flip question, what was bad about those rules? You've already given me one example, what else was bad?

¶166: Harris: Erm, like when you, if you go toilet you have to do five minutes after school, so like if I'm desperate, but then I, then I was thinking if I need to get some work or something like, like if I need to go home and do something, I have to stay five minutes and then I go home. And five minutes, like after school, it's quite a long time, 'cause like if everybody gets on the bus, the buses are gone and like, if you're, if your class is dismissed at three-ten there's like nobody outside, apart from people that go out with you and yeah.

¶167: Interviewer: And how is that?

¶168: Harris: Yeah I was just like by myself and I had to wait for the bus. And after ten minutes for the bus, and then I got on the bus, erm, then I would go to my stop, get off and then yeah I'll go home. It wasn't like, it wasn't the best but, 'cause after school, like everyone would be together and they'll talk about what happened at school and stuff and yeah.

¶169: Interviewer: And how did you feel, like, because of that?

¶170: Harris: Erm, it wasn't nice but like, like what's it called, sometimes erm, some of my friends got it, so after school we just go together.

I1U staff didn't help academically
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 I1U different or worse than class
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 Perception of different roles and authority of I1U staff
 Perception of different roles and authority of I1U staff
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 Going I1U unpleasent
 Going I1U unpleasent or not okay
 Less academic support in I1U
 Less academic support in I1U
 Less academic support in I1U
 I1U staff academic support inconsistent
 I1U staff academic support inconsistent

Socially isolating has negative impact

Lonely or socially isolating

Lack of socialising

Limited support in I1U
 Falling behind with learning
 Limited learning opportunities in I1U
 Coding Density

¶171: Interviewer: Okay, Okay. Erm, and I think you've already spoken a lot about what you do there, so you said you get a pack of work, your reflection sheets, erm you've told me about the lunch process, was there anything else that you did whilst you were in the room?

¶172: Harris: Erm, if you keep getting sent there, erm, you have like a meeting with your parents and Miss Reddy. And they'll just talk like erm, what has been going on and like why you're going on Pre-PSP now and stuff like that. And you will be on like a report basically.

¶173: Interviewer: I see, and so they had some contact with your parents?

¶174: Harris: Yeah, so whenever like, you know and there is like a thing called Bromcom, so whatever behaviour points you have it will go on there.

¶175: Interviewer: Okay, and what, what happened, how, how's it like, what happens because of that? Tell me about that.

¶176: Harris: Erm, with your parents?

¶177: Interviewer: Yeah.

¶178: Harris: Yeah they will just talk about like, what behaviour points you've had and what could you fix it with like at home and in school. Like for example, if it was homework, you can, you have to be more organized. Or behaviour, like 'what has been going on? What's going on in school? Like, why are you getting into fights with this person? Why are you talking like this to this person?' And you just explained why, what has he done, what have I done.

¶179: Interviewer: So, was there anything good about them contacting your parents?

¶180: Harris: Yeah because then your parents would know and then if I actually haven't done anything bad, erm yeah, my parents would actually like tell the school like 'my son hasn't done anything'.

¶181: Interviewer: Okay, was there anything bad about it?

¶182: Harris: Yeah like obviously you don't want your parents to hear all these bad stuff but, it actually feels good sometimes.

¶183: Interviewer: Okay, so you don't want them to hear about the bad stuff, but sometimes it works out.

¶184: Harris: Yeah.

¶185: Interviewer: Okay, cool, can you give me an example of like when you didn't want them to find out, but it was okay?

¶186: Harris: Yeah like erm, because they think I'm, because in year seven they used to think that I done all my homework, but then they got called into the meeting yeah and erm, I didn't do like a lot of homework. And then, 'cause I got L1s for it and behaviour points, and so then they were told that and they were like 'but you said you did all these homework's', but then at the same time, they were like, they'll look at whether I've done this homework and so I'll start actually doing my homework.

¶187: interviewer: Okay, so it was good because you started doing your homework?

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 Perception of different roles and authority of IJU staff
 Perception of different roles and authority of IJU staff
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 Lonely or socially isolating
 Lack of socialising
 Limited support in IJU
 Falling behind with learning
 Limited learning opportunities in IJU
 Coding Density

¶188: Harris: Yeah. I started like getting less behaviour points. But then for example, talking in class and stuff, those were, those were like erm, parents would just be like, 'why are you talking in class? Like, you need to study and stuff.'

¶189: Interviewer: Okay, so with talking in class was it not that helpful?

¶190: Harris: Erm no, like you're not meant to talk in class, but then for, when I was on my Pre-PSP, erm, I would just get erm sent to the IR if I got an L1 or an L2 or anything.

¶191: Interviewer: Okay, you've kind of spoken about this question as well a little bit about kind of what help you would get, what support did you get in the IR?

¶192: Harris: Erm, I did-, Miss Reddy would have a word with us at the back of the classroom. Like erm, 'this is your last chance to admit to what you've done, erm, why did you do it? What's wrong?' Erm, and stuff like that. Basically, they mainly do, they mainly do that at the meetings with your parents.

¶193: Interviewer: Okay is there anything good about it?

¶194: Harris: Erm, yeah, I think I did better because whenever you had a word with Miss Reddy at the back, erm you would usually go back to lessons soon.

¶195: Interviewer: Okay, so it was good because?

¶196: Harris: Because you get to go back to lessons sooner and they will know, like, maybe why you done it or what happened, they'll know the actual full story. Because there will be the person you done it with or why you haven't done homework or something.

¶197: Interviewer: They'll know the full story you said?

¶198: Harris: Yeah 'cause both people will be in the room and they'll contemplate and stuff, so.

¶199: Interviewer: Okay. Was there anything bad about kind of like that whole process?

¶200: Harris: Maybe just being with the person that you like maybe got into a fight with or something, because then obviously you don't want to speak to them, but then you would have to like make amends so you can go back to lessons and stuff, so.

¶201: Interviewer: I see, so if I'm right Miss Reddy brings, say you had like an incident with another pupil, Miss Reddy brings you both together?

¶202: Harris: Yeah.

¶203: Interviewer: Okay, and how was that whole, I mean you've already said a little bit about it, but how was that whole experience?

¶204: Harris: Like you would go like to a little room and maybe just stand there and be like, 'okay this is your chance to admit, stop lying, now what have you done? What have you did?' And then you'd admit, then you would say it and then the other person would admit as well and then you would both say sorry and then there will be like, 'okay I hope this is your one last one' erm, erm, erm then, then they will send you back to lessons.

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| <ul style="list-style-type: none"> IIIU staff didn't help academically IIIU staff didn't help academically IIIU different or worse than class | <ul style="list-style-type: none"> Helpful aspects |
| <ul style="list-style-type: none"> IIIU staff distant or detached IIIU staff distant or detached Frustration with IIIU Lack of stimulation in IIIU Lack of stimulation in IIIU Lack of stimulation in IIIU | <ul style="list-style-type: none"> Perception of different roles and authority of IIIU staff Perception of different roles and authority of IIIU staff |
| <ul style="list-style-type: none"> Frustration with being forgotten Frustration with being forgotten Frustration at loss of learning Frustration at loss of learning Frustration at loss of learning Going IIIU unpleasent Socially isolating has negative impact Going IIIU unpleasent or not okay Less academic support in IIIU Less academic support in IIIU Less academic support in IIIU IIIU staff academic support inconsistent IIIU staff academic support inconsistent Lonely or socially isolating Lack of socialising Limited support in IIIU Falling behind with learning Limited learning opportunities in IIIU | <ul style="list-style-type: none"> Coding Density |

¶205: Interviewer: Okay, I see. Erm, so how, thinking about the IR and how many people were in there, like how many people did you end up being in the IR with?

¶206: Harris: Erm, some of the days there was like a full class, on some of the days there was like maybe, maybe like eight, seven people, some of the days like the whole classroom was full, so.

¶207: Interviewer: Okay, and when was it best?

¶208: Harris: Erm, when all the year tens and elevens came in.

¶209: Interviewer: What was that sorry?

¶210: Harris: Like when it was the best in there?

¶211: Interviewer: Yeah.

¶212: Harris: Yeah like it was when like the year tens and elevens, most of them were in there, 'cause they would like they would try to make it fun.

¶213: Interviewer: Oh okay, so when the tens and elevens were in there, they tried to make it fun?

¶214: Harris: Yeah.

¶215: Interviewer: And that was when it was good?

¶216: Harris: Yeah.

¶217: Interviewer: With regards to how many erm, people that were in there, when do you think, when did you prefer it? When there was lots or when there was not many?

¶218: Harris: When there was, when there was erm, I, I don't, I don't really prefer any because when, when there was like less in there, erm sometimes they would like send you back to lessons, when there was more, they will try to, they could have like, try to get more people out of there, they will say, 'ok, what have you done? Yeah you can go back to lessons', and stuff like that.

¶219: Interviewer: Okay, so when more people were in there they would try and send them back?

¶220: Harris: Yeah like erm they would come and, and I think whenever there was enough people in there, Mr Peters used to come and he would he would send people back to lessons as well, so.

¶221: Interviewer: Okay, I see. Erm, so you've kind of said about some of the reasons you'll be sent to the IR, if you're talking in class, erm it sounds like if you had an incident with another pupil you would go there, were there any other reasons you would get sent to the IR?

¶222: Harris: Erm. Yeah so if you're talking, erm say like, you're making silly noises or something, then. Or you, you're making, you're annoying someone, or you're talking back to the teacher. Erm, like if, like once I got sent out of class for forgetting my homework, erm, quite a few times. Erm, yeah that's it, or that's all I can think.

¶223: Interviewer: So you will be sent for a number of reasons, like, like you would be sent for your homework?

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¶224: Harris: Yeah homework, talking, silly noises, annoying people, erm, yea.

¶225: Interviewer: And what do you think about those reasons?

¶226: Harris: Erm, yeah, I just didn't get why, because the IR's an isolation room, so like you will have to go to isolation for doing it. But the thing is you would only go there if you were on Pre-PSP, and for that reason, that's why I went there quite a bit, yeah.

¶227: Interviewer: I see. Erm, So when you, when you would go for, I guess you, you knew a lot of reasons of why you would go there, erm and was there, where did you find it at all helpful knowing the reasons why you would go there?

¶228: Harris: The IR?

¶229: Interviewer: Yeah.

¶230: Harris: No because if you weren't on a pre-PSP you would, you would just have like a twenty-minute detention.

¶231: Interviewer: Okay.

¶232: Harris: But whereas, because like, you know you will just have a twenty-minute detention but then you have to spend like a whole like two, maybe two periods or three or maybe a day in isolation.

¶233: Interviewer: Okay.

¶234: Harris: So, once I was there for like I think for like two or three weeks just straight. Erm because that was when I had an incident with someone else, and it's quite a long time to be in there doing nothing, apart from whatever you can basically.

¶235: Interviewer: I see, so you were in there for a very long period of time.

¶236: Harris: Yeah.

¶237: Interviewer: And what, did you think that it was, what, do you think being in there for a long period of time had a big effect?

¶238: Harris: Erm, yeah. I think it did like.

¶239: Interviewer: Can you tell me about it?

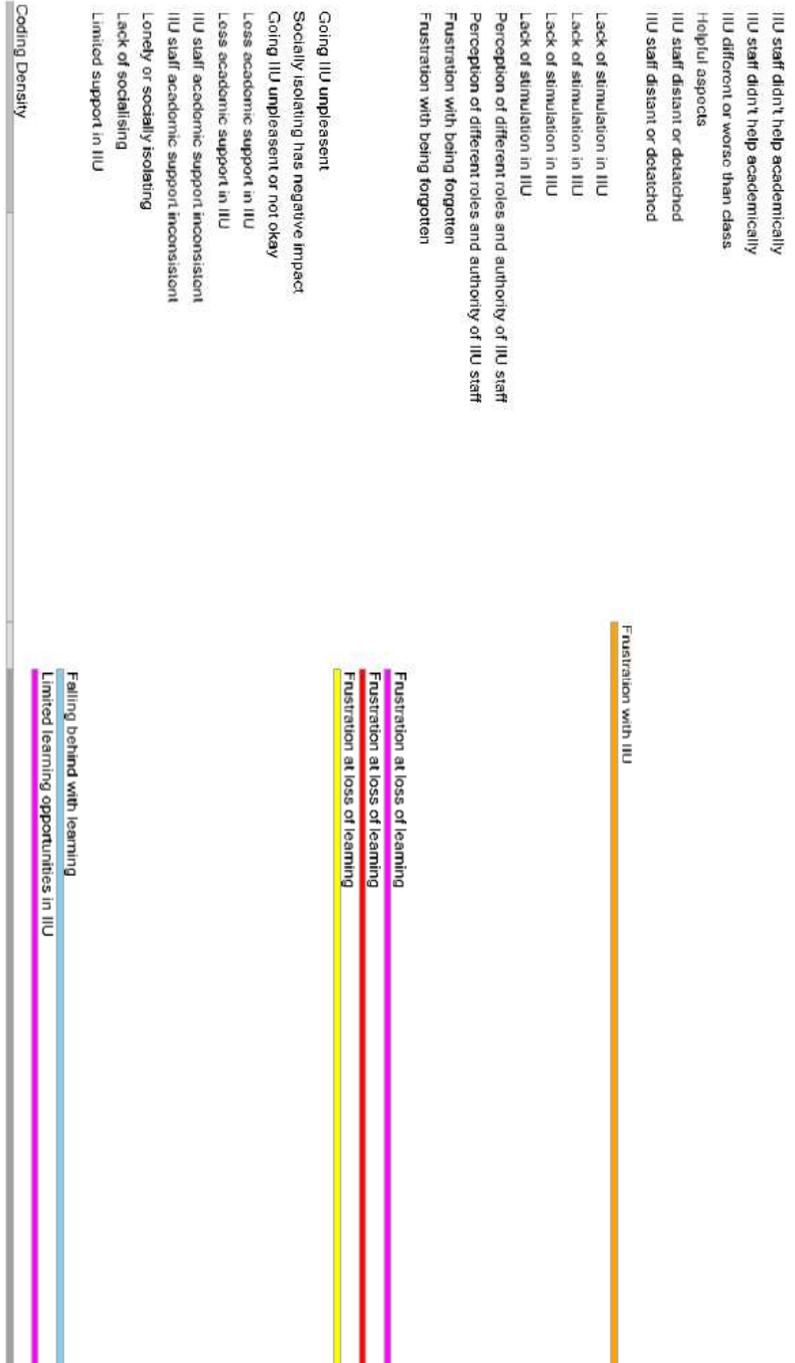
¶240: Harris: Yeah 'cause like literally just erm yesterday, I had some year seven work, 'cause there was like a catch up and then some of those topics I didn't even know 'cause I wasn't in.

¶241: Interviewer: Okay, what about on your behaviour, do you think being in there for so long had an affect on your behaviour?

¶242: Harris: Erm, yeah because you didn't want to go there again so it would just be on like your best behaviour.

¶243: Interviewer: Okay, so the length of time that you were in the IR had some sort of effect?

¶244: Harris: Yeah I think so.



IIU different or worse than class
 Helpful aspects

- Frustration with IIU
- Lack of stimulation in IIU
- Perception of different roles and authority of IIU staff
- Perception of different roles and authority of IIU staff
- Frustration with being forgotten
- Frustration with being forgotten
- Frustration at loss of learning
- Frustration at loss of learning
- Frustration at loss of learning

Socially isolating has negative impact

Going IIU unpleasant
 Going IIU unpleasant or not okay

- Lonely or socially isolating
- Lack of socialising
- Limited support in IIU
- Falling behind with learning
- Limited learning opportunities in IIU
- Coding Density

IIU staff didn't help academically
 IIU staff didn't help academically

IIU staff distant or detached
 IIU staff distant or detached

Less academic support in IIU
 Less academic support in IIU
 IIU staff academic support inconsistent
 IIU staff academic support inconsistent

¶245: Interviewer: Okay, I see. Erm and yeah you've already mentioned, you've already spoken a lot actually about how long you would spend there, that's really insightful thank you. Erm, so how would they review your progress in the IR?

¶246: Harris: Erm, they say that like, well it depends on your behaviour, like erm, when you're going to go back to lessons. So if your behaviours like very good and you have like a, and also it depends on the reason you're there, so if you got into a fight with someone, maybe you would have to stay for like erm, four days, maybe four days, and you'd have to be on your good behaviour and then you'll get sent back.

¶247: Interviewer: Was there anything helpful about that?

¶248: Harris: Erm, no, I wouldn't say anything helpful or unhelpful, it was just like you have to be on your good behaviour to get out and back to lessons.

¶249: Interviewer: Okay, I see. Erm, so we're, we are approaching the end, erm and I just want you to have a think now, imagine there was no IR in the school, so the IR didn't exist, what would happen? What would it be like?

¶250: Harris: Erm, I think it, I think it's a a good, I don't know, it's a good thing that exists. 'cause if it didn't exist all the people that were behaving badly would end up in year leader isolation and then their year leader they would have so many people in like their office. So like and if you do the bad thing, like quite a bad thing, you'd go to the IR, so it will be better off.

¶251: interviewer: So it is a good thing that it does exist?

¶252: Harris: Yeah but for the length of time you're there, it's a lot more strict.

¶253: Interviewer: I see, 'cause it sounds like, it sounds like erm, it's not, it sounds like you didn't enjoy going there but, but for some reason you think it's a good thing that it is there.

¶254: Harris: Yeah because then, because then like, I don't, I don't enjoy going there yeah, I'd rather go to my, for me it should, I wouldn't like want it to be there, but if it wasn't there then all the year leaders, the year leaders would have like all the bad peoples in their offices, like loads of people in their offices. Erm and they, they'll just be swimming.

¶255: Interviewer: That's really interesting, that's really interesting. Thank you. Erm, and kind of a similar sort of question, what do you think would have happened to you if you, if the IR didn't exist, what would have happened to you?

¶256: Harris: Erm, I would have been in lessons more, erm, I would have learned like more topics, erm because if I was in year leader isolation they would let me go earlier. Erm and it would have been, like I could have actually asked them maybe 'could I have a little bit of help in this', so I it would have been better.

¶257: Interviewer: Erm, and what would have happened to your behaviour if you didn't go to the IR?

¶258: Harris: Erm, I think there, it would have the same effect I think, after going to the IR, 'cause you'd still be going to an isolation room, but you would actually get more work.

¶259: Interview: Okay. So, it's a matter of whilst you wouldn't go to the IR, because you would spend time in isolation it would have the same effect?

¶260: Harris: Yeah.

¶261: Interviewer: Okay, I see. Erm, and so do you think the IR had an effect on your behaviour?

¶262: Harris: Yeah, I think, like, yeah, I think it did.

¶263: Interviewer: It did?

¶264: Harris: 'cause I was going there so much in year seven, like I've only been there twice and those were for so, for like really silly reasons. Yeah.

¶265: Interviewer: So, what do you think it was about the IR that helped you like change your behaviour?

¶266: Harris: Because you kept having meetings with your parents and obviously didn't want your parents to like worry, a lot. And then at the same time, erm, sitting in the room doing basically nothing, just there for the whole day going to school and just doing that. It wasn't nice when you could actually be, actually be doing something with like other people in your class, it would have been a better environment.

¶267: Interviewer: What would have been, what would have been better? If we could, if we could like snap our fingers and make the IR better, what would have been better?

¶268: Harris: Erm, probably, I don't know maybe like, they could help you a bit more. And erm you could have other people there, not like other people that are in trouble, but like, you could have people that erm, like if there, if, like, now they do ((inaudible)), like I don't know (if they do this). Maybe, yeah so you could have more help and you could actually like, in the booklets they could show you what to do, erm yeah.

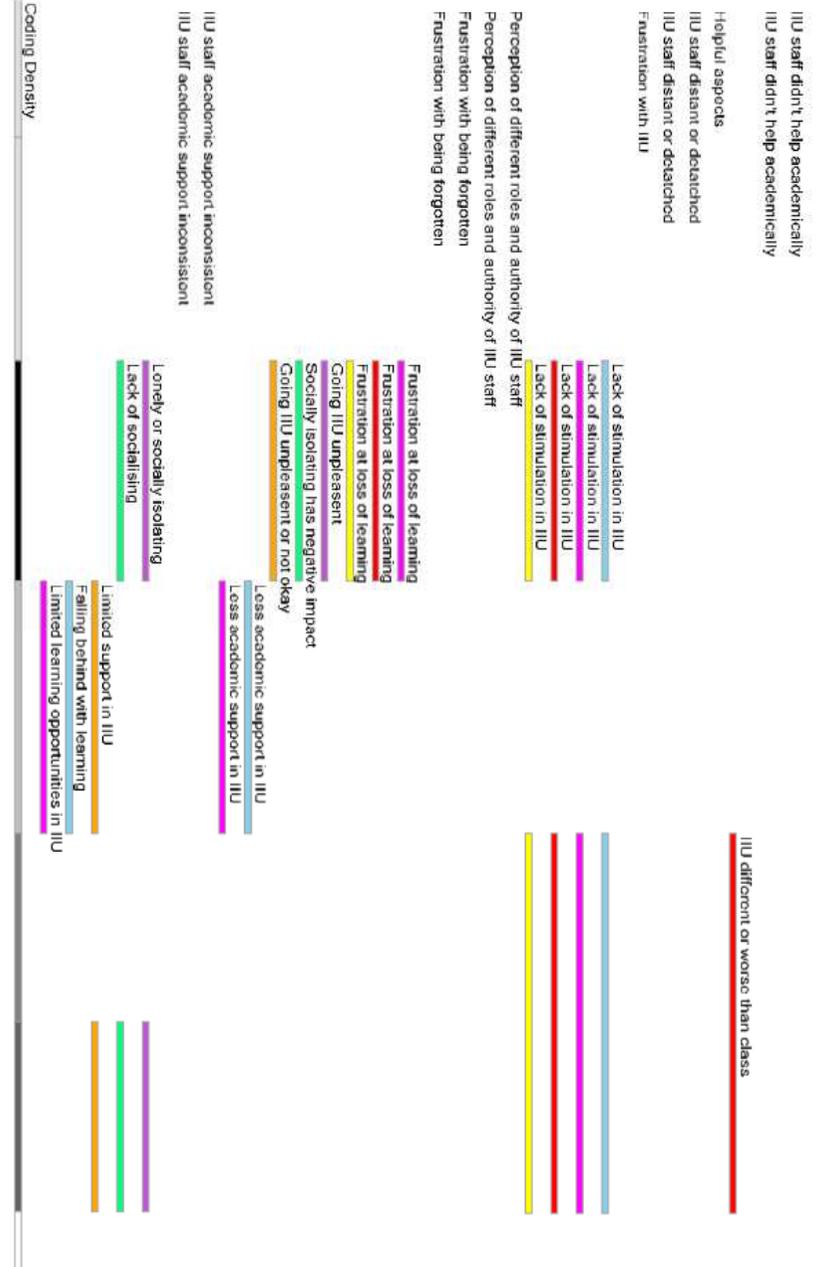
¶269: Interviewer: Okay, I see. And so, we're literally wrapping up now, is there any, any other comments, thoughts, opinions, feelings that you have about the IR that you would like to share?

¶270: Harris: Erm, I just think, I just think, the reason I don't like going there is like the environment there is so dull like, as soon as you walk in its, it's, it doesn't appeal to me. Like the difference between going into there and going into a normal class is so different.

¶271: Interviewer: I see and in your opinion the main difference is?

¶272: Harris: Erm, like, if you walk into a normal class yeah, you'd have your friends, like maybe some of your friends there, you'll sit down and you'll know what to do: you get on with some work, you write the date in title and you wait for the teacher to tell you what to do then. But in here, you just walk in, get your reflection sheets, and then have nothing to do.

¶273: Interviewer: I see, thank you, this whole conversation is being really really helpful, so thank you so much.



Section 5. Idris' transcript and coding

- ¶1: Pupil name: Idris
- ¶2: Transcription number: 1
- ¶3:
- ¶4: Interviewer: Erm, so let's start of with, erm. Tell me about the IR, what is the IR like?
- ¶5: Idris: It's, erm, it's a good place, but there are something they could improve to make the IR better.
- ¶6: Interviewer: Ok. Tell me about it being good, what's good about it?
- ¶7: Idris: Like, if you have problems and you want to talk to the teacher, they would solve it but it depends on the reason you are in that place.
- ¶8: Interviewer: Ok, so if you have problems you can go there?
- ¶9: Idris: Yea.
- ¶10: Interviewer: Who would you go to, erm, in the IR?
- ¶11: Idris: Pardon?
- ¶12: Interviewer: Who would you go to in the IR for help?
- ¶13: Idris: Erm sometimes the assistant teachers, Miss Reddy or Ms Brown, but I haven't been this year in the IR.
- ¶14: Interviewer: Ok and you found. Did you find that helpful?
- ¶15: Idris: Erm (.) Miss Reddy someti- the majority of the time would be busy so you would have to talk to the other teacher that will be there.
- ¶16: Interviewer: Ok. And did you find there was, erm, did you find there was a difference between the two of them?
- ¶17: Idris: Erm (.) I think the assistant teacher would help you a lot with your problems, but if it's like a simple reason which you could just solve yourself, they wouldn't help you. For example, like, if you got sent out for talking you can its not really a problem, 'cause you're the one that actually caused that problem.
- ¶18: Interviewer: Ok, that's really, that's really, helpful thank you. Erm, and you kind of said there ar-, initially you said there are things that can be improved. Can you say a bit more about that?
- ¶19: Idris: Erm, sometimes, in (.) in the IR, sometimes they won't help you. But, like if you just tell (.) for (.) if you wanted to tell them what, why you were there and you weren't sure what was happening, they wouldn't really- they would say you already know the reason and they wouldn't talk to you. But sometimes they would if its like a **big** reason.
- ¶20: Interviewer: Ok, so did you (.) is that an experience you had when you would go in there and not really understand why you were there?
- ¶21: Idris: Yea the majority of the times.
- ¶22: Interviewer: The majority of the times? Say a bit more, say more about that?

Beliefs and understanding about what is right and wrong

Little acts of rebellion or protest

Crouching to miss behave

Feeling let down by staff

Feeling let down by staff

Feeling let down by staff

Power imbalance between staff and pupils

Helpful aspects

Limited support in IJU

Executive Dysfunction

Perception attendees were discriminated by other staff

Perception of different roles and authority of IJU staff

Perception of different roles and authority of IJU staff

IJU improved behaviour

Behaviour relating to threat of consequence

Power and authority relationships

Criteria for IJU staff to earn respect

Criteria for IJU staff to earn respect

Behaviour change relates to appreciation of future

Staff not having perceived authority

Staff not having perceived authority

Frustration with not being supported or cared for

Frustration with not being supported or cared for

Casting Down

Barriers to seeking support

IJU staff support Inconsistent

Perception that staff being unfair

Perception that staff being unfair

Beliefs and understanding about what is right and wrong

Little acts of rebellion or protest

Choosing to miss behave

Perception that staff being unfair

Perception that staff being unfair

Barriers to seeking support
Barriers to seeking support
Barriers to seeking support
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Feeling let down by staff
Feeling let down by staff
Feeling let down by staff

Limited support in IJU

Perception attendees were discriminated by other staff

IJU staff support inconsistent

Power and authority relationships
Criteria for IJU staff to earn respect
Criteria for IJU staff to earn respect

Behaviour change relates to appreciation of future
Staff not having perceived authority
Staff not having perceived authority

Frustration with not being supported or cared for
Frustration with not being supported or cared for

Coding Density

123: Idris: Erm, sometimes the teachers (.) I think this happened to me quite a few times, they weren't really sure what happened. For like, if your talking on the computer, the majority of the time, **they're not a hundred percent** sure that you were doing it, they would like like assume that you were doing it, so they didn't actually know you were doing it, they assume you did it. So that's like, for example, some teacher erm (.) assume that I do stuff it starts to get me angry (.) little bit.

124: Interviewer: Mmm. (.) So there were times something happened, and they assumed you had done it? (.) Why do you think they assumed it was you?

125: Idris: Er (.) because sometimes, me and my friend, we would get sent there quite a few times so (.), if if she thinks that my other friend was talking, she would think that I was talking with him because the majority of the time we talk together, so she would assume I was the one who was talking to him.

126: Interviewer: Ok. And how did that feel?

127: Idris: (.) erm, if they assume that I do stuff, they shouldn't really assume that you do stuff because it's not gonna help your problem.

128: Interviewer: Mmm.

129: Idris: So its gonna make it worse since they assume, they're not a hundred percent sure that you did it.

130: Interviewer: Mmm (.) so as we go on, we might touch more upon that bit, because it's very interesting, thank you. So how did you feel about the IR itself, how did you feel about it?

131: Idris: Er, the first time that I was there, er (.) they spoke to me about what was happening and how the place would work, 'cause I wouldn't like around the end of year 7 I would get sent there, then they would tell me what we would do (.) so if you had any problems you talk to me. But then, as soon as the year goes on, they'll be more strict with the students.

132: Interviewer: Ok. So as your time went on erm in the IR did your feelings change?

133: Idris: Erm yea quite a bit.

134: Interviewer: Can you say more about that?

135: Idris: Like, I think that like (.) they're not. Sometimes I was like, I'd get really angry at the teachers, like the teachers that would be there, the teachers that had sent me, because like some tea-, most teachers, they like to pick on students, like individually, not, not the student that actually did it.

136: Interviewer: Yea and were you able to talk to anyone about how you felt about these things?

137: Idris: Erm, not really because (.) if I wanted to talk (.) I remember once talked with Mr Robin about what happened in year 8, the teachers assuming I do stuff, but he never, he did do some things but like, he never actually helped me with my problems, since the teachers constantly did it all the time.

138: Interviewer: I see, and so yea you've said a lot about like, that was really really insightful, so thank you, like it's hard to speak about how you feel about certain things. Erm, I'm wondering if you've ever spoken to other people about how they feel, like what do other children think about the IR?

¶39: Idris: I think, one of my friends who (.) would be in the IR almost every single week, like cos of his behaviour, but then now because his behaviour isn't as bad like than it was the last two years (.) so now he just, doesn't really get as much detentions for behaviour, he gets like a few. So, I think it did help him quite a bit.

¶40: Interviewer: It did help him?

¶41: Idris: Yea.

¶42: Interviewer: That's really interesting. Why do you think it helped?

¶43: Idris: Because he, he's been excluded, like I'm talk with, I talk with him, like most of the time and he, he gets excluded quite a lot because of the things he do and they way he talks to teachers in the new IR [New location of the IR]. So, he thinks that 'yea, year 9 is a **big** year' so he needs to concentrate on his work instead of messing around with other students.

¶44: Interviewer: Ok. Thank you, that is really interesting. What do you think staff think about the IR? How do they think and feel about the IR?

¶45: Idris: Normally they would send you for little things like (.) talking in the corridor (.) like just (.) just forgetting your homework, I know like forgetting your homework, you should be doing your homework, but (.) if talking in the corridor after break, like they say 'you shouldn't be talking in lessons', that's why sometimes I talk in the corridors because I'm not in the lesson yet, I'll end the conversation when I'm not in the lesson.

¶46: Interviewer: Yea (.), I see what you mean, so it's kind of like, you kind of said there, there's kind of a rule that you don't talk in the classroom so you talk in the corridor instead.

¶47: Idris: I do (.) I do talk in the class quite a bit (.) and like sometimes if the students don't, they just don't listen to the teacher, which gets me angry because it gets (.) it just (.) if I could, if I talk a lot then my name gets put on the board quite a lot of times, so if thi-, I've done it quite a bit this year, like start shouting at the students, tell them to be quiet or stop messing around. Then instead of, instead of me- instead of **them** stop talking I'm the one that's getting a detention for shouting out when I shouldn't be.

¶48: Interviewer: Ok. I think I understand what you are saying there but just to make sure I have it right: did you say that lots of people would be talking in the class and you would tell them to stop? Erm, and why did you feel the need to tell them to stop?

¶49: Idris: It's because, if they're constantly talking, the teachers are like constantly stopping it and whenever they just stop it, its just like a waste of time being in the lesson if they are constantly stopping the lesson.

¶50: Interviewer: Ok. But then because you say that you're the one that ge-

¶51: Idris: I actu- I shout at the students telling them to be quiet where (.) I shout in the lesson and I know like I shouldn't be saying that to other students, that's why like, I know the reason why I do get the detention, like, 'cause I know I shouldn't be saying those things (.) but (.) sometimes I do tell them 'there's a reason why you shouldn't be talking in the lesson: your name will be put on the board'.

¶52: Interviewer: Ok. Yea, thank you that was really helpful. So, thinking about, er, the IR, what do you think its purpose is? Why is it there?

Barriers to seeking support
Barriers to seeking support
Barriers to seeking support
Barriers to seeking support
Little acts of rebellion or protest
Choosing to miss behave

Feeling let down by staff
Feeling let down by staff
Feeling let down by staff
Power imbalance between staff and pupils
Helpful aspects
Limited support in IUU
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Perception of different roles and authority of IUU staff
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IUU staff support inconsistent

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Criteria for IUU staff to earn respect

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Perception that staff being unfair
Perception that staff being unfair

Perception attendees were discriminated by other staff

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Staff not having perceived authority
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Frustration with not being supported or cared for
Frustration with not being supported or cared for

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Frustration with not being supported or cared for

Clothing Density

179: Idris: When I say like 'she wasn't an important person', I mean like, She wouldn't help you with your situation she would just do whatever miss Reddy would do so she wouldn't really pick up another stuff.

180: Interviewer: Why do you think that was?

181: Idris: So, I'm saying, if miss Reddy would say 'put them on report' then she would do that, but it wouldn't be her original idea.

182: Interviewer: Okay, so do you think there was a reason why erm, between the two of them one person ended up being more important?

183: Idris: I think (.) Miss (.) Miss Brown was, yeah, she was the most, like, she was more important than Miss Reddy in the IR because normally she would be busy; she wouldn't have time to be with the pupils but whenever she was off she would come back, sit in her seat and she would see the same faces all the time and she would ask, then she would just consider what to do with you.

184: Interviewer: Okay. So just to make sure I got that right, was that miss Brown was important in the room because she was there all the time-

185: Idris: Miss, she was there like, she would only miss like a day of school like, three or four times in the year and then sometimes instead of Miss Brown it would be Mr Peters and then I wouldn't want to go there, whenever she wasn't there, but when she was there I would go there like and just be missing out on lessons.

186: Interviewer: That's really interesting. Why would you not so that if Mr Peters was there?

187: Idris: 'cause Mr (.), I know Mr Peters, he, most of the time likes to arrange meetings we have parents so you would stop doing what you do.

188: Interviewer: okay, was there anything else like was there any other reasons why if Mr Peters was there you wouldn't want to go?

189: Idris: I remember, like, I went to shops and a few times he's catching me go there (.) and he says 'the more I go there, you're gonna get excluded' and in the new IR he was talking like for a long time and like the students ((inaudible)).

190: Interviewer: Okay. And what was the general like, can you tell me about the atmosphere in the IR?

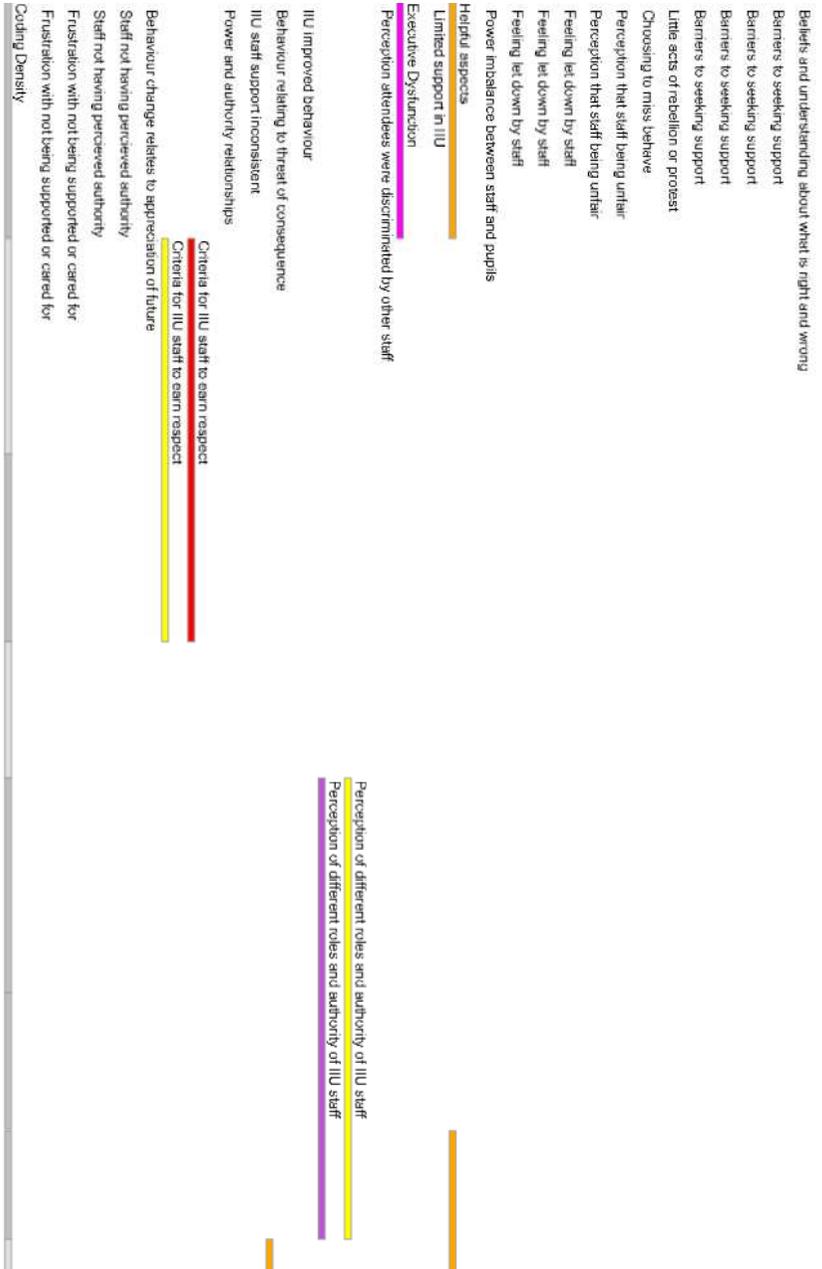
191: Idris: They would say, if you put your hand up to ask question they would say 'put your hand down', they would say 'you can ask after school' but after school you just wanted to leave quickly and go home and then it's done.

192: Interviewer: Okay. Erm, and thinking about the physical environment what was it like in the room? What did it look like?

193: People: Like, most of the time, the teacher just separates all of the, everyone, like if they know each other, like, like, she would always separate me from me and my friend so we don't talk. And, there was like constant danger of doing, cos there was a time I wasn't in the new IR, I wasn't in the IR, cos of my behaviour, she sent me there, I had a cover lesson, miss Reddy wasn't there, so I sat next to my friend and got him into even more trouble for talking.

194: Interviewer: So, she would try and keep you all separate?

- ¶95: Idris: Yeah, yeah because she knows that we're gonna end up getting ourselves into trouble.
- ¶96: Interviewer: And was that helpful?
- ¶97: Idris: Pardon?
- ¶98: Interviewer: Did you find that helpful?
- ¶99: Idris: Erm, yeah that it was helpful because I know me and him, we laughed quite a lot, when I laugh, it's quite loud so I knew I was going to get myself into quite big trouble.
- ¶100: Interviewer: Yeah, and was there anything unhelpful about this?
- ¶101: Idris: I'd say like (.), some-, the thing which annoyed me really, she'll try, Miss Reddy not miss Brown, she didn't want both of us to be friends, and I'll tell her, I remember, I'd put my hand up and tell her erm, erm, erm 'why didn't, why you don't want me and him to be friends anymore?'. She's like erm, 'I didn't say that', but she would, you would be able to tell by her expressions, that she didn't want any of us to be friends because we kept on messing around and getting ourselves into trouble.
- ¶102: Interviewer: Yeah and erm, so you found that quiet, it sounds like you didn't find that helpful in that essentially, she was telling you who and who you should not be friends with?
- ¶103: Idris: Yeah, I think, I know she shouldn't be doing that, but I know the reason why she's trying to say it, but she shouldn't be saying that we shouldn't be friends. Because ((inaudible)) I know it's got to do with our education but, (.) her saying that we shouldn't be friends is like (.) I've known him for quite some time so I can't just like give up on him like there's no point.
- ¶104: Interviewer: Yea. It sounds like a tricky, it sounds like a tricky thing to balance like you've got-
- ¶105: Idris: She said, she said like not for us to be friends, I wouldn't listen to her I would carry on being friends because, (.) I'll do what I want and she can't, like, that's not part of the school rules, so I'll do it if I want.
- ¶106: Interviewer: Yeah, okay. And I think you've already spoken a bit about this, you're speaking about the staff and you've already spoken about the staff, but I just got a few more questions about them. Erm, and kind of like, was there anything helpful about the staff in the IR?
- ¶107: Idris: So the last year's year leader, she wasn't a really strict person, she would just sit there and allow you to talk for quite some time, but then if you're constantly talking she will just tell you 'if you carry on talking you'll get sent to the IR', but the majority of the time she was like, a nice teacher, she wouldn't really, really, put you on report, call your parents.
- ¶108: Interviewer: How did you find that helpful?
- ¶109: Idris: I wouldn't say year leader isolation was helpful, she wouldn't really help with your behaviour, but if you were good at your break or lunch she would say 'just go back to lessons make sure you come back to me after school, beginning of school'. Talk about, talk about your problems.
- ¶110: Interviewer: Whereas in, what was it like in the IR, with the staff there instead?
- ¶111: Idris: The IR staff was like completely different to regular staff. They will be more strict on you like, not threaten you but, like they'll say things which, so you'll stop doing what you can do.
- ¶112: Interviewer: Was there anything helpful about that?



¶113: Idris: Erm, it wasn't really that helpful. Saying, it was helpful for me, but for other pupils ((inaudible)) I knew, I knew if that thing actually happened to me, getting myself into a lot of trouble, like getting myself sent to [name of Alternate Provision] or [name of Pupil Referral Unit].

¶114: Interviewer: So, you were saying it was helpful for you?

¶115: Idris: Yeah it was helpful.

¶116: Interviewer: How so?

¶117: Idris: But for them threatening me, like, to stop me from doing stuff, like, erm, I remember saying 'you shouldn't be saying this as a threat, just say the things that you actually want to say' and the teacher would get angry for assuming that, assuming that it's a threat but then I would say back 'why would other teachers assume if I'm not allowed to assume?'

¶118: Interviewer: Okay interesting. So, was there anything really unhelpful about the staff in the IR?

¶119: Idris: The, that wouldn't, they wouldn't, there, they wasn't really that helpful. They would just tell you about what happened, they would give you work, then when the time was done you go back to lessons and it wasn't really that helpful because you could have just went to lessons instead of being in the IR, since it was just a waste of time.

¶120: Interviewer: What do you think would have been better?

¶121: Idris: What do you mean?

¶122: Interviewer: What would have been better if the staff, how could the staff have been better?

¶123: Idris: If there was a problem that you really had, there would of, they should have helped, to allow them, they would have, they should help you about what your problem is, but not right, like right now, last year, they wouldn't help you with your problem. They would just say 'put your hand down, ask me after school', but then after school they wouldn't really like, they wouldn't, they wouldn't want you to ask your question.

¶124: Interviewer: What questions would you want to ask?

¶125: Idris: So, like, if you could go to the back of the room and talk, erm, for them to explain the reason why you are there.

¶126: Interviewer: So, you felt like you didn't have a chance for someone to explain why you were there or what happened?

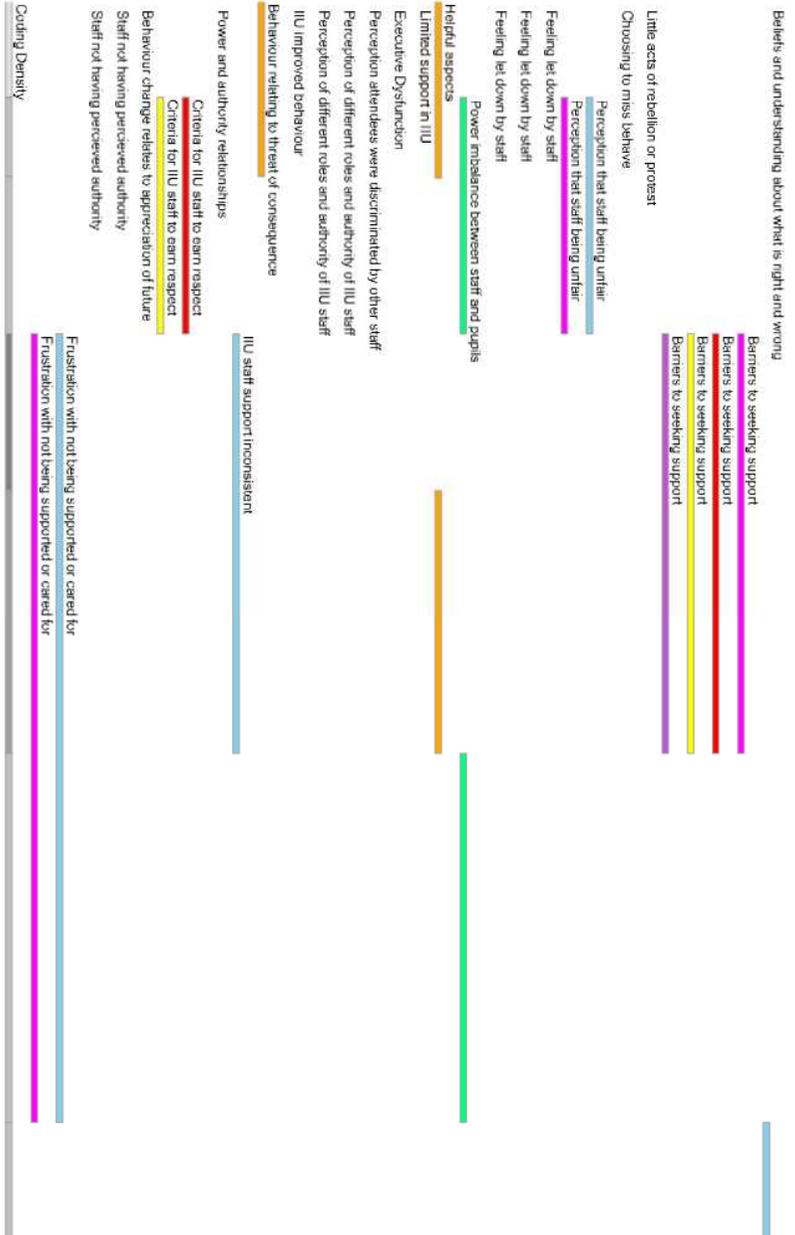
¶127: Idris: Can you repeat that please?

¶128: Interviewer: So, you didn't feel like there was a chance or you would have liked the chance for someone to explain what happened and talk to them?

¶129: Idris: I would like, like the point, if I talk to her, if I talked to, she would understand what would happen like. If I didn't speak, she wouldn't understand and she would just, if I never spoke something would have happened. So, I needed to talk to her, or something would happen to me.

¶130: Interviewer: Okay, but you didn't get, but he didn't feel you got the chance to speak.

¶131: Idris: No they wouldn't give you the chance because, like, they gonna assume like they're, for example they're gonna think you were lying, bribe on another students so you can get them in trouble as well, instead of you getting in trouble by yourself. So, like I did that, some people done



¶146: Interviewer: Okay. So, you kind of knew what the rules were and didn't find them helpful and you would do stuff, but you knew what the consequences would be?

¶147: Idris: I knew what the consequences were but then I knew it wouldn't really matter. But then it was like a really strict teacher there I wouldn't do it because for example, right now if Miss Reddy wasn't really like working in the new IR and she was like a regular English teacher, like and, right now if she was the only person in the room and she was the head of the IR probably, like, I'd mess around in there, instead.

¶148: Interviewer: Can you say a bit more about it, it doesn't really matter.

¶149: Idris: I'm saying like, her right now, the new IR teacher, she isn't, she's better than the last, miss Brown, from last year because Miss Brown was like was a really strict teacher, like her right now she isn't as strict so she will let you talk, if you have a concern to let you talk about what that is. And last year she would just tell you 'follow the rules that we tell you' and and like normally she would say she has rights to do stuff and I would say 'what's the rights of doing stuff, you're not allowed to do that'.

¶150: Interviewer: Yeah, that's really interesting thank you. Erm, so why would you get, why would you get sent to the IR?

¶151: Idris: The majority of the time it was like talking or no homework, other than that it was like everyone else. Like most of the time it is just homework, so after that, the more I got sent there for homework they would put me in homework club. So, I'll stay after school and do my homework instead of me going home.

¶152: Interviewer: Okay, did you find that helpful?

¶153: Idris: Erm, it was helpful but probably like one, three-, four, five times a month I'd forget my homework for like online simple things I could have done.

¶154: Interviewer: Okay. And was there anything unhelpful about that?

¶155: Idris: About homework club?

¶156: Interview: Erm, just what you said in general. The reasons why you were getting sent there.

¶157: Idris: As in like, getting sent to the new IR, the IR for no homework, like there wasn't really a point of getting sent there, 'cause it's just homework. Like, I did notice what homework was for but like, the teachers would give you homework to do every single day and I wouldn't do it so I would tell the teacher 'I can't do the homework every single day', but then they will still give me detentions for not doing it.

¶158: Interviewer: Yeah, I see. I think you've already spoken a bit already when you were talking about the new lady that runs the IR and that she will talk to you about your problems, what support did you get in the IR?

¶159: Idris: Erm. Sure, if you're like a big problem, like your fighting, complaining, arguing back to the teacher, she would allow you to talk like, erm, like, she would say 'why would you wanna talk with her' then they will say 'you never done it, it wasn't your fault, the teachers just want you to get sent there so they can have their lesson without anyone talking'.

¶160: Interviewer: And was that helpful?



¶161: Idris: Erm, I have-, I haven't, I haven't spoken, I've been, right now, I've been probably like once or twice for forgetting to go to my L2s. But then sometimes I remember I went to like an L2 then they gave me another L2 which I never went, but then I said to the teacher 'I'm not going to go to that L2 since I've already done it', but then after that I spoke to her, went to her, I told her that 'why do I have to go to another L2?' Because she wrote in my planner saying it was another L2 and it was stamped of me going to the L2 and they still wanted me to do another L2 and I never knew the reasons so I told her ' what was the reasons?' and she spoke to me about the reasons and I understood why I had to go to the L2.

¶162: Interviewer: Okay. Was there anything really unhelpful about the support you got?

¶163: Idris: Erm, normally like, they will put me in, for my behaviour, they'll put me in interventions to help me, like support me, but then I thought then it wasn't really that helpful because I'll still continue what I was doing. But then now, I'm not as bad as I was for the last two years, then now I actually do my work, don't get as many detentions, like most of my detentions are not signing my planner, being great to lessons.

¶164: Interviewer: So, did you think it did change your behaviour?

¶165: Idris: Erm, intervention, yea. Not a lot but I knew if I get sent there a lot it would change my behaviour a bit, but if I should keep on getting sent there it would just encourage me to do it more.

¶166: Interviewer: Erm, kind of like, your progress in two and five how did they review that with you?

¶167: Idris: Can you repeat that please?

¶168: Interviewer: Yeah. How did they, did they monitor your progress in the IR, like did they help you to think about how you have changed?

¶169: Idris: Yeah they told me to write a statement of what happened, they'll keep a file so then they will notice like what the differences are between each and other statements for like, normally beginning is worse but then towards the end it's simpler things I have done.

¶170: Interviewer: Okay. So, you think overtime the things that you have done were...

¶171: Idris: They were like simpler things that I could have done myself like, like just wake up early, go to school instead of being late. But then, they would ask me for a reason why I was late, but then they would they will end up giving me a detention for some other reason.

¶172: Interviewer: Okay. I see. Erm, and did you find the way they review that helpful?

¶173: Idris: Can you explain that?

¶174: Interviewer: So, you were talking about how you would write these things and they had a way of looking overtime at these. Was there anything helpful about that?

¶175: Idris: Erm, they'll keep track of my behaviour and what I'll do. So, right now my behaviour, I do concentrate in lessons quite a lot, but right now just some of the students they just don't listen and they just, sometimes, I want, I don't want to get sent out of lessons, like, at the beginning of the year like, people were getting certain home because they were like in close contact with people that got the virus sir, I'm like, I want, so sometimes I make up lies just so I can get sent home. But if I knew, I would make up lies my mum would realise that I would be lying.

Beliefs and understanding about what is right and wrong

Barriers to seeking support

Barriers to seeking support

Barriers to seeking support

Barriers to seeking support

Little acts of rebellion or protest

Choosing to miss behave

Perception that staff being unfair

Perception that staff being unfair

Feeling let down by staff

Feeling let down by staff

Feeling let down by staff

Power imbalance between staff and pupils

Helpful aspects

Limited support in IJU

Executive Dysfunction

Perception attendees were discriminated by other staff

Perception of different roles and authority of IJU staff

Perception of different roles and authority of IJU staff

Behaviour relating to threat of consequence

IJU improved behaviour

IJU staff support inconsistent

Power and authority relationships

Criteria for IJU staff to earn respect

Criteria for IJU staff to earn respect

Staff not having perceived authority

Staff not having perceived authority

Frustration with not being supported or cared for

Frustration with not being supported or cared for

Coding Density

Behaviour change relates to appreciation of future

Beliefs and understanding about what is right and wrong

Barriers to seeking support
 Barriers to seeking support
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Power imbalance between staff and pupils

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Staff not having perceived authority
 Staff not having perceived authority

Frustration with not being supported or cared for
 Frustration with not being supported or cared for

Outing Density

¶188: Interviewer: Okay, that was honestly, thank you so much that was really helpful. We are pretty much towards the end of it now. Erm, the last thing I want to say is, do you have any other thoughts or comments that you would like to tell me about the IR?

¶189: Idris: Erm, I feel like, they could, Miss Reddy like, for them to stop threat-, not like threatening you, yea like for them to stop threatening you, saying 'you're gonna get excluded', 'arrange meetings', for them to, for teachers to stop assuming that you do things so you get into trouble as well.

¶190: Interviewer: What do you think would be better?

¶191: Idris: (.) If they stop assuming that you do things. So, I think if they stop assuming that you do things, I would stop (I would fix it). If they don't stop, I won't stop either (I wouldn't fix it). I'll tell the teacher 'if they don't, like, if they don't stop assuming that I do things, I won't stop with my behaviour'. Since they think that I done it, but they ain't sure that I done it. I remember a teacher said 'why were you looking at his whiteboard?' but she wasn't sure I was looking at his whiteboard, so I argued back to the teacher saying 'you can't assume that I do stuff'. Then she decided on giving, she was like a cover teacher, so I said, told her 'can you stop assuming that I do stuff'. I was gonna leave the lesson, so, I didn't leave. I was thinking of leaving because I knew that I was going to get myself sent out.

¶192: Interviewer: Yea. What does it mean if they just assume that you've done something?

¶193: Idris: Like they're not, like they ain't, some teachers, they like to pick on one individual student, they don't pick on everyone. So, for example if one student answers a question, they'll get their name on the board, but if I answer a question, I wouldn't get my name on the board. But then I would ask the teacher 'why wasn't my name on the board but then the other students name was on the board?' and then she would say 'you don't ask for achievement points, you earn them' and I told her 'I did earn them', but she just ignored me, so I don't want to be in the lesson.

¶194: Interviewer: Yea, and so you feel like it's you not getting the same treatment?

¶195: Idris: Like, I don't really, I don't really care about achievement points, it's not really a big thing. Like, for fun I'd say 'you can write achievement points inside my planner', but then they will say 'no' and I'll say '(how you got detentions inside my planner)', they'll ignore me (so they can get over it). But I'll say 'cause you know you ain't, you don't got a reason (so put an) achievement point inside my planner', but I got sent out for saying that, so, I shouldn't be saying it.

¶196: Interviewer: Fair enough, is there anything else you want to say about the IR?

¶197: Idris: Saying, they should, they should help, like, other students, allow like allow questions and any amount of questions like to be asked, so like, if you want to talk to the teacher, I'll say you should talk with that student. But right now they do do it, but sometimes, like Miss Reddy she's better than last year, 'cause she was like very strict, but now, she really, she not, she isn't in the new IR that much, so she would say 'why are you in here?' She'll give you the reason and then she'll just tell you to stop doing it. So, she's not, she's not really that strict now, cos she helps other Primary students.

¶198: Interviewer: So, would you erm, you were saying for them to allow questions and speak to them?

Beliefs and understanding about what is right and wrong

Barriers to seeking support

Barriers to seeking support

Barriers to seeking support

Barriers to seeking support

Little acts of rebellion or protest

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Helpful aspects

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Criteria for IUU staff to earn respect

Behaviour change relates to appreciation of future

Staff not having perceived authority

Staff not having perceived authority

Frustration with not being supported or cared for

Frustration with not being supported or cared for

Cooling Density

199: Idris: If it's like an unnecessary question, yea you shouldn't have to put your hand up. But if it is necessary, you do talk to that teacher, yea you should put your hand up and talk to that teacher.

200: Interviewer: Alright, thank you so much, I think we are there then.

Section 6. Inez' transcript and coding

¶1: Pupil name: Inez

¶2: Transcription number: 2

¶3: Interviewer: Can you tell me, for you, what is the IR, what is the IR like?

¶4: Inez: The IR for me, erm, it genuinely feels like, erm, most like an exclusion room, because it is an exclusion room, but personally I feel like when I go to the IR, I don't, the whole point is to reflect but for me I don't necessarily reflect, I just erm I just suck it up and just do my work. Because I know if I be here any longer this it's just going to get me into more trouble. So necessarily, I don't necessarily think of it affecting me, I just think of it as a boring place that I go, where I do trouble, I don't think it's like a very big erm punishment really, I'm just like 'oh if I do this, all I'll get is the IR, that's all', that's what I think of the IR and it's like, if you get what I mean, like I just feel, I just feel like it's very boring place full (nothing really to do).

¶5: Interviewer: Yeah, there's a lot there. I think you said, 'I see it as an exclusion room', can you say a bit more about that?

¶6: Inez: An exclusion room. Like, say for example in class, I'd be able to talk to my partners but in the IR all I do is talk to myself. And I can't really, I don't really know anyone else in the IR, so I can't really chat with them. Like I normally just talk to myself or I daydream and it's kind of like me time, (but I usually just daydream a lot).

¶7: Interviewer: Yeah, yeah, it makes a lot of sense. And you kind of said that it's a place that you're meant to reflect, that you might not do a lot of reflection in, can you say a bit more about that?

¶8: Inez: Erm, yea, erm, most of the time when I get in trouble, most of the reason I get in trouble is because of attitude and the teachers are like 'go, sit down, think about how other people feel', erm, I don't necessarily think about my attitude, I'm just like 'yeah, I did what I did, I'm not, I'm not gonna change what I did because everything that's done it's done, so I shan't reflect about it 'cause you're gonna make me apologize for it anyways, so I don't need to reflect about it, I know what happened and I did it for a reason. So, me reflecting about it is not going to change anything.

¶9: Interviewer: Yeah, no I compl-, yea I get what you are saying. And, you kind of touched upon this already like but I'm more curious about explicitly thinking about it. How did you feel about the IR?

¶10: Inez: Erm, I didn't actually quite mind it to be honest. In my old school we had this community service, I hated community service more than the IR, 'cause in community service other people were watching constantly chatting and stuff and I found it embarrassing. But the IR, when you go to the IR, all you do is just sit down so, erm, I don't really think much about it, I just think it's a boring punishment, doesn't really do anything to you, it's not really that effective in my opinion.

¶11: Interviewer: Okay, cool. Yeah, I think we'll come back to some of those in a bit. Erm, and so what do you think other students think about the IR?

¶12: Inez: I feel like other students have the same opinion as me. Because most of the students that goes to the IR, have, erm, do like, yeah one or two of them maybe regretful and stuff but most of the people going there don't really care. They don't really like, they have the same opinion as me because

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Frustration with staff being hypocritical

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Perception that teachers only care about themselves

Little acts of rebellion or protest

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Frustration with not being supported or cared for

Frustration at imbalance of power between staff and pupils

Frustration at imbalance of power between staff and pupils

Anguish at feeling rejected by adults

Wanting to explain your side of the story

Going through the ropes to go back to lessons

Helpful aspects

Power imbalance between staff and pupils

Talking and explaining nicely is more helpful

Talking and explaining nicely is more helpful

Talking and explaining nicely is more helpful

Better to talk about behaviour

Unhelpful aspects

Wanting to be listened to

Frustration with not being listened to

Frustration with not being listened to

Coding Density

¶23: Interviewer: And in [name of current school]?

¶24: Inez: In [name of current school], I didn't really think much of it. Because in [name of current school] the classes are really quiet, so it depends, like, in one or two classes in [name of current school] it's very funny, they're very enjoyable, but the others they are boring. So, technically in [name of current school]'s IR, it's very boring, is very calm, like, it's kind of like, it's kind of like me when I finish my work, I just put my head down and sleep ((laughter)). If you get what I mean? Over there is very very quiet. You can't do nothing, it's not enjoyable at all.

¶25: Interviewer: ((laughter)) Yeah, I think the word boring, it has come up quite a lot. Can we try to unpick boring more? Like, tell me all the reasons it's just boring.

¶26: Inez: It's boring because they give you work, and they don't explain it to you. So, you have to use your mind to figure it out yourself. You're not talking to anybody. You're not doing anything fun. All of you were just writing. And then, for me personally, I just Daydream, I'm not doing, I just a dream, I just zoom out and stuff. And then, you will do the slightest thing wrong and then, Miss will come out shouting at you saying 'don't do that or you're gonna get ten more minutes after school' or 'you're gonna do this, you're going to do that' and it just angers me more. And, yeah, you still, you can't talk to anybody, you can't do anything fun, you can't do anything (conclusive), anything productive.

¶27: Interviewer: Say a bit more about 'it angers you more'.

¶28: Inez: Erm, yea, it ang-, 'cause you feel like, I feel like teachers they always-, they always think about themselves, they only think about their own feelings, they don't see that kids also have feelings and kids do things for a reason. Erm, for example yesterday I got into an argument with a teacher because my pen fell down in the sixth form area and the thing with this pen, I think I have it over here this pen [brings out pen and shows it to the camera], as you can see, the lids over here on the back, the white side, is over here, and it all fell out. So I'm over here trying to pick up my stuff, trying to piece it all back together and Miss is over there shouting at me saying 'year nine girls come here, what are you doing in the six form area?' And I tried to explain to her, but all she's doing is shouting at me and she's talking over me. And so I get angry and I'm like 'why ain't you letting me talk? Let me talk, let me talk, let me talk. I'm, I was explaining to you why I'm here'. And she's like 'you're not supposed to be here, you're not supposed to do this'. And when I slightly raise my voice, she gets angry and says 'I've never met a student as rude as you, you're doing this, you're doing this, you're showing all this attitude' and now she's saying, like, she went to my head of year saying all this stuff about me, but she doesn't see her own fault. 'If you spoke to me in a respectful manner, let me talk about it and let me explain my side of the story, I would have told you why I'm in the six form area, but no. All you do is shout at me and you don't see your own behaviour, and you don't see how other people have, kids, kids also get sad and get angry. There's a reason why we mis- misbehaving, you don't misbehave 'oh 'cause, I want to misbehave, get up to mischief'. Yeah there may be some cases like that but for me personally I don't, I do things for a reason, you, you, my actions are based on what you did to me. So, yeah.

¶29: Interviewer: Yeah, yeah. so I'm guessing, that's what happened and then you ended up going to the IR. What happened when you got there?

¶30: Inez: What happened. Well I haven't been to the IR yet, erm.

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Frustration at imbalance of power between staff and pupils

Going through the ropes to go back to lessons
Helpful aspects

Better to talk about behaviour
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Unhelpful aspects
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Talking and explaining nicely is more helpful

Wanting to be listened to
Frustration with not being listened to
Frustration with not being listened to

Coding Density

¶31: ((general laughter)).

¶32: Inez: Yea, miss said she's gonna do solve it today, miss said she's gonna solve it today.

¶33: Interviewer: What do you foresee happening?

¶34: Inez: Erm, I just see myself doing work or daydreaming.

¶35: Interviewer: Okay.

¶36: Inez: Yea, the same as usual. Put my head on the table, do my work or if one or two students that I know are there, I might try and pass notes to them or try and talk to them, erm, but other than that, yea, it's just boring.

¶37: Interviewer: Okay, erm. OK so you've kind of touched upon the staff there and I'm going to come back to them in a bit, particularly the staff in the IR. Erm, just thinking about the actual, erm, the actual environment of the IR a bit more, you've kind of given me an idea of the actual atmosphere of what it's like, what about the actual physical, like how it looks, what equipment they have in there, any-

¶38: Inez: Well it depends on, sorry did you say something?

¶39: Interviewer: No, I just said 'any thoughts on that?'

¶40: Inez: Okay. It depends on which school you're in. 'cause in this IR there's a whole room and you have tables separate, there's no walls in between and erm thingy ma jiggy. But in different schools, what they have, they have a table and they have a mini wall in-between, so no one can see what you are doing, and, and the whole purpose of that is so that you can't talk communicate with other people, but erm, yea, we have these walls in-between and normally they have eig-, erm seven seats or eig-, ten to like a lot of seats yea? They normally had that and they normally had in-between walls but erm in the I-, yea, in [name of current school] all they have was a row of chairs and (that about it) it's kind of a classroom but you sit on different tables.

¶41: Interviewer: That's really interesting. I'm really interested, like what do you think the effects were of having these walls compared to the style of [name of current school]? Because they're two very different styles.

¶42: Inez: I personally like the ones with walls better because, erm, obviously there's many reasons to why, 'cause teachers can't see what I'm doing, so I can do whatever I want. Erm, but the one in [name of current school] I can't really do anything, I have to be really sneaky when I do it, say for example somebody talks to me I had to write a note and I had to, drop my pen near them or something, and be like 'I'm collecting my pen' and quickly pass the note to the person or something. Because the teacher can see you as you, can see what you were doing. So I can't do many much there, that's one of the main reasons why it's so boring, because it's quiet, because you can't do anything or you're going to get in trouble, that's why.

¶43: Interviewer: It's really interesting. It's almost like they built these walls for a purpose, but it's backfired almost.

¶44: ((general laughter))

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 Unhelpful aspects
 Unhelpful aspects
 Wanting to be listened to
 Frustration with not being listened to
 Frustration with not being listened to
 Coding Density

¶145: Inez: Yeah ((laughter)).

¶146: interviewer: It's so interesting. And it's so interesting that you were like 'actually I really quite like that they were beneficial to me' and ok, cool. So, let's move on to thinking about, kind of the staff of the IR, can you tell me a bit about the staff in the IR?

¶147: Inez: The staff in the IR, apparently there's new staff in, erm, the IR now, I haven't really experienced that teacher but I'm going to tell you about the one in year eight, the one I had. She was very kind, she was very nice, I kind of liked her a lot. She it was much more lenient than others. Erm, but there was some staff, like Miss Reddy and stuff like that. I used to hate them! Ollah! Everything single thing I did they'd be 'Inez stop doing this, Inez stop doing that'. Next thing you know, they'll tell me 'stop breathing' or something. It was so annoying, I couldn't, I couldn't even ask for help, like if I got into trouble with my work or something, I'd be too scared to ask for help and be like 'miss I need help', because they'd be like 'why don't you know this, why don't you do this, you don't do this, you don't do that'. Because, like, they were very rude and very intimidating.

¶148: Interviewer: So like, what, so there was two staff in there and it sounds like one was, one was quite 'nice' I think you described them as.

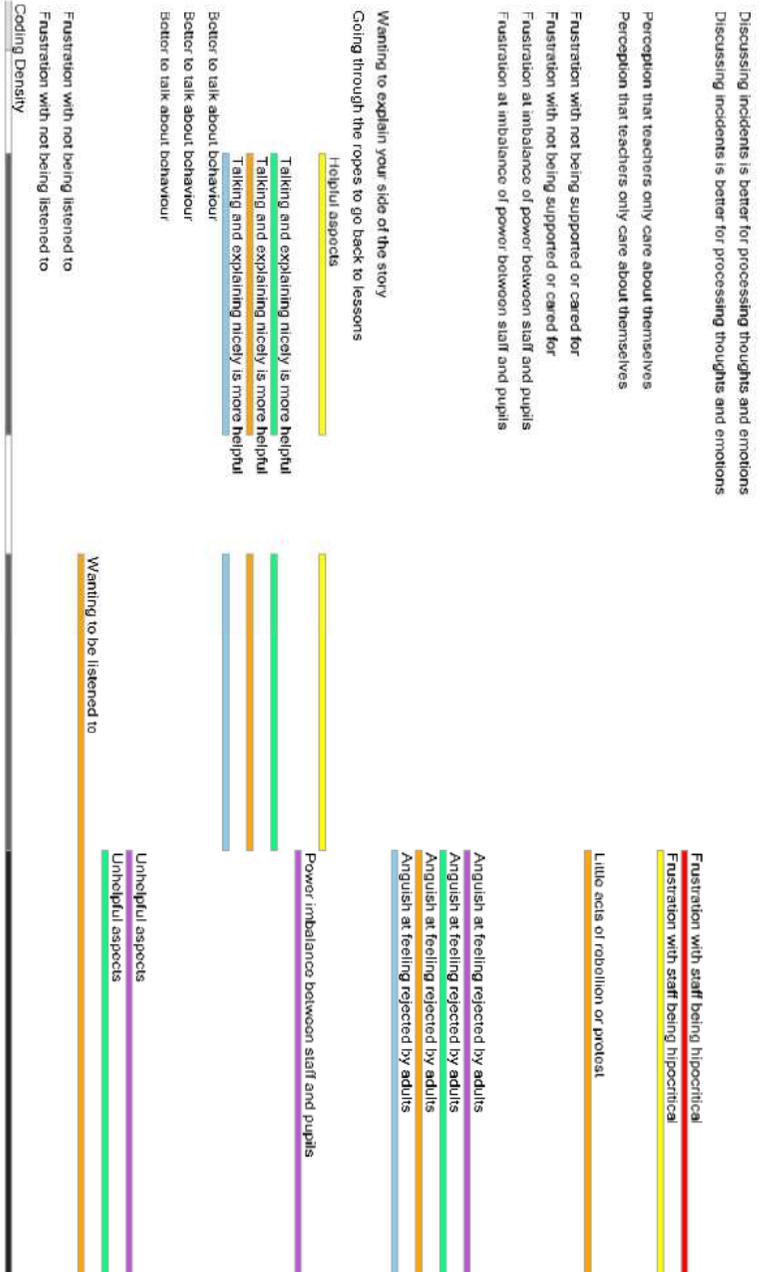
¶149: Inez: Yeah.

¶150: Interviewer: Can you tell me more about the nice person?

¶151: Inez: Well the nice person when you did something, she would tell you. She wouldn't shout at you; she would tell you and she'll give you more than one chance because sometimes you do things without realizing. So she would do, she will do, erm, she'll do, erm, she would give you more than one chances and when I'm stuck, she'll, like, if you like, if you need help I could easily go to her and be like 'Miss I need help can you come here', and shed explain it to me thoroughly. Erm, she'd also like, erm, I remember at my old school one of the staff members was very nice and we started talking about prom and having nice conversations as well and I like, I really liked her as well. Now nice teachers, you'll be able to communicate with them, you'll be able to relate with them, they won't shut you out.

¶152: Interviewer: Yeah. Yeah. And I guess like, the other person, and I guess the other person in the room ((laughter)) can you go, explain what it was like with her then?

¶153: Inez: I have a lot of things to say about them. They really do anger me, it's teachers like this that really get my behaviour out and, like, when you be rude to me, I will be rude to you. So, for me to get on your nerves, I'll do worse stuff, I'll do even worse stuff than I did. Erm, so I will start like, moving the tables, I'll bang on the tables, I'll throw my bags. These teachers really annoy me. They are very rude. They never let you speak. They never let you talk. They won't sympathize with you; they don't put yourself in their shoes. They're always like 'oh, you have to respect others', but how am I meant to respect others when you don't respect me? How am I meant to be kind to you when you're not speaking to me in that kind way? How am I supposed to put myself in your shoes when you're not putting yourself in my shoes? They're too strict for my likings. A lot of these schools think, the more strict you are the more well behaved you are, but for me it's not like that, for me the more you treat, erm, students nicely and leniently, the more students will be like 'okay, she's nice, she's nice to me, I'll



be nice to her'. So these teachers, I don't like them. They are very annoying, they are very rude, they are very, erm, bad behaved.

¶154: Interviewer: Yeah there's so much there, I'm so interested. Erm, but one of the things you said there was, was kind of the respecting them and them being rude, can you you tell me, describe that more to me, it sounds like you've got a good idea in your head of what's respectful, what rude is, what is it?

¶155: Inez: Erm for me, being rude is like, your tone of voice, like a few teachers when they talk to me be like 'Inez come here, don't do this, don't do that', don't command me to do something, who are you to command me? Yes, you are my teacher, but you're here to teach me, not command me. You're not my mom, you never gave birth to me. Don't do this to me 'cause I don't owe you nothing. You're here for your job, I'm here for my education. We're both here for a reason, so don't act like you're above me, don't act like you're ten times better than me. Just because you have more experience doesn't mean you're better. You always say that people are equal, but you're acting like you're ten times better than me, that I'm not on your level. So the way they speak to me, that's the, that's the kind of aura I get from them, that's the kind of vibe I get from them. Erm, so, obviously if that's the kind of vibe I get from them, I act the same way that they do, erm, I'll also be like 'what miss? I never did anything. Why you talking to me like this? Why you doing this?' And then they'll get even more angry, which angers me more. Well, it kind of pleases me, but angers me more, because I'm glad I made you angry and now you know how I feel, but I'm obviously gonna make you even more angry.

¶156: Interviewer: Yeah and what would respect, what would, what would, how would they get that?

¶157: Inez: Sorry?

¶158: Interviewer: How would they earn respect?

¶159: Inez: How do they earn respect? Say for example, if I did something naughty, they'll come up to me and start shouting at me, that's only going to worsen my behaviour. Come up to me and be like 'Inez, why you doing this? Do you need any help? What is the reason you're doing this? Like, is someone distracting you?' And don't say it in a demanding voice, say it in a calm voice, say it how you'd speak to your friends, say it like, how you speak to your mum or like someone you like, someone you trust, who you have respect to. Don't talk to me like I'm below you. Don't talk to me like I'm your child and I'm doing something disrespectful. 'cause I'm not your child, I'm someone else's child. You wou-, you wouldn't, you wouldn't want your children to be talked to like that and to be disciplined like, you know, acting like I'm some kind of criminal or something. Talk to me in a nice way and talk to me in this respectful way. Be like, 'Inez do you need any help? Inez don't do this. Inez if you, why are you doing this? Like, do you, like, is there a reason? Inez can you stop doing this? Inez that's now a warning, 'cause you keep on like, thing ma jiggy.' And even (.), yea.

¶160: Interviewer: Yea, thank you so much, that's really really interesting. Erm, so I mean, moving on slightly, and I feel like these are all very linked, tell me about the rules. What are the rules of the IR? Tell me a bit about them.

¶161: Inez: Mmm. The rules I think is very stupid. I think, generally [name of current school] rules are very stupid in general. Erm, other schools, they have, they don't, oh my days, other school's rules are way more acceptable than [name of current school]'s rules. You guys have some weird rules! No like, I get it

| Code | Text | Category |
|------|---|----------|
| | Discussing incidents is better for processing thoughts and emotions | |
| | Discussing incidents is better for processing thoughts and emotions | |
| | Frustration with staff being hypocritical | |
| | Frustration with staff being hypocritical | |
| | Perception that teachers only care about themselves | |
| | Perception that teachers only care about themselves | |
| | Little acts of rebellion or protest | |
| | Frustration with not being supported or cared for | |
| | Frustration with not being supported or cared for | |
| | Frustration at imbalance of power between staff and pupils | |
| | Frustration at imbalance of power between staff and pupils | |
| | Anguish at feeling rejected by adults | |
| | Anguish at feeling rejected by adults | |
| | Anguish at feeling rejected by adults | |
| | Anguish at feeling rejected by adults | |
| | Wanting to explain your side of the story | |
| | Wanting to explain your side of the story | |
| | Going through the ropes to go back to lessons | |
| | Going through the ropes to go back to lessons | |
| | Helpful aspects | |
| | Power imbalance between staff and pupils | |
| | Talking and explaining nicely is more helpful | |
| | Talking and explaining nicely is more helpful | |
| | Talking and explaining nicely is more helpful | |
| | Talking and explaining nicely is more helpful | |
| | Better to talk about behaviour | |
| | Better to talk about behaviour | |
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| | Better to talk about behaviour | |
| | Unhelpful aspects | |
| | Wanting to be listened to | |
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| | Frustration with not being listened to | |
| | Frustration with not being listened to | |
| | Frustration with not being listened to | |
| | Frustration with not being listened to | |

Coding Density

now because it's coronavirus, but before this, before coronavirus, we had this 'no hands' rule where you can't hug your friends, you can't high five them. I think that was very stupid. Erm, another one is, erm, you're not allowed to bring jackets into school. So what? You want me to freeze to death? You want me to freeze to death? Right, ok, child abuse. I gets it.

¶162: ((General laughter)).

¶163: Inez: You're not allowed to wear jackets. And even if your, even if were to, are allowed to wear jackets, you can't have like erm, a brand, or bright silver thingies on it, can't have a pattern. Like, I get why, because some kids might not be able to afford those, but what if that is the only jacket you have? What? Are you just gonna come here without a jacket because you can't bring the jacket you have at your house? I think it's very stupid as well. Erm, other rules like, 'oh you can't communicate', in the IR yea, you can't communicate with any students thingy ma jiggy. I think that's also very, erm, a very stupid rule because, erm, when I communicate, I am able to express my feelings; when I express my feelings, I am able to let it out; when I let it out, I'm in a better mood; when I'm in a better mood, I'm more likely to sympathize with you, even if you are being rude to me, I am more likely to sympathize with you and be like 'let's ask whether she is in a bad mood, maybe she just not having a good day'. That's like, I'll be nice to her. But if I'm in a bad mood, basically, you're not gonna let me talk to anybody and the angers still in me, I'm gonna talk to you in the worst way because I haven't let me emotions go, I haven't let like, I have talked about how I feel. Because you've talked about how you feel, you gave me a punishment. What about me? I'm over here with a punishment and all this angers in me. I'm in trouble and I can't even let it out. I can't express it because nobody, if I do express it, I'm gonna get in more trouble and like, yea.

¶164: Interviewer: Yea. And are there any other rules that have an affect do you think?

¶165: Inez: Erm, any other rules, erm (.). Can I think about it for a moment? 'cause I bet there is but I can't remember. I haven't been in the IR for a long time. I haven't been in isolation for like one period. Erm. There's no talking to anybody, and erm, I think, asking for, like, yea I think it's only that. Because mostly for me I'm a very chatty person, like to talk a lot, so that one rule really irates me.

¶166: Interviewer: Yea, and you kind of said like, 'that rule' and there was something about the rule, you kind of process things through speaking and reflection. Say a bit more about the reflection because it sounds like you have an opinion about how you could reflect and how the room tries to get you to reflect.

¶167: Inez: Yea. Mostly for me, I don't realize about my actions until I speak to you about it. For example, if something happens yea, if something bad happens to me, I wouldn't realize how bad it is until I let it out of my mouth. Because my mind, I'm a very optimistic person, I'll make it a very like miniscule way, like a happy way. I'll knock the bad things off. But when I speak about it, I realize 'oh my gosh, this actually happened'. So say for example, if I was being really really really really rude to a teacher and I say it out loud to a person, I'm like 'dam it, I was actually rude though. Like, some of it was my fault. I shouldn't have been this rude. Go!' But, so yea, erm, that for me, erm, that kind of reflects me, be like 'next time [name of pupils, your gon-, you can be rude to a teacher but not that rude. Like come on, calm down your attitude.' Erm, yea. And yea, I think that is much more reflective than me writing it on paper like 'oh I got in trouble' and thinking about it, because me thinking about it, I can think about anything. Me thinking about it, I think about one thing, but then I doze off. You know what I mean? Yea.

Coding Density

- Discussing incidents is better for processing thoughts and emotions
- Discussing incidents is better for processing thoughts and emotions
- Frustration with staff being hypocritical
- Frustration with staff being hypocritical
- Perception that teachers only care about themselves
- Perception that teachers only care about themselves
- Little acts of rebellion or protest
- Frustration with not being supported or cared for
- Frustration with not being supported or cared for
- Frustration at imbalance of power between staff and pupils
- Frustration at imbalance of power between staff and pupils
- Anguish at feeling rejected by adults
- Wanting to explain your side of the story
- Wanting to explain your side of the story
- Going through the ropes to go back to lessons
- Going through the ropes to go back to lessons
- Helpful aspects
- Power imbalance between staff and pupils
- Talking and explaining nicely is more helpful
- Better to talk about behaviour
- Unhelpful aspects
- Unhelpful aspects
- Unhelpful aspects
- Unhelpful aspects
- Wanting to be listened to
- Frustration with not being listened to
- Frustration with not being listened to
- Frustration with not being listened to

But when I speak about it, erm, I'm more, I reflect even more, do you get what I mean? Like, its much more reflective me talking about it, than me thinking about it.

¶168: Interviewer: Yea, say more about it. Like, you had to write about it.

¶169: Inez: Erm, yea because what they give you, they give you two 'apology letters' and be like 'oh apologize to the teacher you've been rude to or why you're here.' And they tell you, 'why are you here? What did you do? How do you, how do you', there's this one question, 'how do you think your like, erm, why do you think you are in the IR?' Like, what was the reason for you being in the IR. That's kind of the questions, you trying to reflect about it. But me, I just write 'I got in the IR for attitude' that's all I write. It's one sentence, this is not me reflecting. This is me listing from your point of view, it's not even my point of view, it's your point of view because I know if I write 'oh, I got in the IR 'cause basically, this teacher was being rude to me so I was rude to her,' yea, that's, that's, that's not seeing my point of view, that's not gonna make me reflect. Do you get what I mean? It's so robotic, that's what it, it's so robotic. It's like this whole routine. When you go to the IR, it's this whole routine, it's so robotic, its, yea.

¶170: Interviewer: Yea, erm, and there's two things I'm curious about. There's seeing my point of view, like tell me more about seeing your point of view, like how? Like, yea.

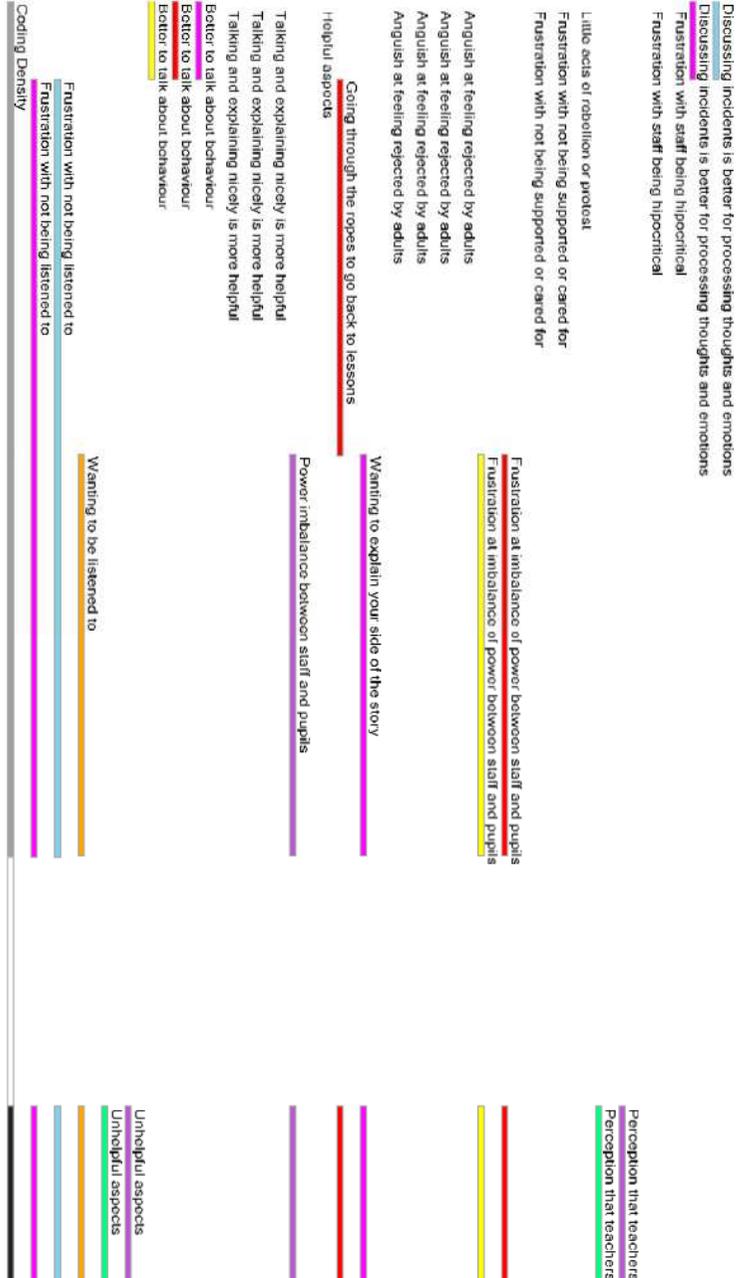
¶171: Inez: This kind of links to the sympathizing bit. My point of view, because there's always two sides to a story, there's almost three sides to the story: there's your point of view, there's their point of view and there's the general school's. Okay, so, everyone can hear your point of view, but no one hears my point of view. So everyone thinks you're right. But what if you're not right, because teachers are human, because they will make mistakes. Do you know what I mean? So. Yeah. So, say for example, erm, erm, erm, like the whole class was talking, but I wasn't talking, then the person next to me was talking but Miss thinks I was talking and then I get in trouble, because apparently Miss thought I was talking. In Miss's point of view I was talking, but in my point of view I wasn't talking, I was doing my work. So everyone now believes miss, because Miss is older, Miss is a teacher, but they don't believe me. But you never know, what if I'm right? What if I wasn't talking? What if I got in trouble for no reason? That's like giving a punishment to a person who doesn't deserve it.

¶172: Interviewer: Yeah. You said, you said like, 'that doesn't help me', like, say, yeah same more about 'that doesn't help', like.

¶173: Inez: Yea. What part? It doesn't help me writing about it or? Erm, doesn't help me think about it? Can you elaborate on your question?

¶174: Interviewer: Yeah, I'm kind of curious about, like, 'that doesn't help me.' But, 'a' I'm thinking there's something about the IR that isn't helping, and also 'b' you have a good idea of what would help. That's kind of where my mind is going.

¶175: Inez: Mmhmm, erm, I think that, erm, it doesn't help me writing about it because, erm, because when I do write about it Miss checks it, Miss checks it and so Miss checks it and makes it like, erm, 'according to the other Miss', because teachers have other teachers backs you know? Erm, so if I write, say for example I got in trouble for talking, "talking", and I write, erm, 'I got in trouble because apparently I was talking when I wasn't talking', Miss would come back and be like 'oh no, change it'. That's not helping because, you're one side, you don't know the other side, exactly. Erm, so you telling



¶103: Interviewer: Yea. Erm, there, I mean there, there once again, so much there. You were saying [name of old school] didn't help with your behaviour and you kind of comment upon the sort of behaviour. What impact does the IR have on your behaviour? Because you said [name of old school] didn't help with your behaviour for that reason. What about the IR with your behaviour?

¶104: Inez: So erm, can you repeat the question again? I don't really get it.

¶105: Interviewer: Yea erm, so you, you said that [name of old school] like, because you kind of wanted to go there, it didn't help with your behaviour. What impact did the IR have on your behaviour?

¶106: Inez: What impact did the IR have on my beh-, so is it the, as in [name of old school] right or in [name of current school]?

¶107: Interviewer: In [name of current school].

¶108: Inez: [Name of current school] erm. What impacted me, its simple reasons. Erm, most of the times where I get in isolation, its 'cause attitude. You tell, people tell me 'Inez you're giving too much attitude. Inez stop being disrespectful. Inez stop talking. Inez do this.' That's why I get into the IR. Erm, but then again, when I think about it, I'm mostly rude to teachers because they're rude to me. So, in my opinion, I go to the IR because teachers are rude to me and when I give them the same energy back, they act so offended and are like 'go to the IR.' That's the main reason for me.

¶109: Interviewer: Yea. And so, if you, it's kind of erm, thinking about that and how it influenced your behaviour if it did at all, what was the end result of that do you think? With your behaviour.

¶110: Inez: Erm, when I got sent to the IR?

¶111: Interviewer: Pardon?

¶112: Inez: Sorry, can you repeat the question?

¶113: Interviewer: Yea, no I was thinking about what you just said. Like, why the main reasons you get sent to the IR, erm, and you were saying like, they're mainly because 'I was "rude"' erm, or something like that. Erm, and so you get sent to the IR for these reasons, did they have any, overall does it have any effect on your behaviour? Like does your behaviour change?

¶114: Inez: No, sorry?

¶115: Interviewer: Does your behaviour change?

¶116: Inez: No, because I'm still getting sent to the IR (.).

¶117: Interviewer: Why do you think that is?

¶118: Inez: I think it's because, me getting sent to the IR it's not doing anything to me, like I'm not changing my behaviour. It's like a routine, a robotic routine. I know what's gonna happen so, and I know it's not gonna get in this much trouble like, and I know you're not gonna like, you, 'cause obviously you're not doing anything special to me, you're not making me realize my mistakes, you only think about your side so I'm just going to continue my behaviour. Until one day, one special day, you actually

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 Helpful aspects
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 Talking and explaining nicely is more helpful
 Talking and explaining nicely is more helpful
 Better to talk about behaviour
 Better to talk about behaviour
 Better to talk about behaviour
 Unhelpful aspects
 Unhelpful aspects
 Wanting to be listened to
 Frustration with not being listened to
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Discussing incidents is better for processing thoughts and emotions
 Discussing incidents is better for processing thoughts and emotions

Going through the ropes to go back to lessons

are like, 'oh Inez, what happened? Tell me your story.' And until that day, I will continue my behaviour, I will continue my attitude.

¶119: Interviewer: Ok, yea, I kind of get it. There's been like a big central theme to everything you've been saying, and it makes a lot of sense. Erm, kind of like, I've got my last few questions for you. Erm, imagine that the school didn't have an IR, what would happen?

¶120: Inez: I would love that. If the school wouldn't have the IR, I'd personally love that. Erm what would happen in, I think it would mostly be parent meetings, meetings with parents. That scares me because I don't want my dad thinking about my attitude, because my attitude stinks, I know all my life my attitude is very bad, erm.

¶121: ((general laughter)).

¶122: Inez: Erm, but er but, I would definitely try and not be rude, as rude as I am to teachers, because if I don't have the IR, knowing [name of current school], because [name of current school] will have parent meetings. And parent meetings is gonna take my dad and my dad's gonna tell me off, he's gonna have like, consequences at home. So, I'll obviously, like, calm down my behaviour. I'd still give the attitude, but it won't be as bad, you get what I mean? I'd think twice, because obviously my dad is involved and my mums involved. And my mum and dad, I grew up with Afghan parents so, it's not gonna go on.

¶123: Interviewer: What would happen in, erm, if there wasn't an IR, what would happen in the school in general do you think?

¶124: Inez: Erm, in the school in general, they would probably give you like an L2, which is a 40-minute detention after school. That's not very effective either, 'cause its technically the same thing but you're not doing any work either, you're just falling asleep.

¶125: Interviewer: Okay. And one of the last things I've got for you, because you've actually been so unbelievably helpful and you've really covered so many things, is was there anything, and I'm talking very generally, was there anything helpful about the IR?

¶126: Inez: No. I don't think so, 'cause, no, the IR I think is really stupid, you're not doing anything to me. It's just me wasting my time here, and I'm wasting your time and your wasting my time because we both know I'm not going to change.

¶127: Interviewer: Yea and I'm sorry, I've just remembered one last thing I'm curious about, how long do you spend in the IR?

¶128: Inez: Well it depends on your attitude, because normally erm, first of all it depends on your consequences, because if I was sent there for my attitude, I'd be there for one day. But if I keep showing my attitude in the IR, in the IR to the teachers, they'll keep me in the IR as much days as I want. So, it'll be like, for, yea, so it depends on like your attitude how long you'll be there for. Erm, and also there's, in two, say for example, if you were, got sent to tw- the IR because you punched somebody, thingy ma jiggy, erm, erm, you'll be, you'll be there for like a whole week. So it depends on two things, it depends on your, the reason why you are in the IR, and also your behaviour in the IR.

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Frustration with staff being hypocritical

Perception that teachers only care about themselves

Little acts of rebellion or protest

Frustration with not being supported or cared for

Frustration with not being supported or cared for

Frustration at imbalance of power between staff and pupils

Frustration at imbalance of power between staff and pupils

Anguish at feeling rejected by adults

Wanting to explain your side of the story

Going through the ropes to go back to lessons

Helpful aspects

Power imbalance between staff and pupils

Talking and explaining nicely is more helpful

Talking and explaining nicely is more helpful

Talking and explaining nicely is more helpful

Better to talk about behaviour

Unhelpful aspects

Unhelpful aspects

Wanting to be listened to

Frustration with not being listened to

¶129: Interviewer: And do you think that, what do you think about that? Do you think it has any effects? Do you think it has any impact?

¶130: Inez: No. Because it doesn't matter how long I spend in the IR, it's never gonna change.

¶131: Interviewer: Okay, yea. Erm, and very last thing, very very last thing Inez, thank you so much, is you kind of mentioned, like erm, you know, if there wasn't an IR, your parents, they would have more meetings with parents. Erm and it sounded like ((laughter)) that would be a very bad thing, erm, but do they have, are there any meetings with your parents currently, like, do they do anything like that?

¶132: Inez: Well, erm, when I was in the IR, when I was on report, erm, they would usually have meetings, like, once a month or something, about my behaviour, if I was still on report, if my behaviour is going good. Now I'm not on report so when I get sent to the IR, well I don't really get sent to the IR because now I only get isolation, but yea there used to be frequent meetings when I was on report. Because when you are on report, that's when you get sent to the IR, you don't get, you don't like get sent to the IR for misbehaving when you're not on report, do you get what I mean?

¶133: Interviewer: Yea, no yea, it makes, it makes a lot of sense. Erm and so, with them contacting your parents, what effect do you think that had?

¶134: Inez: I think that depends on the parents you have. Because if you had good parent, parents will talk to you and parents will tell you and you know ask about what happened, erm, tell me your thingy ma jig-, tell me your behaviour. But also, parents, erm, I think parents don't also know, don't also know how you feel. Because parent, they'll al-, and because teachers are teachers, they'll be like 'oh the teacher's probably right, so you must of, it must be your fault because you got sent out to the IR.' And, and 'cause the teacher be, you, you offended the teacher, that's why you got sent to the IR'. So, yea, parents would, parents would, that's how parents think. You know? That's, 'cause you know, you think your child's misbehaving, thingy ma jiggy, so your parents will be angry at you and that's gonna result in you, that gonna, that's gonna result in them yelling at you and shouting at you and you know, you're not gonna feel good. You know sometimes when my mum and dad shouts at me, it makes me wanna cry, like I just wanna cry like, because oh obviously I don't want my parents shouting at me and yea. And yea, that's that's the kind of effects, because my parents are strict, all there gonna, they're definitely gonna take the teacher's side. Erm, but if you have good parents, like, if you've got nice parents, they they might tell, ask you your side of the story and then you can explain to them. But they're still gonna take the teachers side, they might not shout at you but it's still gonna be like 'oh you should have done this, you should have done that.'

¶135: Interviewer: Yea, yea and I mean, one of the things that I thinks really really come through in everything your saing is kind of just 'listen to me'.

¶136: Inez: Yea!

¶137: Interviewer: It's really really, like it's given me an awful lot to think about and an awful lot of like, where I can see this going, erm, is there any other comments or any other thoughts you have, erm, about the IR or any of the the IR like facilities? Because you've experienced two different ones.

¶138: Inez: Erm, I think the IR, I like to walk around the school. Because the IR, I'm sitting down and sometimes my butt hurts from sitting down so much, because I'm always sitting down. So I think at

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| <p>Discussing incidents is better for processing thoughts and emotions</p> <p>Discussing incidents is better for processing thoughts and emotions</p> <p>Frustration with staff being hypocritical</p> <p>Frustration with staff being hypocritical</p> <p>Perception that teachers only care about themselves</p> <p>Perception that teachers only care about themselves</p> <p>Little acts of rebellion or protest</p> | <p>Frustration at imbalance of power between staff and pupils</p> <p>Frustration at imbalance of power between staff and pupils</p> | <p>Frustration with not being supported or cared for</p> <p>Frustration with not being supported or cared for</p> |
| <p>Wanting to explain your side of the story</p> <p>Going through the ropes to go back to lessons</p> <p>Helpful aspects</p> <p>Power imbalance between staff and pupils</p> <p>Talking and explaining nicely is more helpful</p> <p>Better to talk about behaviour</p> <p>Unhelpful aspects</p> <p>Unhelpful aspects</p> <p>Wanting to be listened to</p> | <p>Anguish at feeling rejected by adults</p> | <p>Frustration with not being listened to</p> <p>Frustration with not being listened to</p> |

break time or lunch time, I know I'm not allowed to walk around and walk around with my friends, but at least let me walk around and at least let me get some fresh air, like, you know let me have a nice walk around the school, a nice time, you can come with me because you don't trust me but at least let me walk around and stuff like that, a little fresh air.

¶139: Interviewer: Anything else?

¶140: Inez: Erm, let me talk to other students ((laughter)) erm, yea. Erm, no, no not much.

¶141: Interviewer: Ok. Well that has brought me round to the end of our chat together, it has been insightful and thank you for sharing this with me.

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 Coding Density

Appendix M. Table of codes within the themes and subthemes

Table 33. A table depicting the codes that composed the different themes and subthemes.

| Theme | Subtheme | Included codes within each subtheme | | | |
|--|---|---|---|--|------------|
| | | Codes | References | Codes | References |
| Theme one: Perceptions or fear of rejection and neglect | Not being attuned | Angry that teachers only care about themselves | 3 | Need to self-advocate | 1 |
| | | Anguish at feeling rejected by adults | 4 | Perception IIU staff dislike IIU or attendees | 1 |
| | | Desperation to be heard and understood | 2 | Perception staff do not understand pupils | 1 |
| | | Feeling rejected by staff | 5 | Perception that teachers only care about themselves | 4 |
| | | Frustration with being forgotten | 11 | Speaking in a harsh tone results in aggression | 2 |
| | | Frustration with inability to express actual opinion | 3 | Staff not trying to accommodate pupils needs | 1 |
| | | Frustration with not being listened to | 7 | Teachers don't empathise with pupils | 1 |
| | | IIU staff being kind highly valued | 1 | Valued staff taking interest in attendees | 1 |
| | | IIU staff being nice makes better communication | 2 | Wanting staff to understand them | 4 |
| | | IIU staff distant or detached | 6 | Wanting to be listened to | 10 |
| | Just shouting or telling off is unhelpful | 6 | Wanting to explain your side of the story | 7 | |
| | My behaviour is a communication | 1 | Wanting to express emotions | 2 | |
| | Feeling uncontained | Anger begets greater anger, respect requires mutual respect | 3 | Impact of contact home dependent on parents | 1 |
| | | Anguish at feeling rejected by adults | 4 | Inability to communicate with anyone bottles up emotions | 1 |
| | | Behaviour being a response to staff's behaviour | 3 | Just shouting or telling off is unhelpful | 6 |
| | | | | | |

| | | | | |
|-------------------------------|--|----|---|----|
| | Better to talk about behaviour | 14 | Need a space to vent | 1 |
| | Difficulty expressing the feel of the IIU | 6 | No one is helping or caring about me | 2 |
| | Discussing behaviour helpful | 3 | Talking and explaining nicely is more helpful | 9 |
| | Discussing incidents is better for processing thoughts and emotions | 4 | Teachers don't empathise with pupils | 1 |
| | Feeling overwhelmed with emotions | 1 | Wanting to express emotions | 2 |
| | Feeling rejected by staff | 5 | | |
| A lack of holding | Angry that teachers don't care about pupils | 2 | IIU staff just administrative | 1 |
| | Angry that teachers only care about themselves | 3 | IIU staff not supportive | 7 |
| | Barriers to seeking support | 17 | IIU staff role to monitor room, not support | 1 |
| | Conflict between understanding reason for referral and feeling unsupported | 1 | Lack of monitoring of work in IIU | 4 |
| | Criteria for IIU staff to earn respect | 17 | Less academic support in IIU | 20 |
| | Feeling let down by staff | 8 | Limited support in IIU | 19 |
| | Feeling rejected by staff | 5 | No one is helping or caring about me | 2 |
| | Frustration with not being supported or cared for | 17 | Not inclusive | 19 |
| | IIU is exclusive | 2 | Perception IIU staff didn't have time for attendees | 11 |
| | IIU lacking resources | 6 | Perception staff don't care about pupils | 4 |
| | IIU Staff behaviour support limited | 5 | Perception that teachers only care about themselves | 4 |
| | IIU staff didn't help academically | 11 | There is no one you can turn to | 1 |
| Splitting of IIU staff | Being supported with difficulty managing behaviour | 1 | IIU staff preoccupied | 3 |
| | Discrepancy between IIU staff treatment | 5 | IIU staff role to monitor room, not support | 1 |
| | Dislike of strict IIU staff | 2 | IIU staff strict and less strict | 10 |
| | IIU staff academic support inconsistent | 13 | IIU staff support inconsistent | 10 |
| | IIU staff appreciated | 5 | IIU staff supporting behaviour change | 13 |

| | | | | |
|------------------------------------|---|----|---|----|
| | IIU staff approachable | 3 | IIU staff supportive | 9 |
| | IIU Staff behaviour support limited | 5 | IIU staff talked with students about big behaviours | 2 |
| | IIU staff being lenient more helpful | 11 | IIU staff undermining each other | 7 |
| | IIU staff being nice highly valued | 2 | IIU staff were okay | 2 |
| | IIU staff being nice makes better communication | 2 | IIU staff would help academically | 4 |
| | IIU staff conflict resolution | 2 | IIU staff wouldn't support with smaller behaviours | 2 |
| | IIU staff didn't help academically | 11 | Indifferent to IIU staff presence | 1 |
| | IIU staff distant or detached | 6 | Lenient IIU staff can be taken advantage of | 1 |
| | IIU staff encourage independence and only help with issues pupils cannot resolve themselves | 1 | Perception IIU staff care | 2 |
| | IIU staff experience important | 1 | Perception IIU staff didn't care much | 8 |
| | IIU staff giving pupils a chance valued | 2 | Perception IIU staff didn't have time for attendees | 11 |
| | IIU staff just administrative | 1 | Perception IIU staff dislike IIU or attendees | 1 |
| | IIU staff lacking academic knowledge | 10 | Perception IIU staff don't want you to continue making mistakes | 2 |
| | IIU staff not as attentive as regular staff | 2 | Split between good and bad staff | 2 |
| | IIU staff not supportive | 7 | Split between IIU and Regular staff | 3 |
| Feeling isolated and lonely | All alone | 4 | No one is helping or caring about me | 2 |
| | Anguish at feeling rejected by adults | 4 | Parents concerned about social isolation of IIU | 1 |
| | Fear of missing out | 4 | Prisoner's Dilemma | 1 |
| | Feeling need to be loyal to friends | 2 | Socially isolating has negative impact | 7 |
| | Going home alone unpleasant | 1 | Staying after school is unhelpful | 2 |
| | Lack of socialising | 17 | Surrounded by pupils who have done something bad | 3 |
| | Less opportunities to participate | 10 | There is no one you can turn to | 1 |
| | Lonely or socially isolating | 18 | | |

| | | | | | | |
|---|---|--|---|--|--|----|
| Theme two: Perceptions that it's unfair and unjust | Perceptions of power and authority | Being forced to do something I don't agree with | 1 | Perception of legitimate and illegitimate rules | 2 | |
| | | Beliefs and understanding about what is right and wrong | 8 | Perception of referral to IIU being justified | 2 | |
| | | Falsely accusing attendees | 2 | Perception of rules being illegitimate | 5 | |
| | | Feeling forced to apologise | 1 | Perception that staff being unfair | 13 | |
| | | Feeling oppressed in school | 2 | Perception wider staff used IIU as solution for troublemakers | 4 | |
| | | Frustration at imbalance of power between staff and pupils | 5 | Power and authority relationships | 10 | |
| | | Frustration at loss of time | 6 | Power imbalance between staff and pupils | 15 | |
| | | Frustration with not being given a chance | 2 | Referral duration shouldn't be longer than time needed to reflect and understand error of ways | 3 | |
| | | Frustration with staff being hypocritical | 4 | Referral for minor reasons unfair | 6 | |
| | | Having to wait until someone with authority sends you back | 1 | Referral unfair | 11 | |
| | | IIU staff undermining each other | 7 | Referral duration impact depends upon perception of justification | 4 | |
| | | Knowing certain staff would follow through with consequences | 2 | Referral feeling in just | 5 | |
| | | Knowing that threats wouldn't happen | 2 | Staff not having perceived authority | 11 | |
| | | Limited understanding of why being sent | 4 | Use of threats unhelpful | 5 | |
| | | Perception of appropriate and inappropriate referral reasons | 1 | Why should I have to apologise | 1 | |
| | | Perception of different roles and authority of IIU staff | 9 | Wider staff not giving pupils a chance | 4 | |
| | | Draconian | Being told off for the smallest thing angers me | 2 | Parents would give additional consequences at home | 2 |
| | | | Beliefs and understanding about what is right and wrong | 8 | Perception of appropriate and inappropriate referral reasons | 1 |
| | | | Detentions everyday of referral unhelpful | 2 | Perception that staff being unfair | 13 |
| | | Detentions for everyday is unjustified | 2 | Processes being OTT | 1 | |

| | | | | |
|---------------------------|---|----|--|----|
| | Environment | 0 | Referral duration shouldn't be longer than time needed to reflect and understand error of ways | 3 |
| | Feeling let down by staff | 8 | Referral for minor reasons unfair | 6 |
| | Feeling referring staff were unfair | 10 | Referral too extreme for minor infringements | 7 |
| | Frustration with not being given a chance | 2 | Referral unfair | 11 |
| | IU is exclusive | 2 | Staying after school is unhelpful | 2 |
| | Not inclusive | 19 | Wider staff not giving pupils a chance | 4 |
| The usual suspects | Always being picked on | 3 | Perception attendees treated differently by staff | 6 |
| | Assuming I done something gets me angry | 7 | Perception attendees were discriminated by other staff | 8 |
| | Change in reputation | 2 | Perception that there was no difference in treatment due to report level | 1 |
| | Falsely accusing attendees | 2 | Perception wider staff used IU as solution for troublemakers | 4 |
| | Feeling they get sent a lot | 3 | Stigmatisation of attendees | 4 |
| | Guilty by association unjust | 2 | Stigmatisation as 'the usual suspects' | 7 |
| | Perception attendee was treated differently due to report | 1 | Teachers like picking on certain pupils | 2 |
| | Perception attendees have a reputation | 3 | Teachers shouldn't assume who did something | 4 |
| | Perception attendees held to greater scrutiny | 2 | | |
| Trapped | Barriers to seeking support | 17 | No one wanted to be there | 4 |
| | Despair at lack of stimulation | 9 | Prison like | 1 |
| | Difficulty expressing the feel of the IU | 6 | Prisoner's Dilemma | 1 |
| | Feeling like doing things in IU is risky | 3 | Surrounded by pupils who have done something bad | 3 |
| | Feeling trapped, no way out, nothing will change | 3 | There is no one you can turn to | 1 |
| | Going on and off report unhelpful | 1 | Wanting to flee the IU | 2 |

| | | | | | | |
|--|--|---|---|---|--|---|
| | | Hate of IIU | 3 | Wider staff not giving pupils a chance | 4 | |
| | | Lack of stimulation in IIU | 14 | | | |
| Theme three: The ways they cope | Normalising the situation | Belief opinions are shared by most attendees | 1 | Knowing you need to stop misbehaving but not managing it | 3 | |
| | | Busy IIU makes room harder for staff to manage | 2 | Not perceiving IIU as a big consequence | 4 | |
| | | Busy IIU results in more bad behaviour | 1 | Othering of staff | 11 | |
| | | Denial about severity of situation | 1 | Othering school as a defence | 1 | |
| | | Friends being in IIU normalises consequence, social comparisons | 1 | Perception most attendees don't regret actions | 1 | |
| | | Illegitimizing what teachers have to say and ignoring them | 1 | Perceptions most pupils don't worry about going to the IIU | 1 | |
| | | Rebalancing power and authority | Anger begets greater anger, respect requires mutual respect | 3 | Misbehaving as an act of rebellion | 2 |
| | | | Choosing to miss behave | 5 | No point reflecting if behaviour was intentional | 1 |
| | Efforts to take back power in situation | | 2 | Perception of legitimate and illegitimate rules | 2 | |
| | Everyone rushed reflection sheets | | 2 | Perception of rules being illegitimate | 5 | |
| | Having to enforce classroom rules themselves | | 1 | Perception teachers are naive | 1 | |
| | Illegitimizing what teachers have to say and ignoring them | | 1 | Perception that staff believe referral will make pupils change | 1 | |
| | Knowing that threats wouldn't happen | | 2 | Staff not having perceived authority | 11 | |
| | Little acts of rebellion or protest | 22 | Use of reflection sheets to avoid work | 1 | | |
| | Playing the game | Behavioural change temporary or contextual | 11 | Limited contact home | 5 | |
| | | Busy IIU results in more bad behaviour | 1 | Perception of different roles and authority of IIU staff | 9 | |
| | | Conforming to expectations to just avoid more consequences | 1 | Perception there is a threshold for which behaviours will not result in a significant consequence | 6 | |

| | | | | | |
|--|----------------------|--|----|---|----|
| | | Could use booths to hide breaches of rules | 3 | School unaware of using IIU to avoid lessons | 1 |
| | | Everyone rushed reflection sheets | 2 | Some pupils enjoyed going IIU | 1 |
| | | Going through the ropes to go back to lessons | 8 | Some staff more of a deterrent than others | 2 |
| | | Having to wait until someone with authority sends you back | 1 | Strict IIUs more of a deterrent, fun IIUs encourage miss behaviour | 2 |
| | | If IIU is not markedly worse than class it has little impact | 1 | Understanding that speaking with the right IIU staff gets you back to lessons | 1 |
| | | IIU not having desired effect | 3 | Use of IIU to avoid lessons | 6 |
| | | IIU preferable to some lessons | 1 | Use of reflection sheets to avoid work | 1 |
| | | IIU provides space to just switch off | 1 | When the room is busy, more likely to go back | 1 |
| | | Knowing certain staff would follow through with consequences | 2 | Would avoid IIU if certain staff present | 2 |
| | | Lack of monitoring of work in IIU | 4 | | |
| | Getting angry | Anger begets greater anger, respect requires mutual respect | 3 | Being told off for the smallest thing angers me | 2 |
| | | Angry being in the IIU | 1 | Assuming I did something gets me angry | 7 |
| | | Angry that teachers don't care about pupils | 2 | Shouting at me makes me more angry | 2 |
| | | Angry teachers only care about themselves | 3 | Speaking in a harsh tone results in aggression | 2 |
| Theme four: The many impacts of the IIU | Learning | Barriers to seeking support | 17 | IIU staff academic support inconsistent | 13 |
| | | Being in the IIU is unproductive | 1 | IIU staff didn't help academically | 11 |
| | | Boredom impacts learning | 2 | IIU staff lacking academic knowledge | 10 |
| | | Boredom made it hard to concentrate | 1 | Lack of monitoring of work in IIU | 4 |
| | | Difficulty focussing on work | 3 | Lack of motivation to work due to belief there was no point | 1 |
| | | Difficulty keeping on top of work due to IIU | 2 | Less academic support in IIU | 20 |
| | | Difficulty reintegrating to lessons | 6 | Less opportunities to participate | 10 |

| | | | | |
|-----------------------------------|--|------------------------------------|--|----|
| | Falling behind with learning | 24 | Limited learning opportunities in IIU | 33 |
| | Frustration at loss of learning | 12 | Referral duration has impact on learning | 2 |
| | Frustration at loss of time | 6 | Resentment of other attendees messing around | 3 |
| | IIU lacking resources | 6 | Worry about falling behind | 6 |
| Emotional | Angry being in the IIU | 1 | Feeling threatened within IIU | 2 |
| | Angry teachers are being rude | 3 | Frustration at imbalance of power between staff and pupils | 5 |
| | Angry that teachers don't care about pupils | 2 | Frustration at loss of learning | 12 |
| | Angry that teachers only care about themselves | 3 | Frustration at loss of time | 6 |
| | Anguish at feeling rejected by adults | 4 | Frustration with being forgotten | 11 |
| | Anxiety around parents being told about behaviours | 7 | Frustration with IIU | 5 |
| | Assuming I done something gets me angry | 7 | Frustration with inability to express actual opinion | 3 |
| | Boredom impacts learning | 2 | Frustration with not being given a chance | 2 |
| | Boredom made it hard to concentrate | 1 | Frustration with not being listened to | 7 |
| | Concerns over emotional impact of IIU | 1 | Frustration with not being supported or cared for | 17 |
| | Contact home anxiety provoking | 10 | Frustration with staff being hypocritical | 4 |
| | Despair at lack of stimulation | 9 | Going IIU unpleasant | 10 |
| | Desperation to be heard and understood | 2 | Going IIU unpleasant or not okay | 8 |
| | Difficulty expressing the feel of the IIU | 6 | Hate of IIU | 3 |
| | Disliked going to IIU | 5 | IIU has an energy | 1 |
| | Fear of consequences | 2 | IIU intimidating | 5 |
| | Fear of missing out | 4 | Inability to communicate with anyone bottles up emotions | 1 |
| | Feeling let down by staff | 8 | Lack of stimulation in IIU | 14 |
| | Feeling like doing things in IIU is risky | 3 | Need a space to vent | 1 |
| | Feeling oppressed in school | 2 | Referral feeling unjust | 5 |
| Feeling overwhelmed with emotions | 1 | Relief that attendee broke boredom | 2 | |

| | | | | | |
|---|---|---|----|---|----|
| | | Feeling rejected by staff | 5 | | |
| | Behavioural | Appreciation of a need for an IIU | 1 | IIU keeps whole school's behaviour in line | 1 |
| | | Behaviour would improve without IIU | 1 | IIU not improving everyone's behaviour | 2 |
| | | Behavioural change temporary or contextual | 11 | IIU suppressing behaviour not changing it | 1 |
| | | Conforming to expectations to just avoid more consequences | 1 | Increased understanding of own behaviour | 4 |
| | | IIU does not improve behaviour | 2 | No IIU No behaviour change | 3 |
| | | IIU doesn't have any affect | 3 | Not learning from behaviours | 1 |
| | | IIU improved behaviour | 16 | Resolutions potentially superficial | 1 |
| | | IIU is necessary | 1 | | |
| Theme five: The influences on behavioural change | Reflection and changing cognitions | Accepting responsibility for actions and consequences | 17 | IIU provided space to focus on self | 1 |
| | | Already knowing the reason for behaviour | 1 | IIU providing space to reflect on behaviour | 3 |
| | | Apology letters changing cognitions | 1 | Inability to openly reflect in reflection sheets | 3 |
| | | Apology letters helpful to reflect | 1 | Increased understanding of own behaviour | 4 |
| | | Behaviour relates to understanding of consequences | 13 | Not learning from behaviours | 1 |
| | | Better to talk about behaviour | 14 | Reappraising locus of blame | 1 |
| | | Discussing an incident is better for reflection | 3 | Reappraising locus of control | 13 |
| | | Discussing behaviour helpful | 3 | Reflection on impact of behaviour | 8 |
| | | Discussing incidents is better for processing thoughts and emotions | 4 | Reflection sheets for minor infringements unhelpful | 2 |
| | | Discussion with parents change behaviour | 3 | Reflection sheets helped break problems down | 2 |
| | | Discussion with parents changing cognition | 2 | Reflection sheets not actually reflective | 2 |
| | | Everyone rushed reflection sheets | 2 | Reflection sheets unhelpful | 4 |
| | | IIU changing attitude | 2 | Reflection superfluous as will not change past | 1 |
| | | IIU changing cognitions | 12 | Reflections sheets changed cognitions | 4 |

| | | | | |
|--|---|----|---|----|
| | IIU didn't improve behaviour due to limited reflection and learning | 1 | Talking and explaining nicely is more helpful | 9 |
| IIU environment | Arrangement of IIU improved behaviour in room more than booths | 1 | IIU suppressing behaviour not changing it | 1 |
| | Behaviour change related to IIU being boring | 9 | IIU was boring | 18 |
| | Behavioural change temporary or contextual | 11 | Lack of stimulation in IIU | 14 |
| | Belief the IIU shouldn't be nice | 1 | No one wanted to be there | 4 |
| | Boredom leads to misbehaviour | 2 | Relief that attendee broke boredom | 2 |
| | Despair at lack of stimulation | 9 | Routine in IIU was mundane or boring | 25 |
| | Difficulty expressing the feel of the IIU | 6 | Some staff more of a deterrent than others | 2 |
| | Easier to focus in IIU | 1 | Strict IIUs more of a deterrent, fun IIUs encourage miss behaviour | 2 |
| | Hate of IIU | 3 | Supporting use of IIU as negative reinforcer | 1 |
| | If IIU is not markedly worse than class it has little impact | 1 | The boring quality of the IR results from the arrangement and that you can always be seen | 2 |
| | IIU different or worse than class | 11 | The IIU is stricter than class | 3 |
| Concerns for their future | Behaviour change relates to appreciation of future | 16 | Frustration at loss of learning | 12 |
| | Behaviour relating to threat of consequence | 9 | Knowing you need to stop misbehaving but not managing it | 3 |
| | Concern about hurting future prospects | 3 | Resentment of other attendees messing around | 3 |
| | Difficulty keeping on top of work due to IIU | 2 | Worry about falling behind | 6 |
| | Fear of consequences | 2 | | |
| Feedback and evidence of progress | Feedback on progress helpful | 1 | Progress increased motivation | 2 |
| | Feedback on progress provided a goal | 1 | Progress monitoring helpful | 2 |

| | | | | |
|--|--|----|---|---|
| Fear of missing out | Lonely or socially isolating | 18 | All alone | 7 |
| | Lack of socialising | 17 | Fear of missing out | 8 |
| | Socially isolating has negative impact | 7 | Perception missing out affected attendees | 3 |
| | Going home alone unpleasant | 1 | Perception missing out on social opportunities influenced behaviour | 2 |
| Feelings and thoughts about parents | Additional consequences at home unhelpful | 2 | Contact home increased perception of consequence severity | 2 |
| | Anxiety around parents being told about behaviours | 7 | Discussion with parents changing cognition | 2 |
| | Behaviour change due to contact home | 3 | Not wanting parents to be angry or disappointed | 2 |
| | Behaviour change relates to not angering parents | 3 | Parents discussing behaviour helpful | 2 |
| | Behaviour change relates to not wanting parents to worry | 1 | Parents would give additional consequences at home | 2 |
| | Consequences at home did not affect behaviour | 1 | Severity of consequence relates to contact home | 2 |
| | Contact home could make things worse | 1 | Wanting to make parents proud | 2 |
| | Contact home improves behaviour | 6 | | |

Note. References regards the number of times data was coded with that code.

Appendix N. An example of a resource to gather vital information to monitor IIU impact

Whilst this study indicated that IIUs may be helpful in improving pupil behaviour, it is important to recognise that with the wide variation in IIU practice this may not be the case for all IIUs. Moreover, given the fact there is currently no legal requirement to keep track of any form of data about IIU attendees, it is likely there are a considerable amount of schools currently not maintaining suitable records. Therefore, it felt important to provide all schools with a resource that can help them to easily maintain robust records and evaluate the use of their IIUs at both the individual and facility wide level. Consequently, the researcher is working to develop such a resource.

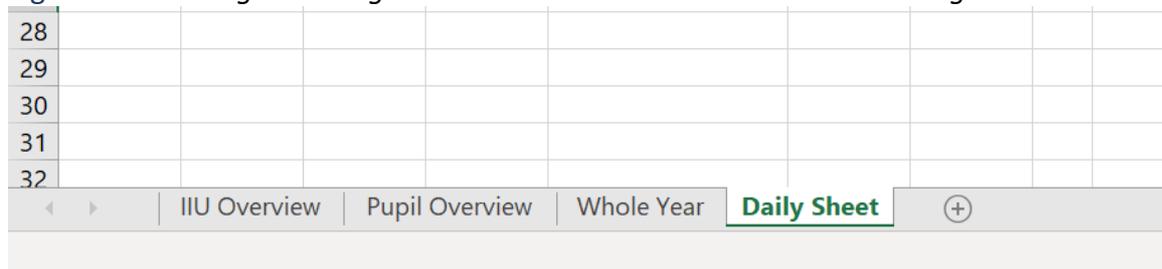
As there are large time and budget constraints on schools, it was intended that this resource provide the greatest amount of useful information, whilst requiring the smallest amount of labour and should be freely accessible. What follows is a description of the current prototype for this resource that has been produced in Microsoft Excel. The document is intended to be available for download from a website, however for the time being the resource is being emailed to directly several schools with IIUs and any other schools who contact the researcher will also be emailed a copy.

The document will be trialled in a series of IIUs and revised accordingly. It is then hoped that it will eventually be integrated into a more user-friendly platform, which may even offer the potential to gather anonymous IIU data remotely; given all GDPR guidelines and consent is provided by the schools. The presentation is broken into three sections: 'What the resource currently looks like', 'What the staff will need to do' and 'What information the document will automatically provide'.

Section 1. What the resource currently looks like

As noted, the resource is currently a simple Microsoft Excel document. The document contains six tabs: 'IIU Overview'; 'Pupil Overview'; 'Whole Year'; 'Daily Sheet'; 'Holiday dates' and 'Codes for drop down lists'. However, the latter two tabs will be hidden from user view and only the first four will be automatically visible, as shown in Figure 13. This is because these latter two sheets are required for formulas and other functions but will not need to be edited by school staff. Indeed, large sections of the document that do not require editing by staff will be locked to preserve the functioning, including the entire of the latter two tabs.

Figure 13. An image showing the tabs visible in the current IIU monitoring resource.



The tabs have the following functions/purposes:

- **IIU Overview:** This sheet utilises the data entered by the IIU staff to automatically calculate and output key information regarding the impact the facility is having on behaviour, as well as information to monitor how long pupils are spending in isolation, which pupils are being referred etc.;
- **Pupil Overview:** This sheet has a dual purpose. Firstly, this sheet is the location where staff will first need to enter any information about a pupil being referred to the IIU and create a type of profile for the each pupil, detailing key information about them and when they are

first referred to the IIU. The sheet will then automatically calculate information to serve the second purpose of this sheet: it provides detailed analysis of each pupils behaviour and informs staff of whose behaviour is improving, whose behaviour is not showing any change and whose behaviour is getting worse;

- **Whole Year:** This sheet is the main one that staff will update on a daily basis throughout the academic year. It is quite simply a very simple register to mark who is in attendance to the IIU throughout each day;
- **Daily Sheet:** This sheet may or may not be used by the staff. It simply allows schools that wish to print off a report for each pupil in the IIU regarding their conduct in the IIU to be able to do so, through a simple mail merge to a word document. Those schools that do not wish to do this, will not need to do anything with this tab;
- **Holiday dates:** This tab will be hidden from the staff as it simply holds information needed for the functioning of the formulas that automatically calculate information presented in the IIU and Pupil Overview tabs. The information on this tab regards school holidays and term dates;
- **Codes for drop down lists:** This is another tab that will be hidden from staff. This tab simply holds information needed for drop down lists to support staff in correctly inputting information onto the Whole Year tab.

Section 2. What the staff will need to do

The document has purposefully been created to require staff to do a minimal amount of work and avoid human errors to the greatest degree that can be achieved on a relatively simple document. The first thing staff will need to do, is essentially make a profile for each pupil on the document. This is the most labour-intensive part of the process, as it will require looking up key information about each pupil but will only need doing once. This

information is inputted on the Pupil Overview tab, see [Figure 14](#). As can be seen in the figure, at the top of the spreadsheet is a series of column headers that the staff will need to address for each pupil, these are:

- **Pupil Name:** simply the child's name, however each child must have a unique name, so middle names may need to be used in rare incidents;
- **Active report:** a simple 'Yes or No' drop down option marking whether the child remains an active attendee who may be referred to the IIU,
- **Year Group:** a simple mark of what year group the pupil is in;
- **Ethnicity:** as shown in the figure, this is a drop-down list of the different ethnicity options utilised by the Office for National Statistics. Whilst this is somewhat constrictive, it was believed that if the resource is developed into something that can anonymously gather data from many IIUs, it will be beneficial to have some restrictions on how to log data;
- **SEN status:** this is once again a drop-down option, noting whether the SEN status of attendees as either 'None', 'SEN support' or 'EHCP';
- **Pupil Premium?:** this is a 'Yes or No' response indicating whether the attendee is a child for whom the school receives pupil premium;
- **Free school meals?:** this is a 'Yes or No' response indicating whether the attendee is a child who receives free school meals;
- **Looked after child?:** this is a 'Yes or No' response indicating whether the attendee is a looked after child;
- **1-week Indicative Pre-Measure:** this is a simple indicative pre-measure. For this, staff review the pupil's behaviour record and determine how many times the pupil would have been referred to the IIU for misconduct if they were to have been

referred in the week before their initial referral. This indicative measure, whilst imperfect, is hoped to give greater insight and reliability as to whether the IIU has had an impact on behaviour, rather than some other variable. However, it will not be essential for staff to complete this;

- **Weighted Pre-Measure:** this is an automatically filled in column which uses the 1-week Indicative Pre-Measure to produce a weighted comparison that can be compared to the number of referrals incurred over 6-week increments;
- **Report card start date:** this is the date from which attendees are first referred to the IIU for their behaviour. The spreadsheet will use this date to automatically calculate what date intervals the 6, 12, 18, 24, 30 and 36 post-measures will fall under and in turn use these to track the pupil's behaviour over these.

As noted, this is the most laborious stage of the document and will only need doing once to 'set up' the attendee on the spread sheet.

Figure 14. An image showing the first half of the Pupil Overview tab from the IIU monitoring resource.

| | A | B | C | D | E | F | G | H | I | J | K |
|----|------------|----------------|------------|---|------------|----------------|--------------------|---------------------|-------------------------------|----------------------|------------------------|
| | Pupil Name | Active report? | Year Group | Ethnicity | SEN status | Pupil Premium? | Free school meals? | Looked after child? | 1-week Indicative Pre Measure | Weighted Pre Measure | Report card start date |
| 1 | Pupil 1 | Yes | | 6. White and Black African | EHCP | Yes | Yes | No | 5 | 30 | 16/09/2021 |
| 2 | Pupil 2 | Yes | | 11 2. White - Irish | None | Yes | No | No | 3 | 18 | 13/10/2021 |
| 3 | Pupil 3 | Yes | | 6. White and Black African | N Support | No | No | No | 5 | 30 | 10/10/2021 |
| 4 | Pupil 4 | Yes | | 6. White and Black African | One | No | No | No | 1 | 6 | 30/09/2021 |
| 5 | Pupil 5 | Yes | | 7. White and Asian | One | Yes | No | No | 2 | 12 | 09/10/2021 |
| 6 | Pupil 6 | Yes | | 8. Any other Mixed/Multiple ethnic background | One | Yes | Yes | Yes | 1 | 6 | 18/09/2021 |
| 7 | Pupil 7 | Yes | | 9. Indian | One | No | No | No | 1 | 6 | 24/10/2021 |
| 8 | Pupil 8 | Yes | | 10. Pakistani | One | Yes | Yes | No | 1 | 6 | 06/10/2021 |
| 9 | Pupil 9 | Yes | | 11. Bangladeshi | One | Yes | No | No | 5 | 30 | 26/09/2021 |
| 10 | Pupil 9 | Yes | | 12. Chinese | One | Yes | No | No | 5 | 30 | 26/09/2021 |
| | | | | 13. Any other Asian background | One | Yes | No | No | 5 | 30 | 26/09/2021 |

The next piece of information that will need to be completed by staff is a simple daily register maintained on the Whole Year tab, see Figure 15. As can be seen in the figure, there

are a series of column headers at the top of the spreadsheet, once again listing information that the staff will need to input for pupils that are present in the IIU each day, including:

- **Date:** this is the date the attendees are in the IIU and the register is being taken. The cell is formatted to ensure the date is entered in the same format for all cells to ensure functionality of formulas;
- **Pupil Name:** this is the name of the attendee. To ensure functionality of the formulas, it is vital the pupil's name is entered exactly as it is inputted into the Pupil Overview tab. For this reason, the document has been programmed to only allow individuals to enter names from the list inputted into the Pupil Overview tab via a drop down list;
- **Year Group:** this marks the pupils year group and is only really needed in case pupils want to print off a daily record of the pupils conduct and attendance in the IIU;
- **Tutor Group:** as above, this marks the pupils tutor group but is only really needed if the school wants a daily report printed out;
- **Reason for referral:** this is the behaviour that resulted in the pupil's referral. The staff can select from a series of options, as indicated in Figure 15. These options correspond to the different reasons for exclusion that schools must submit to the DfE. Once again, whilst somewhat restrictive, this supports with analysing the impact the IIU is having on different behaviours and will be beneficial should the resource be developed to anonymously gather data from many IIUs;
- **Referring teacher:** this logs the teacher that referred the pupil to the IIU;
- **Referring subject:** this logs the subject from which the pupil was referred to the IIU;
- **Period of referral:** this logs the period from which the pupil was referred to the IIU;

- **Carry over from the previous day:** this important piece of information logs whether the entry marks the first day of a new referral or is a subsequent day of a previous referral, this is logged via a simple ‘yes or no’ drop down list to avoid error.

Figure 15. An image showing the first half of the Whole Year tab from the IIU monitoring resource.

| | A | B | C | D | E | F | G | H | I |
|----|------------|------------|------------|-------------|--|-------------------|-------------------|--------------------|------------------------------|
| | Date | Pupil Name | Year Group | Tutor Group | Reason for referral | Referring teacher | Referring subject | Period of referral | Carry over from previous day |
| 1 | | | | | | | | | |
| 2 | 05/09/2021 | Pupil 24 | N | N | Bullying (verbal, physical, homophobic, cyber) | Teacher 1 | English | | Y |
| 3 | 06/09/2021 | Pupil 18 | N | N | Damage (including to school, personal property) | Teacher 2 | Maths | | N |
| 4 | 07/09/2021 | Pupil 39 | N | N | Damage (including to school, personal property belonging to school) | Teacher 3 | Science | | N |
| 5 | 08/09/2021 | Pupil 35 | N | N | Drug and alcohol related (abuse of, dealing of, possession of) | Teacher 4 | History | | N |
| 6 | 09/09/2021 | Pupil 24 | N | N | Persistent disruptive behaviour (challenging behaviour, disobedience) | Teacher 5 | Art | | Y |
| 7 | 10/09/2021 | Pupil 18 | N | N | Physical assault against adult (obstruction and jostling, violent behaviour) | Teacher 6 | PE | | Y |
| 8 | 11/09/2021 | Pupil 17 | N | N | Racist abuse (derogatory racist statements, racist bullying, racist abuse) | Teacher 1 | English | | N |
| 9 | 12/09/2021 | Pupil 17 | N | N | Sexual misconduct (lewd behaviour, sexual abuse, sexual assault) | Teacher 2 | Maths | | Y |
| 10 | 13/09/2021 | Pupil 22 | N | N | Theft (selling and dealing stolen property, stealing from lockers) | Teacher 3 | Science | | N |
| | | | | | Verbal abuse/threatening behaviour against | Teacher 3 | | | |

The second half of the tab is the actual register for the different periods of the school day; see Figure 16. This part of the tab simple logs whether the pupil was in attendance for that period from a drop down list of the DfE’s attendance codes (if an attendee arrived part way through the day then previous periods would be marked with an ‘N’ etc.), the work they completed that period and how their behaviour was for that period (on a 1 to 5 Likert scale, with 1 being unacceptable and 5 being outstanding). The spreadsheet then automatically totals how many periods the attendee spent in the IIU that day. There is also a space to add comments about the pupils’ conduct.

Figure 16. An image showing the second half of the Whole Year tab from the IIU monitoring resource.

| | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z | AA | AB | AC |
|---|-------------------|-------------|--------------|---------------|---------|--------------|---------------|---------|--------------|---------------|---------|--------------|---------------|---------|--------------|---------------|---------|--------------|----------------------|----------|
| | AM Reg Attendance | AM Reg Task | AM Behaviour | P1 Attendance | P1 Task | P1 Behaviour | P2 Attendance | P2 Task | P2 Behaviour | P3 Attendance | P3 Task | P3 Behaviour | P4 Attendance | P4 Task | P4 Behaviour | P5 Attendance | P5 Task | P5 Behaviour | Total Periods in IIU | Comments |
| 1 | | | | | | | | | | | | | | | | | | | | |
| 2 | / | Reflection | 5 / | English | 5 / | Math | 4 / | Science | 3 / | story | 4 / | Geography | 3 | 5 | | | | | | |
| 3 | / | Reflection | 5 / | English | 5 / | Math | 4 N | Science | B | story | 4 N | Geography | 3 | 3 | | | | | | |
| 4 | / | Reflection | 5 / | English | 5 / | Math | 4 N | Science | C | story | 4 N | Geography | 3 | 2 | | | | | | |
| 5 | / | Reflection | 5 / | English | 5 N | Math | 4 N | Science | D | story | 4 N | Geography | 3 | 2 | | | | | | |
| 6 | / | Reflection | 5 / | English | 5 / | Math | 4 / | Science | E | story | 4 / | Geography | 3 | 5 | | | | | | |
| 7 | / | Reflection | 5 / | English | 5 / | Math | 4 / | Science | F | story | 4 / | Geography | 3 | 5 | | | | | | |
| 8 | N | Reflection | 5 / | English | 5 N | Math | 4 N | Science | G | story | 4 / | Geography | 3 | 5 | | | | | | |
| | | | | | | | | | H | story | 4 / | Geography | 3 | 2 | | | | | | |

Section 3. What information the document will automatically provide

Upon completing the information outlined above, the document will then automatically calculate key information to evaluate the use of the IIU at both an individual and facility wide level. This information is outputted into the Pupil Overview and IIU Overview tabs. Please note, the data presented is entirely fictional and not representative of an actual IIUs performance.

The outputs on the Pupil Overview tab gives an indication of the IIU impact at the individual level, see Figure 17. From the figure it can be seen that there are a series of different outputs, with each row representing the data for a different pupil. The data outputted includes:

- **6-36 weeks totals:** The first six columns yield the number of times the pupil was referred during 0-6-, 6-12-, 12-18-, 18-24- and 30-36-week periods from the Report card start date. This will give a numerical indicator of the degree to which the pupil's behaviour has changed during this time;
- **6-36 week pattern:** The next six columns automatically colour code and flag whether the number of referrals over the different time periods indicate that the pupil's

behaviour has 'Decreased' (highlighted in green), displayed 'No Change' (highlighted in yellow) or whether the behaviour has 'Increased' (highlighted in red). So that there is a tolerance to what is flagged as a change (i.e. an increase or decrease of one single referral is not flagged as a an increase or decrease), the formula is currently set so that an increase or decrease of at least 10% is needed to be flagged as an Increase or Decrease; this tolerance percentage will be changed after the document is trialled to whatever value is deemed most useful to IIU staff (e.g. a decrease of 20%, 50% etc.). This is intended to simply highlight to the staff that the corresponding numbers from the 6-36-week totals should be reviewed as they may be indicative of behavioural change. Note the 6-week pattern value is calculated using the Weighted Pre-Measure from the Pupil Overview and consequently this one value will not be returned should schools choose not to complete this indicative pre-measure;

- **Autumn 1 to Summer 2 totals:** These final six columns return the number of referrals each pupil receives per academic term. This is predominantly calculated for further analysis of the IIU impact at the facility wide level but can yield some interesting insight into the pupils patterns of behaviours across the academic year.

Figure 17. An image showing the second half of the Pupil Overview tab from the IIU monitoring resource.

| | R | S | T | U | V | W | X | Y | Z | AA | AB | AC | AD | AE | AF | AG | AH | AI | AJ |
|---|---------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------|
| | 6 weeks total | 12 weeks total | 18 weeks total | 24 weeks total | 30 weeks total | 36 weeks total | 6 week pattern | 12 week pattern | 18 week pattern | 24 week pattern | 30 week pattern | 36 week pattern | Autumn 1 total | Autumn 2 total | Spring 1 total | Spring 2 total | Summer 1 total | Summer 2 total | Year total |
| 1 | 7 | 4 | 10 | 3 | 5 | 0 | Decrease | Decrease | Increase | Decrease | Increase | Decrease | 8 | 4 | 9 | 2 | 4 | 0 | 27 |
| 2 | 2 | 5 | 1 | 2 | 0 | 0 | Decrease | Increase | Decrease | Increase | Decrease | No Change | 2 | 4 | 4 | 1 | 0 | 0 | 11 |
| 3 | 2 | 0 | 3 | 0 | 1 | 0 | Decrease | Decrease | Increase | Decrease | Increase | Decrease | 0 | 2 | 0 | 2 | 1 | 0 | 5 |
| 4 | 2 | 0 | 3 | 0 | 1 | 0 | Decrease | Decrease | Increase | Decrease | Increase | Decrease | 1 | 1 | 3 | 0 | 0 | 0 | 5 |
| 5 | 3 | 2 | 5 | 1 | 1 | 0 | Decrease | Decrease | Increase | Decrease | No Change | Decrease | 1 | 4 | 0 | 4 | 2 | 0 | 11 |
| 6 | 4 | 1 | 10 | 0 | 3 | 0 | Decrease | Decrease | Increase | Decrease | Increase | Decrease | 4 | 2 | 4 | 0 | 3 | 0 | 13 |

The outputs on the IIU Overview tab gives an indication of the IIU’s impact at a facility wide level, as well as monitors important information about the characteristics of who is being referred to the IIU.

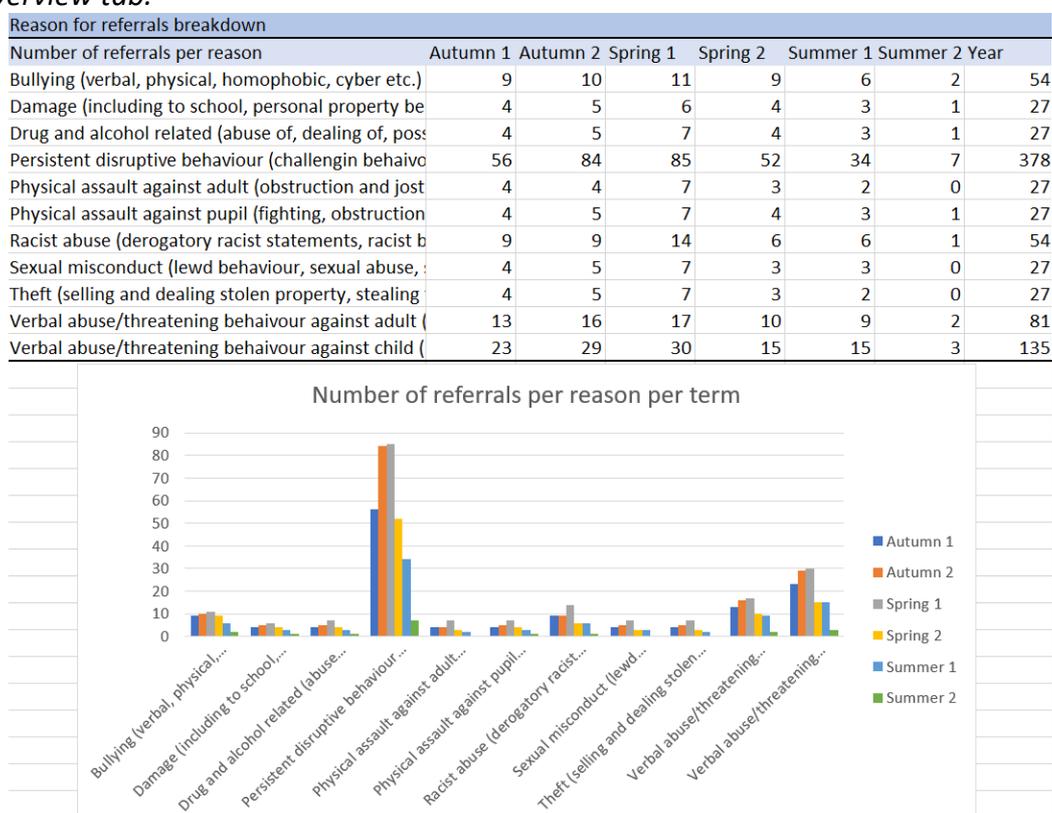
The first data given regards the total number of referrals, total number of periods pupils have spent in isolation, and mean referral durations for the year and per term (see Figure 18). For each piece of information, the data is presented in tabular and graphic form. This data is provided to not only give an indication of the termly progress of the IIU, but also indicate whether there are seasonal influences at play on the attendees’ behaviour. The next piece of information provided regards the total and mean number of referrals during the 6-, 12-, 18-, 24-, 30- and 36-weeks sample points to give an indication of the IIUs overall effectiveness at managing behaviours.

Figure 18. An image showing the facility wide data regarding referral number on the IIU Overview tab.



The second set of data given on the IIU Overview tab regards the reasons for referral to support evaluation of why pupils are being referred and indication of the fluctuation in these reasons over the year; see Figure 19. As can be seen in the figure the output returns the number of referrals for each reason (following the DfE's exclusion classification system) per term and for the year (a separate graph not displayed displays the yearly totals).

Figure 19. An image showing the facility wide data regarding the reasons for referral on the IIU Overview tab.



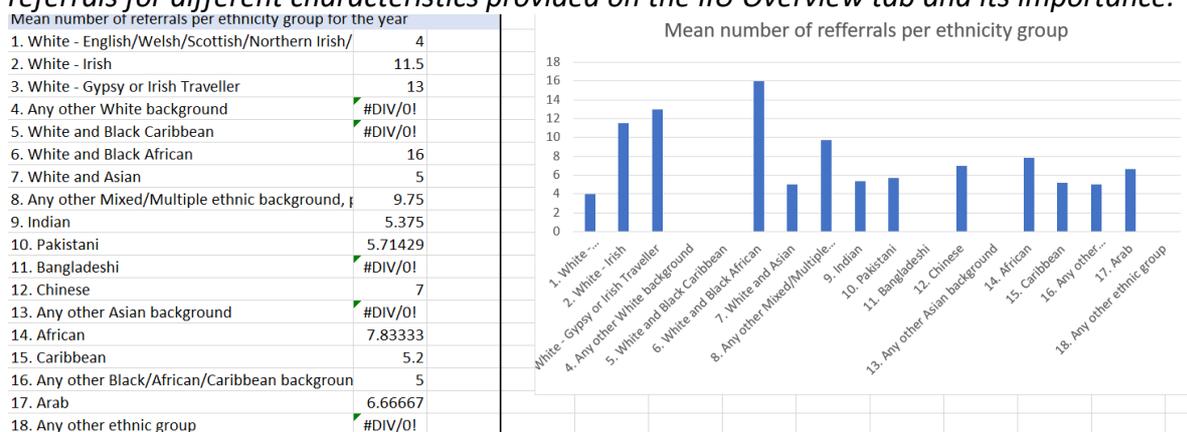
The remaining data on the IIU Overview tab presents data regarding the characteristics of those referred to the IIU, including a breakdown by ethnicity, SEN status, pupil premium status, free school meal status and looked after child status; see Figure 20. For each of these groups the data indicates the number of individuals referred to the IIU from each category (including those currently being referred to the IIU and a whole year

value including both current and previous attendees) and the mean number of referrals individuals from each category receive. This would be important information to determine whether any particular group is being referred more than another. For example, in Figure 21 it can be seen that White and Black African pupils are referred considerably more frequently than other ethnicities and should be addressed by the IIU.

Figure 20. An image showing an example of the facility wide data regarding the characteristics of those referred on the IIU Overview tab.



Figure 21. An image showing an example of the information regarding the mean number of referrals for different characteristics provided on the IIU Overview tab and its importance.



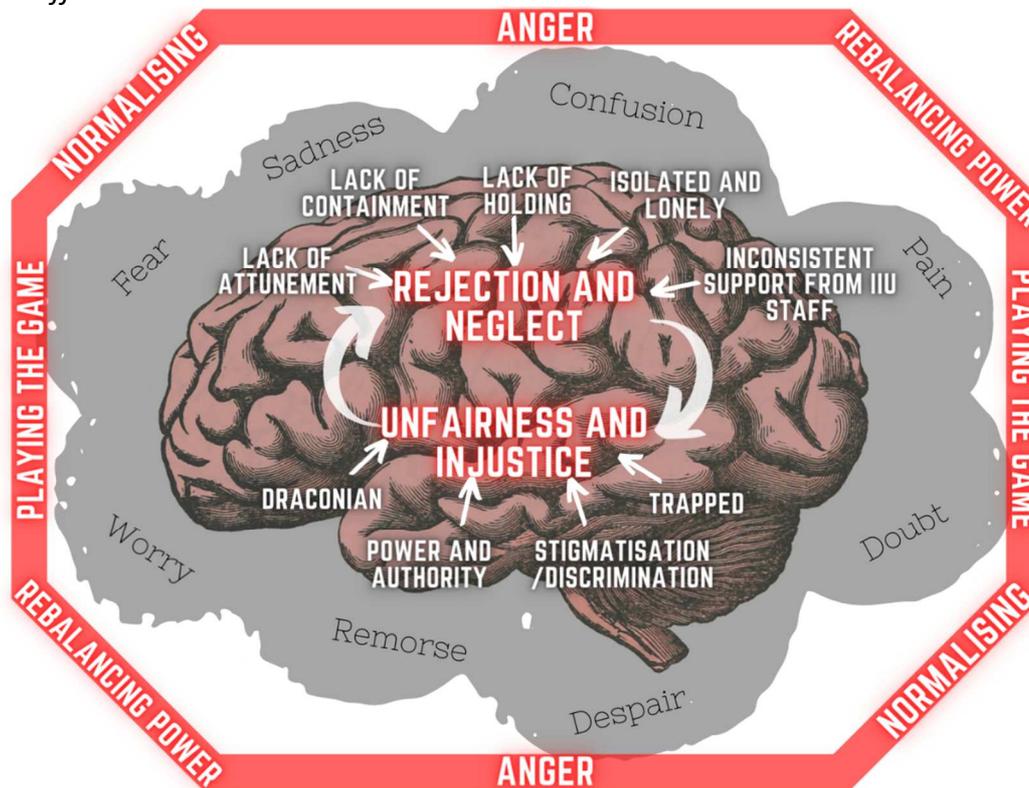
Note. The '#Div/0!' error seen in the table has been returned as there were no individuals from this ethnicity represented in the data.

Appendix O. Models produced displaying the findings of this research

Section 1. A simple model displaying the key findings of this research

As part of the dissemination of the findings a theoretical model was developed to depict these and support understanding of them; see Figure 22. The model is intended to be dispersed and explained within a simple article that the lay reader can access. This is because it has been noted that many IIU staff may lack training or experience and so the researcher intends to disperse the information in a simple but informative manner. The following is the first draft of the model which will undergo revision following feedback from a range of professionals including EPs, IIU staff and mainstream teachers.

Figure 22. A diagram depicting the key findings of this study for dissemination to IIUs and school staff.

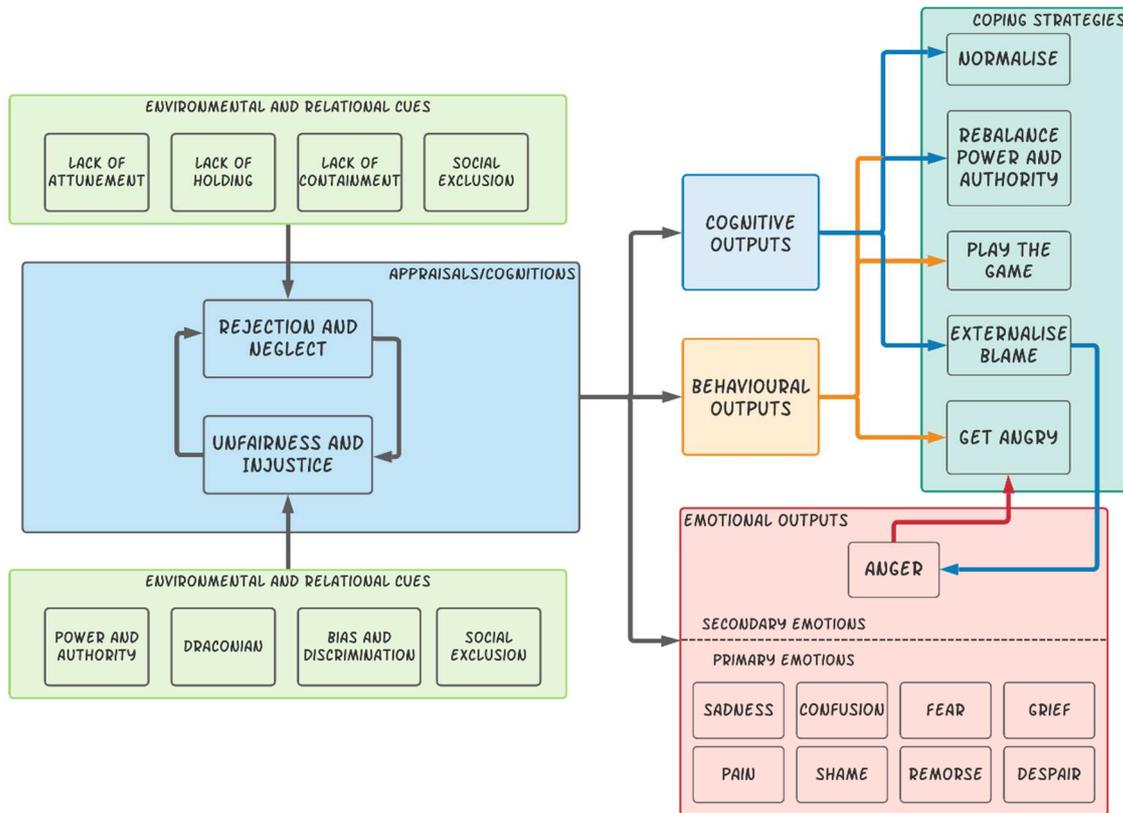


The model portrays how attendees appear to have two key bodies of perceptions regarding the use of IIUs: those pertaining to Rejection and Neglect, and those of Unfairness and Injustice; these are depicted at the centre of the diagram and linked by two arrows to indicate how they are bidirectionally antagonistic. Slightly beyond these two groups of perceptions, a series of environmental and relational cues (e.g. lack of attunement, inconsistent support from IIU staff etc.) are shown, indicating how the attendees appeared to perceive these stimuli, which in turn fuelled the two groups of perceptions. Beyond these, a grey and diffuse cloud of emotions is displayed to represent the emotional impact appearing to arise from IIU use and these two groups of perceptions, and suggestive of what may be underlying some of the more challenging behaviours seen. Finally, the most external part of the diagram shows a red barrier, which represents the different coping mechanisms (e.g. anger, rebalancing power etc.) attendees appeared to employ to contain, hide and defend against the painful underlying emotions and perceptions arising from IIU use and their treatment by the school system.

Section 2. A more academic model displaying the key findings of this research for other psychologically informed professionals

A more academic model has also been produced to support the thinking of professionals who are more informed about the psychological theories and concepts that are proposed to be at play in the model. This was devised as it was believed to be more suited to the academic stylings of journal articles than the previously mentioned model, whilst also being a useful way to summarise the key findings to the reader.

Figure 23. A more complex diagram depicting the key findings of this study for dissemination to more psychologically informed professionals, including EPs.



Appendix P. Example publications/handouts to support IIUs in implementing recommendations

As part of the dissemination of the findings, the researcher intends to create series of simple publications/handouts. The publications are intended to support IIUs and schools in understanding the findings of this study and upskilling them in the key techniques and recommendations outlined. It is hoped this will support IIUs and schools in achieving the best possible behaviour outcomes, whilst limiting the negative implications of IIU use. It is intended for these handouts to directly link to the models presented in [Appendix O](#) and be freely available on a website. Presented here are two examples of handouts which are aimed at limiting perceptions of unfairness and injustice through empowering IIUs to use behaviour management techniques that are less likely to be seen as draconian or demarcate the power imbalances between pupils and staff. Once again, these are first drafts and will go through a series of revisions following feedback from a range of other professionals, including EPs, IIU staff and mainstream teachers. The first example (see [Figure 24](#)) is a draft handout regarding the use of positive behaviour management strategies, whilst the second example (see [Figure 25](#) and [Figure 26](#)) regards the use of token economies.

Figure 24. An image of a publication/handout regarding the use of positive behaviour management strategies to limit perceptions of unfairness and injustice.

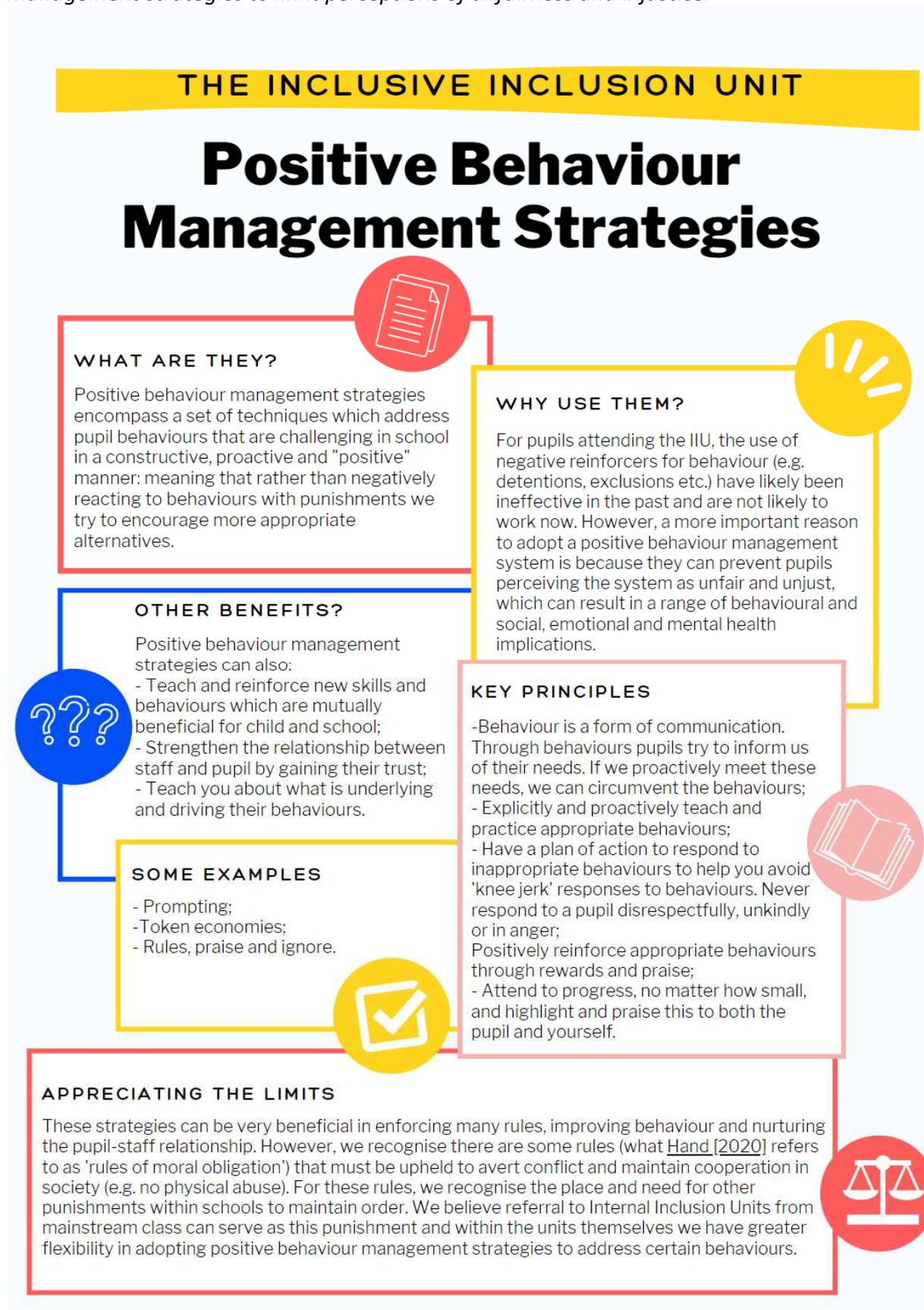


Figure 25. Page one of a publication/handout regarding using token economies as a positive behaviour management strategy that can limit perceptions of unfairness and injustice.

THE INCLUSIVE INCLUSION UNIT

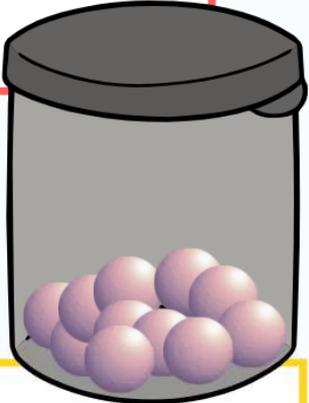
Token Economies

WHAT ARE THEY?

A Token economy is a visual way to reward and reinforce good behaviours whilst slowly distinguishing undesirable behaviours. The ultimate goal of a token economy is to promote more appropriate behaviours and social skills in children and young people's (CYPs) environments.

HOW DOES IT WORK?

In a token economy, a token is awarded to CYP for showing desirable target behaviours (e.g. completing a task, following instructions, not calling out etc). The CYP can then add these tokens to visual displays which show how many tokens they need to earn particular desirable rewards (e.g. a reward trip etc.) which they can exchange tokens for. Token economies allow CYP to receive more tangible rewards (i.e. tokens) in addition to praise alone, which are quick and practical to give, and avoid having to continually reward CYP, which would be impractical and costly.



KEY COMPONENTS

- **Tokens:** Tokens can be anything that is visible, countable and can be given to children as rewards for desirable and appropriate behaviours you wish to promote. Tokens work best when they are attractive to CYP, (e.g. stickers, lego bricks, marbles, poker chips, fake money etc.). When CYP display the desirable target behaviors, they are immediately awarded designated number of tokens. 'Easier' behaviours (for that CYP) earn fewer tokens than more 'challenging behaviours' (things the CYP has more difficulty with). Tokens are collected by CYP and eventually exchanged for meaningful objects/activities/privileges.
- **Target behaviors:** It is vital you and the CYP know exactly what the target behaviours are and exactly what must be done to earn the specified number of tokens. These behaviours need to be specific, measurable, achievable and appropriate.
- **Rewards:** Rewards are meaningful objects, privileges, or activities CYP can exchange tokens for. These can be anything the CYP likes (e.g. food, toys, time on their phone, reward trips etc). For token economies to succeed, it is crucial rewards are highly motivating and desirable. There is a fine balance between pricing rewards (i.e. the token cost of rewards): too low and CYP will receive too many rewards and lack motivation to elicit target behaviours, too high and CYP will perceive rewards as unobtainable.
- **A recording system:** It is important to record how often CYP perform target behaviours each day to get an idea of a 'baseline.' The baseline allows you to determine how challenging target behaviours will be and set the token cost of rewards. These recordings also support you in objectively evaluating the CYPs successes, without which you are unlikely to notice the subtle changes in CYP behaviour and miss opportunities to encourage both the CYP and yourself to persevere. These recordings also allow you to objectively decide if something isn't working and start changing things to improve the intervention.
- **Visuals:** You should have a visual way of displaying to CYP the number of tokens they have and how far away they are from their reward. Visuals can be anything from a simple chart, a thermometer or a jar that they can fill with their tokens and lines indicating where rewards would be achieved.



Figure 26. Page one of a publication/handout regarding using token economies as a positive behaviour management strategy that can limit perceptions of unfairness and injustice.

