

Revisiting managed moves: exploring the factors that promote young people's resilience and influence success from a systemic perspective.

Oluwatobi Odeleye

100259427

Submitted in part requirement for the
Doctorate in Educational Psychology (EdPsyD)

University of East Anglia
School of Education and Lifelong Learning

July 2023

Word Count: 42, 105 (Excluding content page, acknowledgements,
list of references and appendices)

Summary

This document is divided into three sections: a literature review of the research topic, an empirical paper, and a reflective account. Section one is a literature review that examines and discusses key themes and theories drawn from the wider literature on school exclusions and managed moves. It provides insights into the current context of the field and discusses the limitations and gaps in the literature that informed the research aims and question of the present study. Section two is an empirical paper that details a qualitative study exploring the factors that promoted the resilience of three YP who underwent managed moves, in order to add knowledge to the existing literature in this field and inform best practices. Semi-structured interviews were used to gain the views of the three YP, their parents, two school professionals who supported them, and one LA fair access inclusion officer involved in managed moves and aware of the YP's cases. The findings were reported, and implications for professional practice and direction for future research were discussed. Section three, concludes the thesis by discussing a reflective account of the research process, including the initial stages, identifying research questions, research design, data collection and analysis, ethical considerations, implications for EP practice and dissemination of the research findings.

Access Condition and Agreement

Each deposit in UEA Digital Repository is protected by copyright and other intellectual property rights, and duplication or sale of all or part of any of the Data Collections is not permitted, except that material may be duplicated by you for your research use or for educational purposes in electronic or print form. You must obtain permission from the copyright holder, usually the author, for any other use. Exceptions only apply where a deposit may be explicitly provided under a stated licence, such as a Creative Commons licence or Open Government licence.

Electronic or print copies may not be offered, whether for sale or otherwise to anyone, unless explicitly stated under a Creative Commons or Open Government license. Unauthorised reproduction, editing or reformatting for resale purposes is explicitly prohibited (except where approved by the copyright holder themselves) and UEA reserves the right to take immediate 'take down' action on behalf of the copyright and/or rights holder if this Access condition of the UEA Digital Repository is breached. Any material in this database has been supplied on the understanding that it is copyright material and that no quotation from the material may be published without proper acknowledgement.

Contents

List of tables	7
List of figures	7
Glossary terms.....	7
Acknowledgements	8
1. Literature review	9
1.1 Introduction	9
1.1.2 Overview	12
1.1.3 Literature search	12
1.1.4 Thematic review	13
1.2 School exclusions	14
1.2.1 Definitions of exclusion	14
1.2.2 Exclusion data	15
1.2.3 Risk factors and vulnerabilities	15
1.2.3.1 Low social economic status and challenging backgrounds	16
1.2.3.2 Ethnicity	17
1.2.3.3 Gender	17
1.2.3.4 SEMH needs	18
1.2.3.5 COVID-19 pandemic	19
1.2.4 Reasons for school exclusions	19
1.2.5 Outcomes of school exclusions	20
1.2.5.1 Educational outcomes and alternative provision	20
1.2.5.2 Mental health and wellbeing needs	20
1.2.5.3 Criminality	21
1.2.6 Supporting YP experiencing school exclusion	22
1.3 Managed moves	24
1.3.1 Introduction of managed moves	24
1.3.2 Process and practice	24
1.3.3 Defining success	26
1.3.4 Factors that facilitate managed moves	28
1.3.4.1 Individual factors	28
1.3.4.2 School factors	28
1.3.4.2.1 Fresh start in a new school environment	28
1.3.4.2.2 Sense of belonging.....	29
1.3.4.2.3 Tailored support	30
1.3.4.3 Relational factors	31
1.3.4.3.1 Relationship with peers	31
1.3.4.3.2 Relationships with school staff.....	31
1.3.5 Theoretical perspectives and frameworks used in managed moves research	32
1.3.5.1 Self-Determination Theory	32
1.3.5.2 Attachment Theory	33
1.3.5.3 Resilience Theory	34
1.3.5.4 Bioecological theoretical perspective	39
1.3.6 The voice of YP experiencing exclusion and managed moves	40
1.3.6.1 Listening to the views of YP	40
1.3.6.2 YP's participation in exclusion and managed moves research.....	41
1.3.7 The perspectives of adult stakeholders involved in managed moves	43

1.3.8 The EP role	44
1.4 Summary of the literature	45
2. Empirical paper	46
2.1 Introduction	47
2.2 Literature Review	50
2.2.1 Managed moves as an alternative to exclusion	50
2.2.2 Defining managed moves success in the current context	51
2.2.3 Theoretical perspectives	52
2.3 Present study context and aims	53
2.4 Research question	54
2.5 Methodology	55
2.5.1 Ontological and epistemological orientation	55
2.5.2 Bioecological model	56
2.5.3 Research design	58
2.5.4 Participants, contexts, sampling and recruitment approach	59
2.5.4.1 LA context	59
2.5.4.2 COVID-19 pandemic	61
2.5.4.3 School context	61
2.5.4.4 Sampling technique	62
2.5.4.5 Recruitment process	62
2.5.4.6 YP participants	63
2.5.4.7 Adult participants	64
2.5.5 Data collection	65
2.5.5.1 Semi-structured interviews and defining success in the present study	65
2.5.5.2 Developing the interview questions	65
2.5.5.3 Interview process	67
2.5.6 Ethical considerations	67
2.5.7 Research quality	68
2.5.7.1 Rigour and trustworthiness	68
2.5.7.2 Credibility	69
2.5.7.3 Transferability	70
2.5.7.4 Dependability	70
2.5.7.5 Confirmability	70
2.5.8 Analysis	71
2.5.8.1 Analysis process	72
2.6 Research findings	77
2.6.1 Introduction	77
2.6.2 Aims	77
2.6.3 Data collection and analysis	77
2.6.4 LA and participants background context	78
2.6.5 Summary of themes and report	79
2.6.5.1 Theme 1: Personal empowerment	80
2.6.5.2 Theme 2: Safe and positive school environment	86
2.6.5.3 Theme 3: Child focused support	91
2.6.5.4 Theme 4: Promotive personal relationships	96
2.6.5.5 Theme 5: Investment and collaboration of stakeholders	101
2.7 Discussion	104
2.7.1 Overview and research aims	104

2.7.2 A systemic perspective using the bioecological model	104
2.7.3 Summary of findings	113
2.7.4 Implication of findings for LA, school professionals and LA policy makers	113
2.7.4.1 Individual level	115
2.7.4.2 Microsystemic levels	116
2.7.4.3 Wider systemic levels	117
2.7.5 Implication of findings for EPs	118
2.7.6 Limitation and future research	119
2.7.6.1 Credibility	119
2.7.6.2 Transferability	120
2.7.6.3 Methods of data collection and analysis	120
2.7.6.4 Resilience in context	121
2.8 Conclusion.....	122
3. Reflective account.....	123
3.1. Initial stages of research process	123
3.2 Identifying research questions	124
3.3 Research design	125
3.4 Data collection and analysis process: challenges, stuck and powerlessness	126
3.5 Ethics	127
3.6 Implications for practice	127
3.7 Summary	128
4. References.....	129
5. Appendices.....	152

List of tables

Table 1: Protective mechanisms at individual, family and community levels

Table 2: Managed moves data from 2017-2020

Table 3: Participant characteristics

Table 4: The six phases of thematic analysis

Table 5: Example of coding from John's interview

Table 6: Example of coding from Lucas' interview

List of figures

Figure 1: *Framework for the assessment of resilience factors*

Figure 2: *Bronfenbrenner's bioecological model*

Figure 3: Example of familiarisation notes from data collection

Figure 4: Examples of initial themes formed during phase 3 of reflexive thematic analysis

Figure 5: *A systemic framework for promoting resilience*

Glossary terms

AP: Alternative Provision

BPS: British Psychological Society

CYP: Children and Young People

DfE: Department for Education

EP: Educational Psychologists

EHCP: Educational Health Care Plan

LA: Local Authority

PRU: Pupil Referral Unit

SDT Self-Determination Theory

SEMH: Social, Emotional and Mental Health

UEA: University of East Anglia

UNCRC: United Nations Convention on the Rights of the Child.

YP: Young people

Acknowledgements

This entire thesis is dedicated to God, who has given me the grace and strength to complete this doctorate. I also dedicate my thesis to my beloved parents, Solomon and Moji, who have brought much joy and sparkle during my doctorate journey.

I would like to give a heartfelt thanks to my university tutor, Dr Andrea Honess, for her unwavering support, going above and beyond, and providing encouragement throughout the doctorate; and also thank you to Imogen Gorman and Dr Kim Bartholomew for providing me with advice and guidance along the way.

I would also like to specially thank the three YP with whom I had the privileged to hear their stories and experiences. I admire their bravery and willingness to speak with me and to share their views, particularly during unprecedented times due to the COVID-19 pandemic. I would also like to thank the YP's parents, and the LA and school professionals for their participation in this research. Another thanks goes to the schools and the LA fair access inclusion officer for their support and effort with recruitment.

Lastly, I will forever be grateful to my family for their love and continuous support. A massive thanks also goes to my brothers, Yomi, Siji and Emmanuel, who have always offered a listening ear and championed me to be the best I can be.

1. Literature review

1.1 Introduction

Over recent years, inclusive education has received increasing attention both internationally and nationally, with emphasis placed on promoting the inclusion of disadvantage learners in all aspects of their education. International human rights treaties have advocated for YP with SEND to have the right to an education and access to regular schools that provide high-quality education (UNESCO, 1994). The UK government has widely endorsed the inclusion agenda, which has influenced legislation and educational policies to support schools in effectively implementing inclusive practices (e.g., Children and Family Act, 2014; Education Act, 1996; Equality Act, 2010; SEND Code of Practice, Department for Education, DfE, 2015). However, the practice of disciplinary exclusion in UK schools, particularly in England, remains a concerning issue, as it is often applied to YP who are already at a disadvantage and vulnerable to social marginalisation (McCluskey, Riddell, Weedon & Fordyce, 2016). It has been suggested that meeting the needs of SEMH YP poses the most challenge for schools trying to be more inclusive. This is due to the behavioural challenges associated with this area of need (Campbell, Gold & Lunt, 2003; McCluskey, Riddell & Weedon, 2015).

The term SEMH is commonly used in educational contexts, replacing the previously used terminology of 'emotional behavioural difficulties' (SEND code of practice, DfE, 2015). This change in language reflects a growing understanding that emotional and mental health issues are often rooted in internal and social environmental factors all of which must be taken into account when addressing this need (SEND Code of Practice, DfE, 2015). However, the behaviour presented by YP with SEMH often means that they are likely to be disproportionately excluded from school (Cosman & Soni, 2019), with persistent behaviour highlighted in exclusion data as the most common reason for exclusion (DfE, 2019a). School exclusions can have a negative impact on YP's education, as well as having long term effects on their life chances, social mobility, and mental health (Pirrie & Macleod, 2009; McAra & McVie, 2010; McCluskey, Riddell, Weedon & Fordyce, 2016). As a result, there has been an increasing focus on providing alternatives to exclusion where possible (DfE, 2013). An initiative called 'Managed moves', a process whereby a young person at risk of

exclusion is allowed to change schools as a form of 'fresh start', was introduced by Department for Education (DfE) in 1999 as one alternative to exclusion (Abdelnoor, 2007). The premise of a managed move is to prevent permanent exclusion, allowing the young person to start in a new school, leaving behind any troubled experiences at their previous school (The Children's Commissioner's Office, CCO, 2019; Mills & Thomson, 2018). However, the lack of government guidance and regulations on the implementation of managed moves, has left this initiative open to exploitation (Messeter & Soni, 2018). It has been suggested that managed move practice is another covert form of exclusion but deployed under the guise of 'transferring YP to a new school' without the need to record it as a formal exclusion (Office of the Children's Commissioner, OCC, 2013, 2019). With schools focusing on raising their image and value in the current education market, some headteachers are opting for a managed move rather than supporting a troubled young person who may affect their results data (Bagley & Hallam, 2015).

Additionally, the rise in academisation across England (Malcolm, 2018), has caused a reduction in the power of LAs over schools and their operations, making managed moves more complex (Messeter & Soni, 2018). Managed moves protocols and processes are typically organised by individual local authorities or schools, which leads to a wide range of practices (Power & Taylor, 2009, OCC, 2013) in relation to organising placements and involving all parties in decisions. Despite the limited guidance available, the Department for Children, Families and Schools (DCFS) (2008) report emphasises that YP's needs should always be central to managed move processes and decisions should be in agreement with all relevant parties. However, many of the studies reviewed in the literature indicated that due to a lack of formal guidance and regulatory system the use of managed moves may not always be in the best interests of YP. Messeter and Soni (2018) carried out a systematic review which outlines key themes from the literature including reasons for managed moves, the supportive and challenging aspects, and implications to promote best practice. The authors identified two major issues with managed moves, as reported by YP and their parents: poor communication and family stress. This finding was partly linked to families feeling disempowered due to a lack of agency (e.g., little control over choice of school) during processes and when they were presented with ultimatums to accept a move or have their child face exclusion (Messeter & Soni, 2018).

In the literature, it was identified that managed moves were often initiated at crisis points, potentially exacerbating the challenges experienced by YP in the first place (Bagley and Hallam, 2016; Harris, Vincent, Thomson and Toalster, 2006). Additionally, some YP experienced long delays before being placed at a school and had limited access to education (Bagley & Hallam, 2016; Harris, Vincent, Thomson & Toalster, 2006). This suggests that navigating managed moves with no formal guidance can be challenging and stressful for YP. Transitions and the management of new relationships can already be difficult for YP with social and emotional needs (O’Riordan, 2015). Therefore, the circumstances surrounding managed moves may further increase YP’s tension and potential risks of exclusion if they struggle to cope. According to a teacher survey carried out by the Department for Education (DfE, 2013), more than 40% of YP who underwent managed moves were at high risk of exclusion from their new school (DfE, 2013). As a result, there has been research interest in exploring factors that facilitate managed moves. The literature highlights that when administered correctly, managed moves can be successful, but require careful consideration of several key factors (Gazeley, Marrable, Brown & Boddy, 2015; OCC, 2013; Parsons, 2011). This is also supported by Vincent, Harris, Thomson and Toalster (2008) who posited that it is how the move proceeds and develops rather than the move itself that will ultimately make the difference for YP (p.283).

Within the literature, several studies have used a range of methodologies and theoretical perspectives to explore the factors that facilitate managed moves. These factors include individual factors such as positive attitudes and taking responsibility; school factors such as individualised support; and relational factors such as positive relationships with teachers and peers. However, the views of YP on factors that facilitate managed moves and contribute to their success are underrepresented in research. Most of the studies have incorporated YP’s views with adults using triangulation methods but omitting the distinct views and experiences of YP, with the reported findings mainly consisting of adult quotes. According to article twelve of the UNCRC, YP have the right to express their views about matters concerning them and for those views to be given due weight (United Nations, 1989). Therefore, there is a need for research on managed moves to consider the views of YP in ways that reflect their experiences and give importance to their perspectives. In the literature, there are also limited research on managed moves considering the impact of different environments beyond school and education contexts on YP’s experiences. This is

particularly important because the literature indicates that social and environmental factors contribute to exclusion and these factors are often complex and interrelated, therefore a systemic perspective should be considered when understanding the needs of YP in these populations and to plan for support (including managed moves) (Bagley & Hallam, 2016; Gazeley, Marrable, Brown & Boddy, 2015; Graham, White, Edward, Potter & Street; Timpson, 2019).

1.1.2 Overview

This literature review aims to explore the existing knowledge surrounding school exclusions and managed moves, with a particular focus on identifying prominent themes and theories that are relevant to the current context of the field. In this chapter, the most recent data on school exclusions within socio-political and educational contexts are outlined, followed by a broader discussion on school exclusions, resulting in a specific focus on managed moves. The themes identified from the literature will contribute to a better understanding of managed moves such as processes and challenges around its use, practices, and efficacy. This review also considers findings from a variety of studies that employed a range of theoretical perspectives, research design, methodology to study managed moves and to include the perspectives of YP, professionals, and parents/carers. The gap and limitations of the studies are also considered. This review will then formulate the research rationale and questions necessary for carrying out the empirical study.

1.1.3 Literature search

A comprehensive literature search was carried out by searching the EBSCO database available from the University of East Anglia library. The key areas explored included, exclusion, inclusion, managed moves, and YP's views on managed moves experiences. The key areas were searched, combining with terms such as 'permanent exclusion'; 'mainstream classroom'; 'risk of exclusion'; 'transition to mainstream school'; 'school inclusion'; 'disaffection'; 'disengagement'; 'successful managed moves'; 'resilience factors' 'SEMH'; 'trial period'; 'transition barriers'; 'transition success'; 'alternative to exclusion'; 'school moves'; and 'managed school transfers.' A manual search of journals, books and peer reviewed articles was carried out from google scholar and Division of Educational and Child Psychology of the British

Psychological Society. Then the reference lists of sources and key texts relevant to the key areas were examined for related studies. In addition, government reports, guidance documents, policy and current legislation are also referred to in the review. The search parameters of the literature also included doctoral thesis published but wasn't peer reviewed. The inclusion criteria for the literature search is outlined in appendix one. Managed moves research studies published from 1999 for example, were included because this initiative was not introduced before that year. Papers based in the UK were also included as managed moves is an initiative that is exclusive to the UK education system (Craggs & Kelly, 2018).

1.1.4 Thematic review

A thematic review was used to analyse studies from the literature. Dixon-Woods, Agarwal, Jones, Young and Sutton (2005) suggests that a thematic analysis of the literature shares some similarities with narrative or traditional reviews, as it can be used to bring practitioners up to date with certain topics or issues. This type of literature review involves the identification of prominent themes or patterns in the literature and summarising the findings of different studies under different thematic headings (Dixon-Wood, Agarwal, Jones, Young & Sutton, 2005). A systematic review was not the most suitable approach for the aims of this review. Systematic reviews are mostly effective when synthesising data collection from research studies to answer a particular question and provides implications that can inform practice (Booth, Papaioannou & Sutton, 2012). However, thematic reviews allow for an exploration of the existing literature on a topic, while also providing an opportunity to identify gaps in the literature and develop new research topics and questions (Paul & Criado, 2020). Systematic reviews use explicit and structured criteria to identify and synthesise the literature on a particular topic (Cronin, Ryan & Coughlan, 2008), but the flexible nature of a thematic review appears to be more appropriate for exploring topics such as managed moves that are not well defined (e.g., Dixon-Wood, Agarwal, Jones, Young & Sutton, 2005).

Currently, there is limited research on managed moves, and the existing research can be found across different areas of study, such as exclusion, SEMH, alternative to exclusions, reintegration etc. It has been suggested that a thematic review can be beneficial in gathering a large volume of literature synthesising it and

providing overviews of diverse areas of evidence (Pare, Tate, Johnstone & Kitsiou, 2016). Therefore, the present literature review used thematic review to identify, group, synthesise and critically analyse research studies information from literature on managed moves. The themes identified from the literature, were reflected upon, critically analysed and presented within two overarching categories: school exclusions and managed moves. The ideas and the rationale of this study will be presented.

1.2 School exclusions

This section of the review titled '*school exclusions*' presents themes from the literature in relation to school exclusions, based on the removal of a young person from a learning activity or denying them access to school grounds for disciplinary reasons. It provides an overview of the most recent formal data on school exclusions in the UK within socio-political and educational contexts, and discusses YP at risk, the reasons and the process of exclusion, and the support available.

1.2.1 Definitions of exclusion

School exclusion was first introduced in the Education Act (1996) to be used as a last resort to remove a young person from school for persistently and significantly diverging from the school's behaviour policy. The Department for Education (DfE, 2017) government guidance on exclusion in schools specified two main types of exclusion: *fixed-term* and *permanent*. A *fixed-term* exclusion is a temporary removal of a young person from school for up to 5 days with a maximum total of 45 days in an academic year. *Permanent exclusion* involves the removal of a young person from the school's register or a transfer to an alternative education provision (DfE 2017). *Internal exclusion* is another form of exclusion, whereby the young person in question is removed from their mainstream classroom to a separate room, or isolation booth within the school premises (Power & Taylor, 2018). In England, several inquiries and reviews have been carried out regarding the use of school exclusions. One notable review by Timpson (2019), provides additional insights and understanding of the use and causes of exclusions throughout the present review. Timpson's (2019) review was based on questionnaires completed by schools, interviews with over 200 stakeholders (including school and LA staff, parents, and YP who have been excluded) and visits to over 40 schools. The findings of Timpson's (2019) review revealed inconsistencies in the use

of exclusions across England, with some schools using exclusion as a first option rather than a last resort. Additionally, there were significant disparities and gaps in exclusion rates among different groups of YP, particularly those with SEND. The review highlights that school exclusions have shifted from being a last resort to a common means of issuing sanctions, particularly targeting vulnerable YP who are already facing challenges and struggling to manage the narrow expectations placed upon them (e.g., Timpson, 2019).

1.2.2 Exclusion data

The national data from the Department for Education revealed that in the academic years 2018-2019 approximately 438,265 YP received fixed-term exclusions, an increase from 410,800 in 2017-2018. However, recent data from academic years 2019-2020 and 2020-2021 showed a significant decrease in fixed term and permanent exclusion numbers, which should be interpreted with caution due to the restrictions imposed by COVID-19 pandemic. During this period, schools were only open for key workers and vulnerable YP (DfE, 2020; 2021). It has been well documented in the literature that figures from the national data do not fully reflect the true extent of the increasing use of exclusionary practices. The literature for example, highlights that there are 'hidden' practices taking place that are still exclusionary in nature but are not recorded in official data. These include 'unofficial' or 'illegal' types of exclusions (Gazeley, Marrable, Brown & Boddy, 2015; OCC, 2013; Timpson, 2019). Gill's (2017) Institute for public policy research report on school exclusion, found that in England, five times as many YP are being 'educated off roll' than formal data reports suggest, with many more being 'lost' from school registers illegally (e.g., where parents agree to withdraw their child from school). The negative impact of permanent exclusion is concerning; for example, excluded YP are more likely to experience poorer educational outcomes than their non-excluded peers (Pirrie & Macleod, 2009), longer term social exclusions (McCluskey, Gillean, Cole & Daniels, 2019) and a cycle of social immobility (Brown, 2007).

1.2.3 Risk factors and vulnerabilities

The national data and literature show that there is a consistent trend of certain YP being disproportionately excluded from schools in England. These YP have

specific characteristics that are associated with higher risk of exclusion, such as their ethnicity, gender, SEND needs, and social class (Department for Education, 2019; Ewen & Topping, 2012; Graham, White, Edwards, Potter & Street 2019; Timpson, 2019). Gazeley, Marrable, Brown and Boddy (2015) argue that the factors contributing to an increased risk of exclusions are multiple, complex, and are also interrelated. They emphasise the need for nuanced and reflexive understandings of the relationship between identity and the positioning of specific groups within the English school system (Gazeley, Marrable, Brown & Boddy, 2015). Graham, White, Edwards, Potter and Street (2019) carried out a wider review on school exclusions to explore reasons for the overrepresentation of certain groups in the national data. The authors found that schools often reflect society-wide stereotyping and discrimination, particularly along the lines of class, race, gender, and disadvantage.

1.2.3.1 Low social economic status and challenging backgrounds

The literature indicates that YP from low socio-economic backgrounds are at a higher risk of exclusion compared to their peers. For example, YP who receive free school meal are four times more likely to be permanently excluded (Department for Education DfE, 2019). Many studies reviewed also found disparities between parents from different socioeconomic backgrounds in terms of their ability to navigate the education system. It has been found that working-class parents are less likely to have access to information and resources compared to middle-class parents, which hinders their ability to advocate for their child when necessary (Graham, White, Edwards, Potter & Street, 2019; Kulz, 2015; Sutton Trust, 2018). Research also highlights an imbalance of parental power during the exclusion process, as poorer or working-class parents are perceived to be less effective in challenging decisions and navigating complex legislation (Graham, White, Edwards, Potter & Street, 2019; Kulz, 2015; Sutton Trust, 2018).

Ridge (2011) conducted a review of qualitative research within 10 years, focusing on disadvantaged YP in the UK. The findings revealed that poverty, deprivation and hardship have wide-ranging negative effects on various aspect of YP's lives, ultimately leading to their disadvantage and marginalisation in school. Graham, White, Edwards, Potter and Street (2019) also noted that some of the challenges faced at home by disadvantaged YP are also experienced by YP who are in the care system.

The exclusion data from the Department for Education (DfE, 2019), reveals that YP in the care system are approximately 2.3 times more likely to be permanently excluded compared to YP who have not received social care support. It has been suggested that adopting a systemic perspective, which considers different levels within and between school environments, as well as within and between wider social structures, may be beneficial in addressing inequalities seen in exclusion data (Ainscow, Dyson, Goldrick & West, 2013; Gazeley, Marrable, Brown & Boddy, 2015).

1.2.3.2 Ethnicity

The exclusion data from the Department for Education (DfE 2019), reveals that YP from Gypsy Roma and Traveller of Irish heritage ethnic groups have the highest rates for both permanent and fixed-term exclusions. Additionally, Black Caribbean YP are three times more likely to be excluded from school than their white counterparts (Demie, 2021). A review conducted by the Department for Education and Skills (2006) titled the 'Black Exclusion Priority Review' found that black children are disciplined more frequently and punitively for less serious misbehaviour, while also receiving less praise for good behaviour (DfES, 2006, p.11). Joseph-Salisbury (2019) carried out research exploring race and racism in secondary schools, gathering the views and insights of teachers in Greater Manchester. The author suggested that negative stereotypes of black males, often perpetuated by the media, may influence teachers' perceptions that they are badly behaved. This, in turn, can lead to self-fulfilling prophecies (Millard, Bowen-Viner, Baars, Trethewey & Menzies, 2018) and have a negative impact on the self-esteem and engagement of black YP in school overtime.

1.2.3.3 Gender

The formal exclusion data from the DfE in 2019 and 2020 indicates that boys are more likely to be excluded than girls. However, there is limited information available regarding gender and the reasons behind the significantly higher permanent exclusion rate for boys compared to girls (DfE, 2018). It has been suggested that gender differences in behaviour may contribute to these disproportionate rates. Research suggests that secondary school aged boys may feel pressure to conform to stereotypical behavioural displays of masculinity, which can lead to disruptive behaviour (Graham, White, Edwards, Potter & Street, 2019; Social finance, 2020;

Timpson, 2019). Additionally, it has been found that girls are more likely to experience informal exclusions, particularly due to emotional and mental health needs, and this issue lacks adequate accountability measures (Social finance, 2020; Timpson, 2019).

1.2.3.4 SEMH needs

Much of the literature on exclusion is related to the relationship between YP's SEMH needs and exclusionary practices. Timpson's (2019) review revealed that 78% of permanent exclusions issued in 2017 were to YP with SEND. National data found that YP classified under the SEND category of SEMH are the most excluded group, with more than half of this group attending alternative provisions (Department for Education, 2019; Gill, 2017). Timpson's review further reported that YP with SEMH as a primary need but who do not have an EHCP are around 3.8 times more likely to be permanently excluded compared to those with no SEND. The term SEMH replaced previous terminology to reflect the understanding that mental health issues are influenced by a range of internal and social environmental factors (SEND code of practice, 2015). This has been identified as having an impact on some YP's ability to manage daily life and meet expectations placed on them at school. However, the literature highlights that the behavioural difficulties often associated with SEMH needs result in a disproportionate number of these YP being represented in exclusion figures (DfE, 2019; Timpson, 2019; Graham, White, Edwards, Potter & Street, 2019).

Gooding (2014) carried out a mixed methods study using a systems framework and semi-structured interviews conducted of secondary school aged YP who had experienced a series of fixed-term and/or permanent exclusion. The study aimed to identify the interventions provided to these YP during this period. Gooding (2014) found that the factors contributing to decisions to exclude are the same ones that should provide the best educational environment to meet the needs of YP. The literature highlight that a significant proportion of YP represented in exclusion data have an unrecognised mental health problem (e.g., Gill, 2017; Graham, White, Edwards, Potter & Street, 2019). This raises questions about the competence of schools in identifying and supporting YP vulnerable to exclusion, addressing issues such as poor mental health, as well as understanding that social factors may be contributing to the problem.

1.2.3.5 COVID-19 pandemic

In the literature, several articles and a government report highlight the impact of COVID-19 on increasing vulnerability to school exclusions (Bottan, Hoffmann & Vera-Cossio, 2020; Ofsted, 2020; Power, Hughes, Cotter & Cannon, 2020). For example, an Ofsted report published in November 2020 revealed a rise in fixed-term exclusions at the beginning of the academic year in some schools due to COVID-19 restrictions. These restrictions reduced the available space for supporting YP who were unable to attend regular lessons (Ofsted, 2020). Recent research has also found that YP may be more affected by the negative psychosocial effects of COVID-19, both in the short and long term, as they may have struggled to cope with the crisis due to their developmental stage compared to adults (Power, Hughes, Cotter & Cannon, 2020). The negative psychosocial effect of the pandemic are likely to have more impact on vulnerable YP who may already find it challenging to cope with life, and struggle to meet the demands at school.

1.2.4 Reasons for school exclusions

One article suggests that the increasing rates of exclusions are associated with schools' concerns about their image and value in the current education marketplace (Power & Taylor, 2018). Authors in this field argue that the competitive climate in the UK education system has placed greater demands on schools to prioritise academic outcomes over inclusive responsibilities (e.g., Booth, Ainscow & Dyson, 1997; Armstrong & Ainscow 2018). This has led to decisions being made to exclude YP with behavioural challenges who could be having a negative impact on their peers' learning and affecting performance data. Although the government expects LA to still monitor rates of school exclusion (DfE, 2011), the growth of academies has granted schools autonomy, diminishing LA responsibility and influence (West & Bailey, 2013; Gorard, 2014). It has been argued that this reduction in the LA role has enabled academies to exclude YP more than other types of school. This is particularly influenced by the difficulties academies face in balancing the need to meet academic attainment targets and perform well in Ofsted inspections with more inclusive and flexible approaches to needs and behaviour (Gazeley, 2010; Power & Taylor, 2018).

1.2.5 Outcomes of school exclusions

1.2.5.1 Educational outcomes and alternative provision

Much of the literature identifies a range of detrimental outcomes associated with school exclusions. These include social exclusion, increased unemployment and a cycle of social immobility (Brown, 2007; McCluskey, Gillean, Cole & Daniels, 2019), as well as poorer educational outcomes compared to non-excluded peers (Pirrie & Macleod, 2009). It has also been widely documented that many YP attend alternative provisions (APs) or pupil referral units (PRUs) after experiencing permanent exclusion. While APs are perceived to be helpful in addressing YP's emotional and practical needs and many YP report positive experiences attending such places; they are often limited in meeting academic needs and providing adequate learning provision (e.g., House of Commons Education Committee, 2018; Malcolm, 2018). Mills and Thomson (2018) conducted a comprehensive study into APs in England, focusing on current AP practices. This study included interviews with teachers in mainstream and special schools, as well as AP settings, and explored case studies in AP settings with teachers, YP and their parents. The findings of the study revealed that APs and PRUs often offer a limited selection of GCSE subjects, instead providing a range of vocational programmes.

Mills and Thomson (2018) suggests that this limited academic options can affect YP's ability to gain qualifications necessary for their long-term educational and career prospects. Additionally, the quality of education provided at APs has been heavily criticised, with the lack of teacher training and development identified as a contributing factor (e.g., Ofsted, 2019; Timpson, 2019). The Department for Education (2017) stated that 1% of permanently excluded YP who attend APs achieve five good GCSEs, including English and Mathematics. While many aspects of APs that work well are seen to make positive difference, there is a need to provide high quality education and adequate training for teachers to support YP to achieve good qualifications.

1.2.5.2 Mental health and wellbeing needs

The literature indicates a link between school exclusions and mental health difficulties. It has been found that mental health issues can contribute to school exclusions, and in turn, exclusions can have a negative impact on mental health. Ford, Parker, Salim Goodman, Logan, and Henley (2016) for example, carried out a British

Child and Adolescent Mental Health Surveys for three years (2004-2007) to examine the relationship between school exclusions and psychopathology, and found that exclusions from school could likely heighten existing mental health difficulties and elicit long term mental psychiatric illness (Ford, Parker, Salim Goodman, Logan & Henley 2016). The literature highlight that school exclusions have a negative impact on the mental health of YP, which is linked to feelings of loneliness and social isolation during the process. This in turn, can result in depression and withdrawal (e.g., Hodge & Wolstenholme, 2016; Kulz, 2015). Additionally, it has been found that YP's feelings of rejection and stigmatisation associated with exclusion can reinforce a negative self-image and self-efficacy (Kulz, 2015; Munn & Lloyd, 2005).

1.2.5.3 Criminality

There is a small body of literature that focussed on the links between school exclusions and criminality, with research evidence suggesting that there is correlation relationship between exclusion from school and criminality (Ministry of Justice, 2018 Parker, 2018; Williams, Papadopoulou & Booth, 2012). The term 'school to prison pipeline' has been used to describe this association between excluded YP and their engagement in criminality (Parker, 2018) and is commonly referenced in the literature. Williams, Papadopoulou and Booth's (2012) conducted a longitudinal cohort study on newly sentenced adult (18+ years) prisoners in England and Wales. Their study found that 63% of the participants had received fixed-term exclusion and 42% had been permanently excluded from school. Similarly, the Ministry of Justice (2018) reported that 85% of YP under youth offenders' confinement had experienced a fixed or permanent exclusion. However, Timpson (2019), argues that there is limited evidence to support the notion that exclusion leads to crime, as most of the research findings are based on correlation and causal links. Nonetheless, the literature does highlight several risk factors associated with exclusion, including criminality which can be addressed through collaboration with other services and ensuring vulnerable YP are appropriately supported and engaged in education (Turner & Waterhouse, 2003; OCC, 2013; Ofsted, 2019). Additionally, furthering the argument related to the negative outcomes of school exclusions, Daniels (2011) has highlighted the economic implications of exclusions, noting that they place a huge cost on society. Therefore, the ongoing focus on reducing exclusions and promoting inclusion is pertinent.

1.2.6 Supporting YP experiencing school exclusion

Within the literature, early intervention and prevention is commonly identified as key to supporting YP who are vulnerable to exclusion (e.g., Panayiotopoulos & Kerfoot, 2007). Timpson's (2019) findings suggests that the focus should be on identifying YP with socio-emotional and behavioural issues early and intervening before problems worsen and become entrenched. However, often schools face multiple challenges in trying to implement best practice (Wilkin, White, & Kinder, 2003). Research has indicated that schools, especially teachers are often the first point of contact for parents who are concerned about their child's behaviour at school. The Mental Health of YP in England survey for example, commissioned by NHS digital (2018), surveyed parents on the type of professionals they are more likely to approach for mental health reasons in 5-19 year olds. Results showed that parents sought help from teachers 48.5% of the time, 33.4% for primary healthcare specialist and 25.2% for mental health specialist (NHS digital, 2018). However, Monkman's (2016) study explored six teachers' views on how they positioned themselves as having a role and responsibility in meeting the mental health and wellbeing needs of YP. The authors found that teachers often felt deskilled and helpless, leading them to pass the issue on to specialists. Additionally, Lawrence (2011) has suggested that the limited training available can affect teachers' awareness of the differing needs and skills required to confidently support YP.

The Children's Commissioner's Office (CCO, 2019) carried out research into school exclusions and interviewed YP excluded from mainstream schools across England. The findings of this research indicated that schools had a lack of understanding of YP's needs related to anger management and of approaches to support them (CCO, 2019). Furthermore, government reduction of school fundings has been identified as a barrier to preventing exclusion due to the lack of financial resources to effectively implement early intervention, to increase in-school support such as teaching assistants to meet SEND and pastoral care needs, and to use external agencies (Office of the Childrens Commissioner, OCC, 2013; House of Commons Select Committee, 2018). As a result, there are challenges supporting vulnerable YP, particularly those who are re-integrating back into mainstream school settings following a period of attending APs (e.g., Parsons and Howlett, 2000), leading to a 'revolving door effect' of referrals back to APs (e.g., Pillay, Dunbar-Krige, and Mostert, 2013) and YP becoming further marginalised. There is a recognition that

schools are not able to single-handedly address the issues related to exclusion and assist YP in overcoming the various disadvantages and difficulties they may encounter in life (Wilkin, White & Kinder, 2003). The literature has highlighted the vulnerabilities of YP to forms of school exclusions, which is a result of complex interconnected social and contextual factors. These factors puts vulnerable YP at an increasing disadvantage and may deny them of their right to an education. Such concerns have led to a focus on providing alternatives to exclusion wherever possible (Department for Education, 2013; Gazeley, Marrable, Brown & Boddy, 2015; Timpson, 2019).

1.3 Managed moves

1.3.1 Introduction of managed moves

Managed moves were first introduced by the Department for Education (DfE) in 1999 as an alternative to permanent exclusion, which led to the growth of a body of literature on this type of school transition. The premise of a managed move is to prevent exclusion, allowing the young person to change school and leave behind troubling experiences (The Children's Commissioner's Office, CCO, 2019; Mills & Thomson, 2018). Government reports and several authors in the field have indicated that managed moves are often initiated when a school is unable to continue educating and supporting a young person due to their behavioural issues and repeated violations of school rules (Abdelnoor, 2007; Bagley & Hallam, 2015, 2016; CCO, 2019; Messeter & Soni, 2018; OCC, 2013; Mills & Thomson, 2018). The literature also identified other reasons for a managed move that are not solely based on a young person's behaviour. Bagley and Hallam (2016) for example, conducted semi-structured interviews of YP and parents to gain an understanding of managed moves and investigate the factors contributing to success and the challenges experienced. They found that social isolation and bullying were reasons for a move.

Additionally, breakdown in relationships with school staff is often cited in the literature as a reason for a managed move (e.g., Bagley and Hallam 2016; Messeter & Soni, 2018). Abdelnoor (2007) created a comprehensive managed moves guidance document for education providers and local authorities partly to address the lack of formal government guidance (see more information below). He noted that managed moves are intended to provide a plan for the future for YP, whereas permanent exclusion limits future options and can lead to feelings of stigma and shame (Abdelnoor 2007). Managed moves are described as voluntary and should be agreed upon with the full knowledge and cooperation of all parties involved, including parents, school, and the LA (Abdelnoor 2007; Department for Children, Families and Schools, 2008; DfE, 2017).

1.3.2 Process and practice

Several government reports and studies have highlighted the lack of formal guidance and regulation on managed moves. This has led to inconsistent implementation and created the potential for exploitation (Bagley & Hallam, 2015,

2016; Gazeley, Marrable, Brown & Boddy, 2015; Messeter & Soni, 2018; OCC, 2012, 2013). Within the Office of the Children's Commissioner (OCC) (2013) inquiry report it was stated that processes and practices vary enormously between local authorities and schools, with some moves being facilitated informally (e.g., an exchange of YP between headteachers) and others taking place through a more formal and closely monitored process. This inquiry highlighted that 'for the child's sake the latter system is preferable' (p.25). Gazeley, Marrable, Brown and Boddy (2015) conducted a four-stage study to investigate disparities in exclusion data and explore strategies to reduce school exclusions in England. The study involved reviewing data from local and school systems, and conducting interviews with educators, LA and school staff, as well as YP. The authors noted that 'managed moves were not always appropriate' and advised that 'they require well-defined protocols, close co-operation between stakeholders, and ongoing monitoring...' (Gazeley, Marrable, Brown & Boddy, 2015 p.493). However, the study did not provide a comprehensive advice for schools, further highlighting the issue identified in the literature regarding limited guidance on implementing managed moves.

Some authors have approached the issues relating to processes and practices, and the impact on YP, for example Bagley and Hallam (2015) through interviews with school and LA professionals found that there was a lack of consideration for the needs of YP when initiating managed moves. The authors found that managed moves were often initiated too late, when a young person's behaviour had already escalated to the point where staying at their current school was untenable (Bagley & Hallam, 2015). This further highlights the concerns about the use of managed moves due to the lack of clear guidance and protocols, and whether it's being used in the best interests of the YP involved. It has been suggested that a managed move is a form of exclusion, albeit one which is disguised as 'transferring YP to a new school' without having to record it as a formal exclusion (OCC, 2013). With the focus on school image and league tables, some headteachers are opting for a managed move than supporting a troubled pupil who may affect their results data (e.g., Bagley & Hallam, 2015). Other authors have highlighted the connections between managed moves and school exclusions. Gazeley, Marrable, Brown and Boddy (2015) for example, found that managed moves are now the most commonly used intervention for YP who are facing exclusion or near-permanent exclusion.

Mills and Thomson (2018) highlighted concerns about the increasing use of managed moves, which bare similarities to exclusion. They found that managed moves were more common in secondary schools than primary schools, with two-thirds of secondary schools having used this intervention in the last 12 months (2017-2018). This is consistent with exclusion data, which shows higher exclusion rates at secondary school level. Furthermore, Ofsted (2019) noted that there is no clear picture on the educational outcomes for those YP who have undergone a move. It is also uncertain whether managed moves effectively safeguard those YP or keep them in mainstream education in the long term. Bagley and Hallam (2015) suggested that managed moves have become a 'pass the parcel' activity, used as a means to move a 'problem' and then dump it on another school without addressing the underlying issues and effectively supporting YP. Due to the absence of formal guidance and a centralised system, it has been challenging to ascertain whether managed moves are being used appropriately and to evaluate their efficacy and whether they are in the best interest of vulnerable YP.

1.3.3 Defining success

In the literature, educational, behavioural, and social outcomes are commonly used to measure managed move success. It has been identified that a reduction in permanent exclusions for example, is a significant indicator of success (Gazeley, Marrable, Brown & Boddy, 2015; Harris, Vincent, Thomson & Toalster, 2006; Parsons, 2011; Vincent, Harris, Thomson & Toalster, 2008). Harris, Vincent, Thomson and Toalster (2006) and Vincent, Harris, Thomson and Toalster (2008), conducted a multi perspective evaluation of the same managed move scheme (Coalfields Alternative To Exclusion Scheme CATE). They analysed qualitative and quantitative data, as well as conducted individual semi structured interviews with stakeholders such as head teachers, deputy head teachers, parents and YP. The authors found that managed moves reduced permanent exclusions and reduced the behaviours that lead to fixed-term exclusions. Several studies highlight that managed moves may be a viable alternative to exclusions, as they can lead to academic progress and positive social outcomes (Harris, Vincent, Thomson & Toalster, 2006; Vincent, Harris, Thomson & Toalster, 2008; Turner, 2016). In Turner's (2016) doctoral thesis, for example, she gained the views of secondary school aged YP who had undergone managed moves

and found that improvements in grades and a fresh start away from a negative environment indicated success.

In Harris, Vincent, Thomson and Toalster (2006) and Vincent, Harris, Thomson and Toalster's (2008) studies, the authors highlight that YP achieved higher academic attainments, improved confidence, and established new relationships with peers and adults following their managed moves. However, it is important to note that the experiences of the YP in the CATE scheme may vary as three were already permanently excluded, and some YP did not undergo a managed move but received preventative support. As the researchers did not make a clear distinction between findings relevant to these circumstances, it is difficult to conclude that the positive outcomes identified can be attributed solely to managed moves. Furthermore, the criteria for success in managed moves are sometimes LA specific. As the majority of these studies were carried out in one LA (e.g., Bagley & Hallam, 2016; Harris, Vincent, Thomson & Toalster, 2006; Vincent, Harris, Thomson & Toalster, 2008; Turner, 2016), due to the lack of formal guidance, there are different processes in different LAs and schools, making it difficult to generalise the results and indicators of success.

The literature also highlights that what is considered as success in the studies may not be in line with what YP who undergo managed moves perceive as success. Some studies that gathered multiple perspectives and used triangulation methods to report findings and omit the views of YP's when discussing factors contributing to success (e.g., Bagley & Hallam, 2016; Harris, Vincent, Thomson & Toalster, 2006). Harris, Vincent, Thomson and Toalster (2006) for example, found that YP's self-perception improved positively, making them feel that 'they matter' following their move. However, only the views of parents were reported to support this finding. Within the literature, there are reports from YP and families that, although managed moves are considered worthwhile, there were challenges during the moves. The definition of success in managed moves is therefore broad and personal and will vary depending on the context.

1.3.4 Factors that facilitate managed moves

Based on reviewed studies from the literature, several key themes have been identified as factors that can facilitate managed moves. These include individual factors, relational factors and school factors.

1.3.4.1 Individual factors

Studies highlight that the ability for YP to take responsibility for their move, is a key aspect in facilitating managed moves. Craggs and Kelly (2018) conducted a study where they interviewed secondary school age YP who had undergone managed moves, exploring their experiences. The researchers found that YP often expressed a sense of responsibility for their actions. YP took responsibility for settling into their new school, fostering positive relationships and developing friendships. While the role of staff in facilitating friendships was acknowledged, the YP mentioned that there were limits to the extent that staff could help. YP believed that their behaviour and efforts influenced their success. Similarly, Bagley and Hallam (2016) found that YP recognised how their attitudes and actions could lead to positive changes. The YP in Bagley and Hallam (2016) reported adopting a positive attitude during the transition period. Additionally, Bagley and Hallam (2016) noted that YP's ability to engage and interact positively with staff and peers helped them to feel more integrated into their new school. Harris, Vincent, Thomson and Toalster (2006) argued that YP often desired to be accepted by peers and "avoid looking like an idiot" (p.51) which was a key motivator for changing their behaviour. Vincent, Harris, Thomson and Toalster (2008) found that changes made by YP also challenged preconceived assumptions held about them, leading to a shift in perceptions and increased respect from other people at school, which further reinforced their positive behaviour.

1.3.4.2 School factors

1.3.4.2.1 Fresh start in a new school environment

In the literature, managed moves are often described as beneficial in providing YP with a fresh start. Bagley and Hallam (2016) for example, conducted research with secondary school age YP who expressed that a managed move offered them a chance to redefine themselves. They felt more secure and engaged at their new school, and parents believed the move would be worthwhile. This increased YP's

commitment and motivation to succeed compared to feelings of disaffection due to negative experiences at their previous school. Additionally, Bagley and Hallam (2016) found that teachers had no preconceived notions about YP, which enabled positive interactions. School staff also had reasonable academic and behavioural expectations, which helped YP to form a positive perception of their new school and feel more settled (Bagley & Hallam, 2016; Harris, Vincent, Thomson & Toalster, 2006).

1.3.4.2.2 Sense of belonging

Studies have highlighted the importance of YP developing a sense of belonging to facilitate managed moves. Flitcroft and Kelly (2016) carried out a focus group study with deputy headteachers about managed moves, and found that a sense of belonging, where YP are welcomed and accepted by members of their new school, had a positive effect on them. Research in the field of managed moves further emphasises the need for a high sense of belonging as it can lead to higher motivation, engagement and achievement (Craggs & Kelly, 2018; Flitcroft & Kelly, 2016; Freeman, Anderman & Jensen 2007). Conversely, a low sense of belonging can result in poor achievement and disaffection (Anderman, 2002; Abdollahi, Panahipour, Tafti, & Allen, 2020). Two specific studies focus on fostering a sense of belonging in facilitating managed moves (e.g., Craggs & Kelly, 2018; Flitcroft & Kelly, 2016). Craggs and Kelly (2018) found that forming friendships was the most essential feature for creating a sense of belonging. YP reported that school staff assisted them in developing friendships, and they felt understood and accepted by their teachers and peers. This enabled them to overcome previous difficulties, be themselves, and not feel the pressure to live up to previous reputation.

The findings by Harris, Vincent, Thomson and Toalster (2006) also support those of Craggs and Kelly (2018). Harris, Vincent, Thomson and Toalster (2006) posit that YP's experiences of positive interactions with adults and peers helped develop new identities, form emotional attachments, and gain a sense that they mattered in school. These elements all work together to establish a sense of belonging and facilitate managed moves. Flitcroft and Kelly (2016) identified other types of initiatives that could help to form a sense of belonging, such as a headteacher welcome message and the use of inclusive and positive language. This was also echoed by LA and school staff in Bagley and Hallam (2015), who reported using positive language

about the move, saying to YP *“you’re going to do good”* (p.216). However, these studies did not consider the views of YP themselves. Subsequent research has shown that YP’s perspectives on features that promote a sense of belonging differ from those of adults (Craggs & Kelly, 2018; Bagley & Hallam, 2016). As YP are directly affected by managed moves, their perspectives can provide schools with greater insight into how to foster a sense of belonging for other YP.

1.3.4.2.3 Tailored support

Tailored support for YP is another facilitator of managed moves. Vincent, Harris, Thomson and Toalster (2008) emphasised the importance of arranging support to meet the needs of YP’s through various initiatives and programs. These initiatives were found to be effective and contribute to positive outcomes when arranged before, during and after the move (Bagley & Hallam, 2016; Craggs & Kelly, 2018; Flitcroft & Kelly, 2016; Turner, 2016). Bagley and Hallam (2016) reported that support prior to the move should involve discussions between old and host schools to identify underlying concerns and needs of YP, as well as plan appropriate support. This proactive and constructive approach was also suggested by Harris, Vincent, Thomson and Toalster (2006) who argued that recognising YP’s need for security, sense of belonging and self-esteem should be prioritised from the beginning of the move.

Vincent, Harris, Thomson and Toalster (2008) found that providing additional learning support during and after the managed move helped YP access the learning curriculum and promoted re-engagement. Additionally, YP in their study were assigned designated pastoral staff member who they could turn to for support in navigating school life and support with organising their timetables. The authors concluded that managed moves can be a highly anxious time for YP with the need to settle in a new environment, new rules and expectations; therefore, interventions to support emotional and social needs were deemed important for ensuring success. However, both the Children's Commissioner's Office (CCO, 2019) report and Bagley and Hallam (2015), highlighted that other agenda can sometimes take priority over YP needs, leading to inflexibility in making accommodations and reducing the level of support provided. Nevertheless, Gazeley, Marrable, Brown and Boddy, (2015) noted that when schools demonstrate genuine commitment and a willingness to accommodate YP, it can have a positive influence on outcomes.

1.3.4.3 Relational factors

The reviewed studies indicated that relationships were a key factor in facilitating managed moves. Specifically, relationships with peers and school staff were identified.

1.3.4.3.1 Relationship with peers

Studies have highlighted that, relationships with peers play a key role in facilitating managed moves. YP have emphasised the importance of being valued and liked by their peers, which motivates them to form positive connections and develop relationships (Vincent, Harris, Thomson & Toalster, 2008; Bagley & Hallam, 2016; Craggs & Kelly, 2018). Buddy systems, as noted in Bagley & Hallam (2016), have provided YP with the opportunity to feel included at school and develop relationships with their peers. Ultimately, these studies highlight that positive relationships with peers at school have a positive effect on the wellbeing, motivation and engagement in the learning of YP.

1.3.4.3.2 Relationships with school staff

Harris, Vincent, Thomson and Toalster (2006) found that teachers' involvement and positive relationship with YP, including listening, caring, and providing encouragement, created positive cycles of experiences, which helped them overcome the negative impacts of their previous experiences. Bagley and Hallam (2016) emphasised the importance of adults being impartial and non-judgmental from the beginning of a managed move, as YP felt more settled and secure when teachers made them feel cared for and valued. The studies also highlighted that the relationship between parents and school staff are integral to managed move transition. Flitcroft and Kelly (2016) found that school staff recognised the influence of parents on YP's attitudes towards school and developed partnerships with them, assigning a key worker to maintain ongoing contact and dialogue. Bagley and Hallam's (2016) study revealed that parents expressed a desire to support the school and remain positive during managed moves, but also noted that this period can cause family tension and stress. Nonetheless, there is a gap in the literature regarding how families cope with stressors caused by managed moves and provide support to YP. Bagley and Hallam (2016) showed that improvements in YP's behaviour positively impacted their relationships with parents. However, the influence of family, such as parent-child

relationship on YP's experiences and outcomes have not been fully explored in studies.

1.3.5 Theoretical perspectives and frameworks used in managed moves research

Within the literature, several theoretical perspectives are identified and have been used to understand YP's experiences of managed moves. This section will cover, Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2000), Attachment Theory (Bowlby, 1969), Resilience (Rutter, 1990; Masten, 1994, 2011), and Bronfenbrenner's (1979, 2001, 2005) Bioecological theory.

1.3.5.1 Self-Determination Theory

Within the literature, some studies on managed moves (e.g., Craggs & Kelly, 2018; Lee, 2020; Mahon, 2016; Vincent, Harris, Thomson & Toalster, 2008) have referenced and drew upon key aspects of Self-Determination Theory (SDT, Ryan & Deci, 2000) to explain the experiences of YP. SDT emphasises the role of motivation in human self-regulatory behaviour and the use of inner resources to achieve goals or outcomes (Ryan & Deci, 2000). Within the theory, distinguishes between amotivation, intrinsic motivation and extrinsic motivation with Intrinsic motivation being the most powerful form (Deci & Ryan, 2002). Ryan and Deci (2000) suggest that intrinsic motivation is achieved when individuals have their needs for *competence*, *relatedness* and *autonomy* fulfilled. Intrinsic motivation has been linked to persistence, academic achievement, positive perceptions of academic competence, and lower anxiety (Deci & Ryan, 2002; Marcoulides, Gottfried, Gottfried, & Oliver, 2008), and therefore making it relevant to facilitating managed moves. Mahon (2016) postulates that SDT play an important role in understanding YP experiences and success. In Mahon's (2016) doctoral thesis, he used SDT as a framework to explore the experiences of three YP who underwent managed moves. The author found that all participants experienced increased self-determination following their moves, which was linked to their experiences of success. Mahon (2016) reported that YP achieved successful moves through increased school engagement, positive wellbeing, and academic achievement. However, the study did not use a pre and post measure to validate the increase in self-determination.

Mahon (2016) acknowledged that it was difficult to conclude that YP's self-determination needs were fully met, as managed move processes are often controlled and imposed by adults. Therefore, it is unlikely that YP's need for autonomy were fully met. Some participants had too much autonomy while their needs for relatedness and competence were not fully met. This could imply that self-determination is not the sole determinant of YP's experiences and success in managed moves, although other influences were not explored in the study. Themes in the literature indicate that YP's need for autonomy interacts with autonomy-supportive environment to influence positive experiences and outcomes in managed moves. In the reviewed studies, for example, YP took responsibility for developing new friendships and making changes to their behaviour which were supported by staff who organised buddy systems, built positive relationships with YP and communicated expectations (Craggs & Kelly, 2018; Vincent, Harris, Thomson & Toalster, 2008). As a result, YP experienced a sense of belonging, increased engagement and positive changes in behaviour. Some also felt more comfortable being themselves rather than conforming to gender stereotypes (Craggs & Kelly, 2018; Vincent, Harris, Thomson & Toalster, 2008). Harris, Vincent, Thomson and Toalster (2006) reported that YP valued teachers who offered them choices regarding lessons and timetables, which made them feel valued. These findings aligns with SDT research, which suggests that school environments that support YP's autonomy needs are associated with a greater sense of competence, self-regulated strategies, school attendance, preference for challenge, and resilience (Cheon, Reeve, Vansteenkiste, 2020; Jang, Kim & Reeve, 2016; Deci & Ryan, 2002).

1.3.5.2 Attachment Theory

Another key theoretical perspective drawn upon in studies on managed moves to understand YP's experiences is Attachment Theory (e.g., Harris, Vincent, Thomson & Toalster, 2006; Craggs & Kelly, 2018; Turner, 2016). Bowlby (1969, 1973, 1980) conducted studies on attachment styles and proposed that an infant's experiences of a reliable, available, nurturing, and dependable primary caregiver, helps the infant feel safe and forms a 'secure base' for exploring the world and overcoming challenges. Bowlby (1973) also introduced the concept of the internalised working model, which suggests that the primary attachment relationship shapes how the infant view themselves and others. A child who experiences his/her primary caregiver as cold and

distant will likely feel unsafe and view others as untrustworthy and unreliable. Geddes (2006) postulates that internalised working models can be changed to develop feelings of security, and a positive view of self and others. As the child's relationships expand in later years to include peers and teachers, the dynamic and interactions between the child and these new figures support social and emotional development (Geddes, 2006). More specifically, research on attachment figures view the pupil-teacher relationship as a direct extension of the parent-child relationship and can provide a strong foundation for learning and achievement (Geddes, 2006; Bergin & Bergin, 2009).

YP bring their perspectives and expectations shaped by their personal experiences into education settings (Geddes, 2017). Harris, Vincent, Thomson and Toalster's (2006) study draws upon attachment theory and suggests that a fresh start following a move provides YP with opportunities to revise their 'internal working models' of relationships in the school environment. Forming new emotional attachments, such as friendships and supportive teacher relationships, can help YP develop new identities and a sense of importance. This is particularly relevant for YP who have experienced multiple exclusions, and sudden endings of relationships, leading to feelings of rejection and anxiety. Craggs and Kelly (2018) found that YP entering a new school setting shaped by their previous experiences still felt vulnerable, despite having a fresh start in a new environment. The literature emphasises the importance of positive relationships with peers and teachers in supporting a sense of belonging, well-being and engagement in learning after a move (e.g., Craggs & Kelly, 2018; Harris, Vincent, Thomson & Toalster, 2006). However, there is a gap in the literature on managed moves regarding the influences of family, particularly parent-child relationships and the aspects that support YP.

1.3.5.3 Resilience Theory

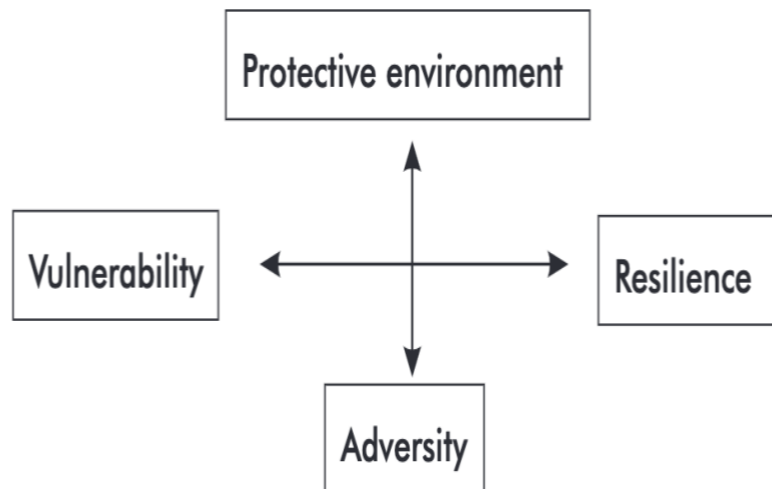
In recent decades, there has been a shift in focus from risk to resilience emphasising the strengths of individuals and communities rather than their deficits, and highlighting positive experiences rather than problems and what is going well rather than what is not working (Rutter, 2013; Seligman & Csikszentmihalyi, 2000). Resilience, as a concept refers to an individual's ability to adapt positively in the context of challenges and adversity (Rutter, 2013). A key aspect of resilience is the

presence of risk and protective factors. Masten (1994) first defines risk as the potential for experiencing a loss, harm or some other undesirable outcome, given a particular set of circumstances. Rutter (1990) posits that risk factors can be anything that increases the possibility of risk, whereas protective factors serve to reduce the possibility of risk by promoting adaptive processes that lead to positive outcomes (Rutter, 1990; Henderson & Milstein, 2003). Although resilience has been studied in the context of school transitions, such as in investigating normal progression from primary to secondary school (e.g., Bailey & Baines, 2012), it also has clear links to managed moves.

The literature highlights that managed moves can create stressful and challenging circumstances for YP due to a lack of formal guidance and regulatory system. In the studies reviewed for example, YP experience upheaval, the sudden ending of relationships, feelings of rejection, lack of control, multiple exclusions, interim placements, and the need to complete trial periods before officially registering at a new school (Bagley & Hallam, 2016; Craggs & Kelly, 2018; Hoyle, 2016; Mahon, 2016; Messeter & Soni, 2018, O’Riordan, 2015). Therefore, managed moves can be considered a form of risk that negatively impact YP’s experiences and outcomes. Despite this, some YP who undergo managed moves are able to overcome these challenges and achieve success. This is often referred to as ‘bouncing back’ or ‘beating the odds’ in resilience literature, indicating that these YP have resilience (Rees & Bailey, 2003). The literature emphasises on the importance of the environment in promoting resilience among YP, highlighting that resilience is not a singular trait but arises from dynamic interactions between an individual and their environment (Masten, 2018; Ungar, Ghazizadeh, & Rutter, 2013). This idea is linked to Bronfenbrenner’s (1979) ecological framework (now known as bioecological model) and used to develop risk and resilience frameworks (e.g., Daniel & Wassell, 2002; Fraser, 1997) to assess resilience factors. One such framework by Daniel and Wassell (2002) posits that a YP’s resilience depends on the interactions of two dimensions. The first dimension refers to individual resilience, which falls on a continuum from resilience to vulnerability. The second dimension is the protective and adverse environment, considering external factors such as family and the wider community. These two dimensions interact to account for resilience, meaning that an increase in protective factors in the environment can help promote a YP’s resilience (See figure 1).

Figure 1

Framework for the assessment of resilience factors



Adapted from Daniel and Wassell (2002)

It has been suggested that there are three fundamental building blocks that underpin resilience: self-efficacy (mastery, control and self-awareness), good self-esteem (self-perception of worth and competence) and secure base (sense of belonging and security) (Gilligan, 1997). This framework relates to motivation theories, which suggests that individuals are motivated to fulfil inherent psychological needs (Maslow hierarchy of needs – Maslow, 1943; Self-determination theory – Ryan & Deci, 2000). Another resilience framework by Hart and Blincow (2007) used knowledge from research evidence and resilience practice and identified five conceptual elements that underpins YP’s resilience in line with motivation theories. This includes: basics, belonging, learning, coping and core self. Hart and Blincow’s (2007) resilience framework also illustrates the interactions between the YP and the environment in building their resilience, highlighting the importance of relationships and commitment within these environments. Olsson, Bond, Burns, Vella-Brodrick and Sawyer (2003) carried out a review of the literature on resilience (published from 1990-2000) focused on YP aged 12 - 18 and found a number of psychosocial factors that build resilience within different environments including at individual, family, and community levels. These factors are protective mechanisms at each level and are interconnected and are the focus for interventions aimed at promoting resilience in YP (see table 1).

Table 1

Protective mechanisms at individual, family and community levels as adapted from Olsson, Bond, Burns, Vella-Brodrick and Sawyer (2003).

Individual level	Protective mechanisms
Constitutional resilience	<ul style="list-style-type: none"> • Positive temperament • Robust neurobiology
Sociability	<ul style="list-style-type: none"> • Responsiveness to others • Pro-social attitudes • Attachment to others
Intelligence	<ul style="list-style-type: none"> • Academic achievement • Planning and decision making
Communication skills	<ul style="list-style-type: none"> • Developed language • Advanced reading
Personal attributes	<ul style="list-style-type: none"> • Tolerance for negative affect • Self-efficacy • Self-esteem • Foundational sense of self • Internal locus of control • Sense of humour • Hopefulness • Strategies to deal with stress • Enduring set of values • Balanced perspective on experience, Malleable and flexible • Fortitude, conviction, tenacity, and resolve
Family level	Protective mechanisms
Supportive families	<ul style="list-style-type: none"> • Parental warmth, encouragement assistance • Cohesion and care within the family • Close relationship with a caring adult • Belief in the child • Non-blaming

	<ul style="list-style-type: none"> • Marital support • Talent or hobby valued by others
Community level	Protective mechanisms
Socio-economic status	<ul style="list-style-type: none"> • Material resourced
School experiences	<ul style="list-style-type: none"> • Supportive peers • Positive teacher influences • Success (academic or not)
Supportive communities	<ul style="list-style-type: none"> • Believes the individual's stress • Non-punitive • Provisions and resources to assist • Belief in the values of a society

Protective factors at the individual level include hopefulness, positive temperament, and self-efficacy. At the family level protective factors include parental warmth, encouragement and assistance. At the community level, supportive peers, and provisions and resources are considered protective factors (Olsson, Bond, Burns, Vella-Brodrick & Sawyer, 2003). In Turner's (2016) doctoral thesis, she used a resiliency framework to analyse and interpret interview data of YP who were at risk of exclusion but successfully underwent managed moves. Turner (2016) identified several protective factors at individual level within YP themselves (e.g., future ambitions, a sense of mastery and control) and their school environment (e.g., relationships with staff, nurturing and inclusive school ethos), which led to the success of their managed moves. One limitation of Turner's (2016) study is that she did not explore protective factors outside of the school environment that supported positive changes as reported by the YP. The literature has shown a shift in understanding resilience through the lens of YP's interactions with multiple systems including, school, family and the wider environments drawing on Bronfenbrenner's (1979, 2001, 2005) bioecological theory. Bronfenbrenner's (1979, 2001, 2005) bioecological theory as a theoretical model will be discussed further below.

1.3.5.4 Bioecological theoretical perspective

Bronfenbrenner's (1979, 2001, 2005) bioecological theory of development is widely recognised as a means of understanding multiple systems and their level of influence on YP's experiences and outcomes. From the literature on exclusion and managed moves, a number of social and environmental factors were identified as increasing the risk of school exclusion and playing a central role in the life trajectory of YP. These factors are complex and interconnected, and should be taken into account when planning support (Gazeley, Marrable, Brown & Boddy, 2015). Therefore, the bioecological theory (Bronfenbrenner, 1979, 2001, 2005) is relevant to managed moves because it provides a systemic perspective, emphasising that the environment in which YP are embedded influence outcomes and can be useful for planning appropriate and effective support that addresses vulnerabilities to exclusion and poor educational outcomes (Gazeley, Marrable, Brown & Boddy, 2015; Graham, White, Edwards, Potter & Street, 2019). According to Bronfenbrenner's (1979, 2001, 2005) bioecological theory, development is influenced by a set of unique relationships and interactions between a young person and their environment. The biological and psychological characteristics of the individual young person, as well as the conditions in their environment and time period, influence the interactions and relationships that enable the young person to thrive (Bronfenbrenner & Morris, 1998, 2006).

Bronfenbrenner's (1979, 2001, 2005) bioecological model proposes that a young person is situated at the centre of five socially organised subsystems. These subsystems are the microsystems, mesosystems, exosystems, macrosystems and chronosystems. Microsystems refers to the immediate environments in which a young person lives, such as family, peers and school. The relationships within these microsystems have a direct impact on the young person and can also influence changes in other people in these systems. The mesosystems are connections between the microsystems in a young person's life. The exosystems are environments that do not involve the child directly but have an indirect effect on them through events, practices and policies (Bronfenbrenner, 2005). The macrosystems encompasses a broader cultural context (including social, political and belief systems) which influences society and the young person. Finally, the chronosystem encompasses an individual's development through time, including biological, psychological and social changes within a historical period. Bronfenbrenner (2001, 2005) argues that factors within these different systemic levels interact and have a significant impact on a young person's

experiences and outcomes. Bagley and Hallam (2015, 2016) conducted research to explore the perceptions of key stakeholders about managed moves and factors contributing to success. They briefly mentioned Bronfenbrenner's (1979, 2001, 2005) bioecological theory to suggest that the outcomes of managed moves are not determined by a single factor, but by multiple factors at different systemic levels, which collectively shape the present environment for YP. However, they did not provide detailed information about the interactions within and between these systems and their influence on changes for YP involved in managed moves.

Another study by Jones (2020) interviewed YP in key stage four, and school and LA staff about their experiences of managed moves and framed her findings within Bronfenbrenner's (1979, 2001, 2005) bioecological theory, specifically the 'Person, Process, Context and Time' (PPCT) framework. Jones (2020) found that YP's educational outcomes were influenced by the nature of the managed moves and their individual characteristics. She also highlighted the interactive and moderating effects between a young person and their environment, emphasising the importance of environment in shaping managed moves. However, Jones (2020) primarily focused on the influences of YP and their education settings and did not fully explore other contexts such as the family. There appears to be a gap in managed move research investigating the influences of family and wider environments on YP's experiences. To better understand the influences of different environments on the experiences of YP who have gone through managed moves, researchers may find it useful to adopt Bronfenbrenner's (1979, 2001, 2005) bioecological model, which encompasses the influencing role of the individual, school, family, and wider community.

1.3.6 The voice of YP experiencing exclusion and managed moves

1.3.6.1 Listening to the views of YP

Another theme identified in the literature review is the focus on the voice of YP. It has been highlighted that the views of YP with SEMH needs, who are often at the centre of the complex issue of school exclusions and managed moves, may not be taken into consideration or respected. This lack of inclusion has been attributed to a lack of understanding on how to effectively involve this group in decision making processes and allow them to contribute meaningfully to decisions (Sellman 2009; Lundy, 2018). The literature also highlights that the reluctance to gather YP's views is

due to concerns about losing control, as YP may have different perspectives that could challenge the beliefs of adults or suggests ideas that could disrupt the status quo (Lundy, 2018; Kenan, Brady & Forkan, 2018; Office of the Childrens Commissioner, OCC, 2013). In the context of exclusions, this fear may come from concerns that YP may disrupt and challenge disciplinary approaches or behaviour policies such as ‘zero tolerance.’ The Office of the Childrens Commissioner (2013) inquiry on exclusion report found that YP were often asked by schools to review behaviour approaches by reporting on the information that they have when incidents occur but not give them the opportunity to express their views and opinions about these events and the school behaviour management.

Clark (2007) highlighted the power dynamics between adults and YP, suggesting that there may be an underlying belief that adults’ opinions should be privileged over those of YP. Currently, YP do not have a formal right to be heard in the exclusions process nor to appeal against an exclusion on their own behalf, which is not compliant with Article twelve of the UNCRC, 1989 (OCC, 2013). The findings from studies on managed moves showed that YP’s views and participation in the decision-making process are not always considered by systems that have direct impact in influencing their progress, such as school staff (e.g., Bagley & Hallam, 2016). The studies show that meetings were mainly held with school staff and parents, without including YP and considering their views (e.g., Bagley & Hallam, 2016, Flitcroft & Kelly, 2017). The Association of Teachers and Lecturers’ SEND report (2016) found that processes led only by adults were associated with lower satisfaction with the support provided to YP to meet their needs. It has been suggested that when YP are consulted and given choice about lessons, timetables, and other activities by school staff it promoted their sense of belonging and a feeling that they matter (Harris, Vincent, Thomson & Toalster, 2006).

1.3.6.2 YP’s participation in exclusion and managed moves research

In recent years, there has been a growing recognition of the importance of including the views of YP in research (Hill, 2006). This shift is partly influenced by the UNCRC (1989), which emphasises the right of YP to express their views, and be involved in decisions that affect them. In the UK, the SEND Code of Practice (DfE, 2015) further advocates for YP to be involved in decision-making processes

concerning their education. While there has been progress in including the views of most YP in research, this is less true for YP who have been excluded from school (e.g., Lown, 2005; OCC, 2013). In studies on managed moves, the voices of YP are particularly limited. One of the challenges highlighted in the literature is the difficulty in recruiting YP as participants and effectively involving them in managed moves research. Turner (2016), for example, noted that recruiting participants for her study required the cooperation of gatekeepers (individuals who protect the interests of others and grant permission for the research to be conducted). She acknowledged that the reliance on gatekeepers to identify participants implied that there may be a greater number of YP who have experienced a managed move but whose gatekeepers were unwilling to participate (Turner, 2016 p.61).

The majority of the reviewed studies that have included the views of YP have incorporated them with those of adults using triangulation methods (e.g., Bagley & Hallam, 2016; Gazeley, Marrable, Brown and Boddy, 2015; Harris, Vincent, Thomson & Toalster, 2006; Jones 2020; Vincent, Harris, Thomson & Toalster,2008). However, these studies have some limitations in relation to how they include and present the views of YP in their reported findings. Bagley and Hallam (2016) for example, conducted semi-structured interviews to explore the views of YP and parents about managed moves. The authors suggest that conducting semi-structured interviews with YP and parents helped to explore factors that contributed to success. However, in their findings section, Bagley and Hallam (2016) sometimes combined references by parents and YP within themes without clearly distinguishing YP's views. The authors also prioritised the views of parents for some subthemes, omitting YP's views, especially regarding factors that contributed to managed move success. Similarly, Harris, Vincent, Thomson and Toalster (2006) predominantly included adult quotes in their findings on the effectiveness of managed moves, despite stating that their study focused on YP's views.

Lee (2020) in her doctoral thesis, stated that throughout the literature on managed moves, the voices of adults are prioritised, and the views of YP become lost (p.34). Lee's (2020) study aimed to ensure that YP's voices were heard and could potentially bring about positive changes to managed moves. The author solely interviewed YP using personal construct and solution focused approaches to explore their best hopes and concerns before their move, and the factors that may help them achieve their hopes. Lee (2020) found that YP hoped to be cared for and valued by

staff and desired a successful and prompt transition to their new school. However, the author did not carry out follow up interviews to determine if YP's best hopes and desires influenced the planning and decision-making process. While it is important to allow YP to express their needs prior to their move, it is equally important to take into account the actual factors that influence the progress of managed move, rather than solely relying on suggested best hopes or ideals (Jones, 2020).

Hoyle's (2016) doctoral thesis also explored the views of YP on managed moves. The study used Interpretative Phenomenological Approach (IPA) to conduct semi-structured interviews with secondary school aged YP, specifically investigating their experiences of a managed move. The purpose of using IPA was to allow YP to express their experiences of feeling unheard within the system, particularly during a vulnerable time (Hoyle, 2016). Although Hoyle's (2020) study provided an in-depth understanding of problems experienced by YP, it did not fully capture a comprehensive understanding of the positive and supportive aspects when they underwent managed moves. It has been suggested that focusing mainly on negative issues during conversations, as observed in the IPA interviews in Hoyle (2020) can lead to a heightened sense of helplessness and the belief that change is not possible. Whereas, providing YP with an opportunity to reflect on positives and their successes can not only help inform support that may be useful for other YP, but it can also enhance their feelings of self-worth and self-efficacy, leading to further improved outcomes (Humphrey & Brook 2006; Malberg 2008). It is therefore important to recognise that YP not only have a fundamental right to have their views heard, but they also have valuable insights that can ultimately contribute to their success (Hill, 2006; Clark, 2007). As YP are the ones undergoing managed moves, they are likely to have different views from adults regarding their experiences and the factors that helped them. Therefore, it is important that research prioritises their views and experiences and accurately report them, as this information could be pertinent in informing interventions to support other YP going through managed moves

1.3.7 The perspectives of adult stakeholders involved in managed moves

From the review of the literature, there is currently limited research on the perspectives of adult stakeholders' regarding managed moves. Existing studies have primarily focused on the views of school and LA professionals in education contexts

(e.g., Bagley & Hallam, 2015, 2017; Flitcroft & Kelly, 2016; Jones, 2020). Jones (2020) emphasised the importance of contexts during managed moves but mainly focused on the education context and did not fully explore other environments such as family or gather the views of parents. Studies that have gathered parent views like Bagley and Hallam (2016), lack sufficient detail about the role and involvement of parents. This study has shown that managed moves can cause stress and friction within families (Bagley and Hallam, 2016). However, in the literature, there is limited information on how families manage stressors during managed moves and which family factors shape YP's experiences. Flitcroft and Kelly (2016) highlighted the importance of home and school communication in facilitating a managed move, but only from the perspective of school staff, overlooking the need to understand how parents can be effectively engaged with processes from their perspective. Further research is needed to understand the influences of the family environment on managed moves experiences and outcomes by gaining the views of parent stakeholders.

1.3.8 The EP role

Only one study by Bagley and Hallam (2017) examined the role of EPs in managed moves. The study involved interviews with school and local authority professionals, and it revealed that EPs are rarely involved in managed move processes. The professionals interviewed in Bagley and Hallam's (2017) study tended to see EPs as primarily supporting learning needs rather than behavioural difficulties. However, they did suggest several ways in which EPs could be beneficial to managed moves, and is discussed in Bagley and Hallam's (2013) doctoral thesis. One stakeholder interviewed suggested that: 'EP's might reinforce what we are trying to do in supporting those YP in establishing... what resilience they are lacking emotionally (Bagley & Hallam, 2013 p.91).' It is important to note that the authors (Bagley & Hallam, 2013; 2017) only explored the role of EPs role in one LA, so it is not possible to draw conclusions about their involvement and role across the country. Nonetheless, the suggestions about EPs role during managed moves are in line with their identified core functions which include consultation, assessment, intervention, and systemic work; and operating at the child, family, whole school and local authority level (Cameron, 2006; The Currie report-Scottish Executive, 2002). Farrell, Woods, Lewis, Rooney, Squires, O'Connor (2006) proposed that EPs should expand their work into

areas where their skills and knowledge can be utilised, such as supporting YP experiencing exclusion, and interventions aimed at preventing exclusions (Bagley & Hallam, 2017). Bagley and Hallam (2017) recommended that EPs should broaden their work in this area and provide support during and after managed move transitions to genuinely meet YP's needs. This recommendation is also in line with the government's plan which emphasises the increased involvement of wider services, including EPs, in offering high-quality support during exclusion and alternative provision processes (Timpson, 2019).

1.4 Summary of the literature

Existing literature suggests that school exclusions can be detrimental to a young person's future chances. It has been identified that certain groups of YP are disproportionately affected by exclusions, highlighting the need to address inequalities and close the gap to ensure equity for the most vulnerable YP. The literature emphasises the importance of using alternative approaches to support YP who are at risk of exclusion. Managed moves have been identified as the most common form of intervention used to prevent school exclusion, but there is a lack of guidance and a centralised system to ascertain whether they are used in the best interest of YP and effectively support them. Studies have explored the factors that facilitate YP's managed moves, which have implications for practice in both the short and long term. However, there is limited studies detailing YP's experiences of managed moves. Most studies that include YP's views also included adults' views, and report findings in ways that makes it difficult to distinguish the distinct experiences and perspectives of YP or omitting them altogether. It is important to prioritise the participatory right of YP, especially those with SEND and consider their views. This review highlights that involving YP and prioritising their views can not only have positive effects on them but can create change. Additionally, it was found that YP experiences of managed moves are not solely influenced by the factors within, but their environment also plays a role in shaping their experiences. Therefore, it is important to consider the impact of the environments in which YP are embedded on their navigation of managed moves which can often be challenging.

2. Empirical paper

Abstract

Managed moves are now commonly used to give YP who are experiencing forms of exclusion a 'fresh start' by changing schools. However, managed moves can be complex due to the lack of formal guidance and centralised system for its use which presents challenges for YP undergoing this type of school transition. Three YP involved in this study underwent managed moves during the COVID-19 pandemic, which posed additional challenges during their transition. The aim of the study was to explore the factors that promote YP's resilience and ultimately influence their success. The study sought to understand these factors across different systemic levels using Bronfenbrenner's (1979, 2001, 2005) bioecological model as a theoretical framework, in order to provide a systemic perspective on resilience in the context of managed moves. Semi-structured interviews were carried out to explore the experiences of the three YP. Six adult participants including three parents, two school professionals and a LA Inclusion Officer involved in YP's managed moves were also interviewed. Reflexive inductive thematic analysis was used to analyse the data. The main factors that promoted the resilience of YP and led to success were '*personal empowerment*', '*safe and positive school environment*', '*child-focused support*', '*promotive personal relationships*', and '*investment and collaboration of stakeholders*'. The key findings revealed that these factors mainly occurred through interactions and relationships within the microsystemic level, particularly in school and family environments, which were also influenced by activities at wider systemic levels. This study highlights the importance of promoting the resilience of YP who go through managed moves holistically and systemically. A *systemic framework for promoting resilience* is proposed to inform practices and the development of interventions to support YP undergoing managed moves.

2.1 Introduction

In England, school exclusions were originally introduced as a form of last resort to be used when a young person has persistently or significantly diverged from the school's behaviour policy (OCC, 2013; Timpson, 2019). However, a large-scale review conducted by Timpson (2019) found that school exclusions were frequently used, particularly for vulnerable YP who are already at disadvantage. The Timpson review of school exclusions (2019) for example, revealed that 78% of permanent exclusions issued were to YP who either had SEN, were under social care and/or eligible for free school meals. Graham, White, Edwards, Potter and Street (2019) highlighted that the increased risk factors identified in the literature are complex and interrelated, often reflecting society-wide stereotyping and discrimination, particularly along the lines of class, race, gender and social economic disadvantage (Gazeley, Marrable, Brown & Boddy, 2015; Graham, White, Edwards, Potter & Street, 2019). The literature suggests that YP with SEND especially in the area of SEMH often present the greatest challenge for schools in promoting inclusion. The national data on exclusion shows that these YP are the most likely to be excluded (Department for Education, DfE, 2019), with over half of those in alternative provisions having this need (Gill, 2017).

SEMH as a specific area of need was introduced in the SEND Code of Practice to highlight that YP experiencing this need have a range of vulnerabilities (SEND Department of Health, 2015), and may require interventions that takes into account internal and social environmental factors to address them. However, the behaviours associated with SEMH needs often disproportionately lead to exclusion, therefore further marginalising vulnerable YP in this population. The literature has shown that exclusion can have a negative impact on a young person's education (Pirrie & Macleod, 2009), as well as long-term effects on their mental health (Ford, Parker, Salim Goodman, Logan & Henley 2016) and social mobility and inclusion (Brown, 2007; McCluskey, Gillean, Cole & Daniels, 2019). Therefore, there has been an increased focus on using alternative interventions that are preventative, appropriate, and effective, with exclusion to be used as a last resort (Gazeley, Marrable, Brown & Boddy, 2015; Timpson, 2019). Managed moves are used as an alternative to permanent exclusion. If arranged properly, a managed move allow a young person to change school and have a fresh start, leaving behind any troubled past experiences

(Abdelnoor, 2007; Gazeley, Marrable, Brown & Boddy, 2015). However, the lack of formal guidance on the use of managed moves and lack of regulatory system makes it difficult to ascertain if they are being used appropriately and if they are an overall successful intervention that can be used to effectively support vulnerable learners (Gazeley, Marrable, Brown & Boddy, 2015; Messeter & Soni, 2018). Several studies have investigated the effectiveness and success of managed moves and have shown that YP experience success through various social, behavioural and educational outcomes such as reductions in permanent exclusion, improved self-esteem and academic progress (e.g., Bagley & Hallam, 2016; Harris, Vincent, Thomson & Toalster, 2006).

In the literature, studies have identified several factors that facilitates managed moves including individual factors (e.g., YP's positive attitudes, and ability to take responsibility), relational factors (e.g., peers and teacher relationships) and school factors (e.g., fresh start; individualised support) (Bagley & Hallam, 2016; Craggs & Kelly, 2018; Harris, Vincent, Thomson & Toalster, 2019; Craggs & Kelly, 2018; Flitcroft & Kelly, 2016; Turner, 2016). These factors are significant to YP's experiences and outcomes. Resilience as a concept of positive psychology is a theory used to explore 'what works' and describes how some YP respond to their environment, overcome challenges, and achieve success, similar to those who go through managed moves. While resilience has been studied in relation to school transitions that involve normal progression (e.g., primary to secondary school), the literature suggests that the concept of resilience have clear links to managed moves, as this type of school transition is considered a risk for YP, increasing their vulnerability to school exclusions if they struggle to cope. Therefore, understanding the factors that promote the resilience of YP in this context is important.

In the literature, it has been suggested that the environments in which YP are embedded play a role in fostering their resilience (e.g., Fraser, 1997; Daniel & Wassell, 2002). This draws on Bronfenbrenner's (1979, 2001, 2005) bioecological theory which emphasises the influences of multiple systems at different levels, including individual, family, school and wider environments on YP's resilience. The present study therefore sets out to understand resilience in the context of managed moves considering the influences of multiple systems on YP's experiences drawing on Bronfenbrenner's (1979, 2001, 2005) bioecological theory. Existing studies have primarily focused on the impact of the individual and school environment on YP's experiences and

outcomes in managed moves. The role of the family and wider environments has not been fully explored. This study hoped to address this gap by considering the influence of these environments on YP's experiences.

In this chapter, the existing literature findings concerning managed moves will be discussed in order to provide the rationale for the current study. The research questions will then be presented. Following this, the methodology adopted for the study will be discussed, including the author's ontological and epistemological position, the research process, data collection and analysis used to explore the research question. The data findings analysed using reflexive thematic analysis (Braun, Clarke, Terry & Hayfield, 2017) will be described and critically discussed in relation to existing literature. Finally, this chapter will conclude by summarising the study, including implications for Educational Psychology practice, contributions and limitations of the study, and suggestions for future research.

2.2 Literature Review

2.2.1 Managed moves as an alternative to exclusion

Managed moves were introduced by the Department for Education in 1999, allowing a young person to change schools to avoid an exclusion and to leave troubling experiences behind with the agreement of all parties involved (Department for Children, Families and Schools, 2008; Department for Education, 2017). In the literature, it was identified that a managed move is often initiated where a school may no longer be able to continue to educate and support a young person as a result of their continuous low level disruptive behaviour and where providing a 'fresh start' in a new school environment would be beneficial (e.g., Abdelnoor, 2007; Messeter & Soni, 2018; OCC, 2013; Mills & Thomson, 2018). The literature also highlighted other reasons that were not solely based on a young person's behaviour but for cases of bullying, social isolation and where the young person had SEMH needs and would benefit from having a 'fresh start' at a new school (Bagley & Hallam; 2016; Mills & Thomson, 2018). It has been found that managed moves are now the most commonly used intervention in secondary schools as an alternative for YP who are experiencing forms of exclusion or near-permanent exclusion (Gazeley, Marrable, Brown & Boddy, 2015; Mills & Thomson, 2018). In 2018, a Department for Education publication about alternative provisions by Mills and Thomson (2018) reported that managed moves are used more in secondary schools than primary school.

Two-thirds of secondary schools were reported to have used managed moves as an alternative to exclusion in the last 12 months. However, unlike exclusion there is a lack of centralised system and formal guidance for managed moves, which can create challenging circumstances. An Ofsted (2019) report state that there is little understanding of the educational outcomes for YP who underwent managed moves nor whether this intervention safeguards YP or keeps them in mainstream education in the long term. Due to the current educational climate of competitiveness and accountability measures there are concerns that managed moves are used as 'unofficial exclusion' a process that involves 'transferring YP to a new school' without having to record it on the school formal exclusion data (OCC, 2013; Bagley & Hallam, 2016). As there is limited guidance, practices can vary (Power & Taylor, 2018; OCC, 2013) in relation to organising placements and involving all parties in decisions. This

adds further complications to ascertaining whether managed moves are always appropriate, effective and can successfully meet the needs of YP (Gazeley, Marrable, Brown & Boddy, 2015; Ofsted, 2019). Therefore, there is a need to revisit the circumstances surrounding managed moves particularly the impact on YP and consider the support that help them achieve success.

2.2.2 Defining managed moves success in the current context

Several studies have focused on evaluating the effectiveness of managed moves and defining success based on educational, behavioural, and social outcomes (Bagley & Hallam, 2016; Gazeley, Marrable, Brown & Boddy, 2015; Harris, Vincent, Thomson & Toalster, 2006; Vincent, Harris, Thomson & Toalster, 2008; Turner, 2016). It has been suggested that managed moves can lead to reductions in permanent exclusions and behaviours that led to fixed-term exclusions, improvements in learning relationships, and enhanced self-esteem (Bagley & Hallam, 2016; Gazeley, Marrable, Brown & Boddy, 2015; Harris, Vincent, Thomson & Toalster, 2006; Parsons, 2011; Turner, 2016). However, due to the methodological limitations of some of these studies (e.g., data collection, small sample size, amalgamation of findings for multiple interventions), it is difficult to establish a strong link between the indicators of success found and managed moves (e.g., Harris, Vincent, Thomson & Toalster, 2006; Vincent, Harris, Thomson & Toalster, 2008). Most studies have also been conducted in one LA, and the lack of formal guidance on managed moves have resulted in different processes in different LAs and schools, making it difficult to generalise the indicators of success.

Furthermore, the views of YP on what constitutes success and how a managed move intervention is helpful are often limited or not adequately considered in relation to adult views on these topics (e.g., Bagley & Hallam, 2016; Harris, Vincent, Thomson & Toalster, 2006). The literature highlights that YP's idea of success may be different from that of adults. YP and their families generally view managed as worthwhile (Bagley & Hallam, 2016; Messeter & Soni, 2018) but there are also reports of challenges. The literature therefore indicates that the definition of managed moves success is broad and personal, varying depending on the context.

YP who have undergone managed moves report on experiences of upheaval, sudden termination of relationships, multiple placements, lack of autonomy, feelings

of rejection and anxiety, and poor communication from school staff (Bagley & Hallam, 2016; Craggs & Kelly, 2018; Hoyle, 2016; Mahon, 2016; Messeter & Soni, 2018). The literature shows that navigating managed moves without formal guidance and a centralised system can be difficult and highly stressful for YP. YP, especially those in the SEMH and exclusion population, may face particular challenges in coping with the stress and difficulties associated with such transitions (O’Riordan, 2015). This increases the risk of them being excluded from school (Department for Education, DfE, 2013). Therefore, there is a need for research to explore the factors that support YP to navigate managed moves processes, prevent further risks of exclusion, and achieve success after their move.

2.2.3 Theoretical perspectives

Resilience, a theory in positive psychology has led to a shift in perspective, moving away from a focus on risks and towards resilience. This theory focuses on understanding ‘what works’ rather than problems (Rutter, 2013; Seligman & Csikszentmihalyi, 2000). While Resilience theory has mainly been applied to research on school transitions, such as investigating the normal progression from primary to secondary school (e.g., Bailey & Baines, 2012), it also has clear links to transitions for YP at risk of exclusion, such as managed moves. According to Rutter (2013) resilience refers to an individual’s ability to adapt in the face of challenges and adversity. Research suggests that managed moves can be challenging and stressful for YP, posing a risk that may negatively impact their experiences and outcomes. However, some YP demonstrate resilience by adjusting and experiencing success despite these challenges often referred to as ‘bouncing back’ or ‘beating the odds’ (Rees & Bailey, 2003). The literature on resilience emphasises the role of the environment in promoting resilience among YP, drawing from Bronfenbrenner’s (1979, 2001, 2005) bioecological theory, which emphasises on the influences of multiple systems at different levels including individual, family, school and wider environments. Several resilience frameworks (e.g., Daniel and Wassel, 2002; Fraser, 1997) have been developed based on this theory to understand YP’s interactions with these multiple systems and the quality of those systems in relation to their resilience (Masten, 2018; Ungar, Ghazinour, Richeter, 2013). Research on resilience in the context of managed moves, using the bioecological model Bronfenbrenner’s (1979, 2001, 2005) could

provide insights into how YP interact and respond to their changing environment and how certain conditions in these environments promote their resilience. This information could be used to inform interventions to support YP undergoing this type of school transition. By adopting Bronfenbrenner's (1979, 2001, 2005) bioecological model as a theoretical framework, we can also gain a comprehensive understanding of how multiple systems, including the family and wider environments, influence YP's experiences as this is currently limited in managed moves literature.

2.3 Present study context and aims

This study was carried out in a county in England during the COVID-19 global pandemic, which resulted in national lockdowns and school closures. Previous research suggests that the pandemic has had a disproportionately negative impact on YP's mental and social wellbeing. This period may have particularly affected vulnerable YP such as those experiencing forms of exclusion and undergoing managed moves. Three YP involved in this study underwent managed moves during the COVID-19 pandemic, which posed additional challenges for them. Therefore, exploring the factors that promote resilience and ultimately influence success was significant. The present study sought to understand these factors at different systemic levels using Bronfenbrenner's (1979, 2001, 2005) bioecological model as a theoretical framework, in order to provide a systemic perspective on resilience in the context of managed moves. Additionally, this study focuses on the influences of multiple systems, including the family and wider environments on YP's experiences and outcomes as this is limited in the existing literature on managed moves. The perspectives of stakeholders within different systems, including YP, parents, school professionals and a LA Inclusion Officer were also gained to add depth to addressing the research aims.

Previous studies have largely overlooked the distinct voices and experiences of YP in managed moves, prioritising the views of adults. However there has been a recent increase in research that gives YP a voice, driven by advocates for children's rights (e.g., UNCRC, 1989). Therefore, this study aimed to gather the perceptions and views of YP first, followed by interviews with adults. The findings will also be reported in way that prioritises the views and experiences of YP. It is hoped that the findings from this study will contribute to existing knowledge and inform interventions that

support YP who undergo managed moves, ultimately helping them in achieving success after their move.

2.4 Research question

- **Research question one:** what are the factors that promote YP's resilience, influencing their success following a managed move?

2.5 Methodology

2.5.1 Ontological and epistemological orientation

The way problems are understood and addressed in research, known as research paradigm, is largely influenced by the philosophical assumptions of the researcher (Guba, 1990). These assumptions include beliefs about what exists (ontology) and how we come to know and determine the truth (epistemology). Hjørland (2000) posit that it is important to have a philosophical basis for making epistemological and ontological choices when conducting research. Guba and Lincoln (1994) suggest that these principles also define the research methods that are applied during a scientific investigation. In the present study a critical realism ontological and epistemological stance is adopted. Critical realism acknowledges that reality exists independently of our minds, but also suggests that examining a context or reality can reveal deeper causal mechanisms that enable phenomena to occur (Wikgren, 2005; Robert, 2014). Critical realism also recognises that reality holds multiple socially constructed truths but argues that the construction of knowledge is influenced by social, historical, cultural and environmental structures (Bhaskar 2009; Norrie, 2016).

Knowledge is never infallible, but always open to challenge and change (Haigh, Kemp & Haigh, 2019). This philosophical stance was appropriate for the present study because it acknowledges that individual experiences can influence how managed moves are perceived and understood. However, some features of managed moves exist independently of individuals' perception of them (e.g., fair access panel meeting, transferring schools, 12-weeks trial period). The aim was to explore participants' subjective experiences of managed moves as well as the social and environmental contexts within which these experiences are situated. This was to gain knowledge about the causal mechanisms within managed moves that influences participants' experiences. Critical realists prioritise theory and aim to produce explanations about the properties and causal mechanisms that cause an event to occur (Robert 2014, O'Mahoney & Vincent, 2014). This complements the use of Bronfenbrenner's (1979, 2001, 2005) bioecological model as a theoretical framework in the present research. Research constituting a critical realism stance aims to find knowledge of reality that is closer to the truth (Norrie, 2016). Therefore, the present study does not aim for generalisability, but rather to interpret participants' views of their experiences, as the

findings could inform the support and intervention for other YP who go through managed moves.

2.5.2 Bioecological model

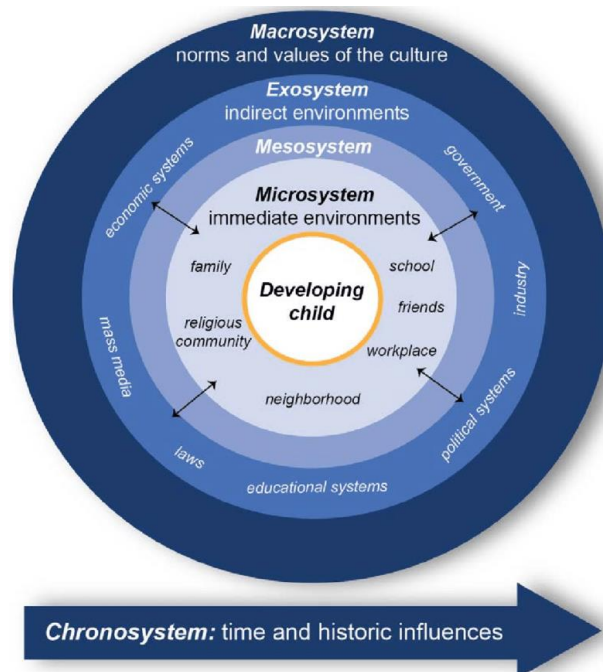
The present study adopts a bioecological model by Bronfenbrenner (1979, 2001, 2005) as a theoretical framework to understand the factors that promote the resilience of YP who undergo managed moves across different systemic levels, ultimately leading to their success. Bronfenbrenner's (1979, 2001, 2005) bioecological model proposes that the systems surrounding a young person is composed of multiple levels, with interactions between them influencing the development of the young person. The young person is believed to exist at the centre of five socially organised subsystems (micro-, meso-, exo-, macro- and chrono-) and the central point of all the interactions between the levels (see figure 2).

According to this model, microsystemic levels are referred to as the immediate environments a young person inhabits. These environments mainly include family, peers, and school. Bronfenbrenner (2005) suggests that the relationships (proximal processes) occurring within these environments directly impact the young person and also influence the behaviour of other people in this system. In the case of a managed move, the interactions between the young person and staff and peers within the school environment will directly affect the young person's experiences, such as feeling welcomed, settled and supported. The interactions in the school environment are bidirectional, as they also affect the staff and peers of the young person going through a managed move. At the mesosystemic levels, there is a connection between the microsystems in a young person's life (Bronfenbrenner, 2005). This level illustrates how the microsystems are interrelated, such as the young person's family and school environment, immediate family unit and binuclear family or school and the community neighbourhood (Mostert, 2011).

The young person is the central figure in the interactions between these different environments. As each setting has a direct effect on its members, experiences in one setting (e.g., home) can influence the young person's behaviour in another setting (e.g., school) and vice versa. Therefore, it is important to foster relationships between these settings, such as regular school-home communication, as this can promote the development of the young person going through a managed

move, as well as the direct relationships between the settings. Exosystemic levels refer to the environments that do not directly involve the young person, yet still have an effect on them through events, practices and policies. This includes the parents' workplace, local authority policies and practices and community-based resources (Bronfenbrenner, 2005). Additionally, wider external factors can influence the activities and dynamics within these settings. For instance, a lack of government guidance on managed moves can affect activities at this level. In turn can impact a young person's experiences.

Figure 2
Bronfenbrenner's (1979, 2001, 2005) bioecological model



Retrieved from Nicholson & Dominiguez-Pareto (2020) and adapted from Bronfenbrenner & Morris (2006).

Macro-systemic levels encompass a broader cultural context, including social, political, and belief systems that surround society and influence YP (Bronfenbrenner, 2005). In the UK, this is evident through legislation such as the Education Act (1996) and Children and Families Act (2014), which protect YP and ensure their positive wellbeing and development. The local systems (micro-, meso-, exo-) manifest these cultures, ideologies, and belief systems. For example, in the UK education system there is a culture of YP transitioning to different key stages and an expected

progression across educational settings (nursery, primary, secondary education, college). When normal progression is disrupted by factors such as exclusion or managed move, it is the responsibility of the family, school, and LA to help the young person to get back on the right trajectory for progression (Mostert, 2011). The chronosystemic level (Bronfenbrenner, 1979, 2001, 2005) examines how changes in development take place over time in the environment of the individual. This includes environmental, biological, psychological and social changes that occur during a young person's lifetime and historical period. The chronosystem particularly focuses on the effects that a sequence of events over time has on the development of the person. For instance, if a young person is exposed to repeated patterns of events or experiences, it can lead to the development of specific responses and behaviours in that individual. For example, a young person who has been repeatedly exposed to stress may have an overactive stress response to cues in their school or home environment.

As shown in figure 2 and explained above, factors at each systemic level interact and have a considerable impact on YP's individual experiences as indicated by the arrows spanning across the systems. The literature has demonstrated the importance of considering the influences of multiple systems, including the individual, family, school, and wider environments on the experiences and outcomes of YP. The bioecological model (Bronfenbrenner, 1979, 2001, 2005) emphasises the need to understand how these systems impact YP. It has also been suggested that a systemic perspective is important in supporting at risk YP and should be used to plan support and interventions for preventing school exclusions and poor educational outcomes (Gazeley, Marrable, Brown & Boddy, 2015; Timpson, 2019). The use of this model is therefore pertinent to research on managed moves as it allows for an understanding of how YP interact and are affected by collective systems, which shapes their experiences and outcomes.

2.5.3 Research design

Qualitative methodology was used in this research to address the research question. This approach was chosen as it allows for the 'voice' of the research participants to be heard, rather than being buried beneath a large amount of anonymised standardised data (Griffin & Ragin, 1994). Qualitative research provided a comprehensive and detailed description of the phenomenon of managed moves, by

exploring participants' perspectives to gain insights into their experiences and uncovering underlying meanings (Fletcher, 2017). Semi-structured interviews were carried out with YP, as well as parents, school, and LA professionals to gather their views and experiences. This approach allowed for the exploration of different perspectives on managed moves at various systemic levels. This research focuses on multiple perspectives to gain a deeper understanding of the underlying mechanisms within managed moves, which is in line with the critical realist position taken in this study.

The adult data collected was also triangulated with data collected from YP participants, which helps to develop a comprehensive understanding of the phenomena being studied (Patton, 1999). The aim is to use the knowledge gained from participants' experiences to inform interventions and development of guidance on best practices for managed moves. Individual interviews were chosen over focus groups because they offer more insight into a participant's personal thoughts, feelings, and world view (Morgan, 1998; Guest, Namey, Taylor, Eley & Mckenna, 2017). Semi-structured interviews can provide more detailed information than focus groups, allowing participants to provide in-depth and personal responses without being influenced by the thoughts of others (Guest, Namey, Taylor, Eley & Mckenna, 2017). This is particularly important when conducting interviews on sensitive topics, as it ensure the confidentiality of the information shared by participants. The data from YP, parents, school and LA professionals was analysed separately to identify commonalities and shared experiences of managed moves based on their stories.

2.5.4 Participants, contexts, sampling and recruitment approach

2.5.4.1 LA context

This study was conducted within the context of a LA that has implemented formalised managed move processes, including a fair access panel, managed moves protocol, initial and review meetings, and trial periods (Official Children Commissioner - OCC, 2013). This system is deemed preferable for the sake of the child (OCC, 2013). Schools refer YP to the LA, and these referrals are discussed at a fair access panel meeting, which includes headteachers or assistant headteachers of local secondary schools, a principal educational psychologist, and LA Inclusion Officers. During the meeting, decisions and arrangements are made about school admissions. Following

the panel, a young person typically transfers to their receiving school within 1-2 weeks. The young person is given a trial period of 12 weeks at the receiving school (DfE, 2017), and a move is considered successful when they complete the trial period and are formally enrolled at the receiving school. At the time of this study, the LA collected data on managed moves, including rates of successful and unsuccessful completion of moves and the reasons for this. For the purpose of this study, data on managed moves over a 4-year period was gained and reviewed (see table 2).

The data presented in table two indicates that a higher proportion of YP experienced unsuccessful than successful managed moves (did not complete trial periods) by the end of each academic year. Although the table only captures data for this specific LA, a study by Martin-Denham (2020) explored the successful rates of managed moves in some other LAs in England and also found declines in successful rates. The results revealed a decline in successful rates from 42% in 2017/2018 to 38% in 2018/19 (Martin-Denham, 2020). In a meeting with the LA Inclusion Officer in the present study, it was identified that not all the reasons for unsuccessful moves were related to behaviour; other factors included issues with location of the receiving school, parental refusal to support the move, and YP choosing to return to their original school due to not liking their receiving school. This further highlight that managed moves may not always be in the best interests of some YP (e.g., Gazeley, Marrable, Brown & Boddy, 2015; Department for Children, Families and Schools, 2008) and can present challenges for those involved, making the aims of this study more purposeful.

It is hoped that this research will provide insights into factors that promote YP's resilience when going through managed moves, enabling them to achieve success. The findings of this study will also contribute to recommendations for interventions and guidance on best practices for managed moves. The lack of parental cooperation mentioned by the LA Inclusion Officer for some of the unsuccessful cases also supports findings from the literature that parental involvement plays an important role in managed moves (e.g., Bagley & Hallam, 2016; Flitcroft & Kelly, 2016). Therefore, gaining the views of parents to understand their involvement and how this supports YP' during managed moves is essential and may inform practices to promote parental engagement, which is currently missing from the literature.

2.5.4.2 COVID-19 pandemic

The LA data for academic year 2019/2020 also showed higher rates of unsuccessful managed moves which can be linked to several disruptions caused by the COVID-19 pandemic (See table 2). These disruptions included delays in YP starting at their receiving schools and in having regular review meetings. This period presented additional challenge for some YP in terms of settling into the new environment at their receiving school.

Table 2

The data from the LA regarding managed moves from 2017-2020

By end of academic Year	No. of Managed move referrals	Successful	Unsuccessful	Ongoing	Awaiting to be actioned
2017/2018	65	19	27		19
2018/2019	60	12	23	17	8
2019/2020	47	11	15	12	9

2.5.4.3 School context

Based on exclusion data from the past seven years, it has been observed that exclusion rates are particularly high at the secondary level. The Department for Education (DfE) statistics 2017/2018 show that approximately 80% of fixed-term exclusions occurred in secondary schools. Secondary schools also make use managed moves more often than primary schools (Mills & Thomson, 2018). Therefore, the main focus of this research is on YP of secondary school age, with the hope of investigating managed moves as one alternative option to exclusion and how this initiative can be used to bring about positive changes. This study specifically looked at YP from two secondary academies in a county in England. To protect the anonymity and confidentiality of the school settings, pseudonyms were used to replace exact locations. The real names of YP and adult participants were also replaced with pseudonyms. These pseudonyms were consistently used and referred to throughout this study and all related documents.

2.5.4.4 Sampling technique

The current study used purposive sampling to select participants who would provide relevant and useful information (Seale, 1999). This sampling technique was chosen to ensure that the research aims are met. The inclusion criteria for participants included in the study are:

- YP of secondary school age (11-16 years) who had completed a managed move and enrolled at their receiving school.
- YP who experienced a move within a period of twelve months at the time of the interview.
- YP who are able to verbally communicate and reflect on events.
- Parents/carers/guardians of the YP who had completed a move and enrolled at their receiving school within a period of twelve months at the time of the interview.
- School staff (e.g., SENCo, LSA, head of year, pastoral/inclusion manager) who supported YP during managed moves.

2.5.4.5 Recruitment process

I attended a fair access panel meeting to gain information about schools who had YP with recent successful completions of managed move trials. Following the panel, I approached the schools as they were the gatekeepers whom there was a higher chance of recruiting participants who met the inclusion criteria, including YP, parents, and school staff. Ethical approval was obtained from UEA and the LA, which guided the entire recruitment process. I contacted the schools via email, introducing myself and explaining the research. I informed them that I was aware of YP at their school who had recently completed managed moves and was recruiting potential participants. Information about the study, including recruitment criteria and research contact details, was shared with the schools via email to pass on to potential participants. Some schools confirmed that they had YP who met the research criteria and would contact parents and inform the YP about the research. However, the recruitment process presented challenges.

One of the schools dropped out as they were unresponsive despite multiple attempts to contact them. Two other schools identified YP who did not meet the research criteria, such as those who were permanently excluded and transferring to a

PRU or reintegrating from a PRU back to mainstream school. Managed moves are experienced by a minority of vulnerable YP who can also be hard to engage in research. Some schools initially identified YP expressed interest but later lost interests or faced circumstances that hindered their involvement. It is possible that relying on schools as gatekeepers to identify participants introduced bias into the sample. Some of the schools mentioned that the YP they identified were facing challenges after the move, such as poor attendance and involved in some behavioural incidents. It was suggested by the schools that these YP may not be appropriate nor be able to engage in the research process. As such, a small sample size of nine participants (three YP and six adults) was identified for this study. This sample size was deemed appropriate based on the qualitative methodology of this study, allowing a thorough exploration of participants' perspectives and experiences (Vasileiou, Barnett, Thorpe & Young, 2018).

2.5.4.6 YP participants

Three YP, two males and one female in year groups nine to eleven took part in interviews (see more details on table 3). Two of the participants, Patricia and Lucas, attended the same secondary school. Both Lucas and John had managed moves due to 'persistent disruptive behaviour'. However, Patricia's move was due to experiences of social anxiety and refusal to attend lessons, which resulted in being placed in regular isolation and eventually changing schools through managed moves. This raises questions about how Patricia's needs were perceived by the original school, as their responses seemed to be punitive and exclusionary in nature. This is consistent with the literature finding that girls may be disproportionately experiencing other forms of exclusion that may lack accountability measures, hence not being fully accounted for in exclusion data (Timpson, 2019).

All three participants were part of the 2019/2020 cohort of YP who underwent managed moves during the COVID-19 national restrictions. This resulted in school closures, causing delays and disruptions to their moves and adjustments to their receiving schools. During this period, Lucas had their trial period extended because they had not yet had their final review and initially had difficulty settling at their receiving school. Without the extension, Lucas' overall behaviour during the trial period was not considered sufficient for the school to deem their move successful. However,

as their behaviour improved towards the end of their trial, it supported the case for granting an extension. None of the YP had an EHCP, but they all had identified SEMH needs.

Table 3
YP participant characteristics

YP	Sex	School year	Background information and reasons for move.	Host school	Time in school
Patricia	F	11	Presents with social anxiety leading to class avoidance and situational mutism. They found it difficult to interact with professionals and make contributions in lessons. Regularly placed in isolation by school.	FA	4 months
Lucas	M	9	Received fixed-term exclusions at original school for persistent disruptive behaviours. Has a diagnosis of ADHD. Often in conflict with peers resulting in physical fights and did not have a good relationship with teachers.	FA	10 months
John	M	9	Received fixed-term exclusions at original school for persistent disruptive behaviours. Was friends with peers who had a negative influence. Behaviour at school was perpetuated by adverse family circumstances i.e., parent divorce. Lived with mother but relationship was strained. They eventually went to live with father when a managed move was initiated.	SK	8 months

2.5.4.7 Adult participants

The parents of the three YP participants in this study were interviewed, including two mothers and one father. Additionally, two school professionals who had supported the YP during their managed moves were interviewed. A Pastoral Intervention Manager who supported Lucas and Patricia was interviewed, while John's Head of Year was interviewed. One LA Inclusion Officer involved in YP's managed

moves and aware of the YP's cases was interviewed. The purpose of including adults in the study was to gather additional information about their role and involvement and to provide context to the YP's experiences. This was done to gain a broader understanding of the factors at different systemic levels that promote resilience and influence success. In line with the study aims, which prioritised the perspectives of the YP, the adult interviews were conducted after those of YP. The YP's perspectives were also used to guide the discussions in the adult interviews.

2.5.5 Data collection

2.5.5.1 Semi-structured interviews and defining success in the present study

This research used semi-structured interviews as the method of data collection in order to understand the perspectives and experiences of participants' regarding managed moves. Semi-structured interviews are considered interactive as they allow for a high degree of relevance to the topic being discussed, while also allowing the interviewer to remain responsive to the participant (Bartholomew, Henderson, & Marcia, 2000; McIntosh & Morse, 2015). This type of interview offers flexibility to adapt to participants' responses compared to structured interviews, and it allows for capturing more detailed information (McIntosh & Morse, 2015; Robson & McCartan, 2016). In a study on managed moves, Bagley and Hallam (2016) noted that semi-structured interviews allowed for further exploration of the factors contributing to success, rather than solely relying on ratings measures.

In this study, success is defined as YP remaining in their receiving school after 12 weeks, as per the definition provided by the LA. Success is also based on the experiences of positive changes shared by the YP in the interviews, such as social, educational, and behavioural outcomes, which aligns with the indicators of success found in existing literature on managed moves. By using semi structured interviews as an approach to discuss managed moves, it was hoped that more insights into the factors promoting resilience and influencing success could be gained.

2.5.5.2 Developing the interview questions

Busetto, Wick and Gumbinger (2020) argue designing of interview guides is an important step in qualitative research. The authors suggests that interview guides should be tailored to the research topic, literature, previous research, or a pilot study

(Busetto, Wick & Gumbinger, 2020). For this study, I developed a set of guiding questions for the interviews to ensure that all relevant areas of the research question were addressed. I also allowed for flexibility to ask probing and follow-up questions. This approach of asking specific questions while being open to further exploring topics that arise during the interview is in line with a critical realist stance. I designed up to 10 guiding interview questions based on the research question and the bioecological theoretical perspective (Bronfenbrenner, 1979, 2001, 2005) in this research. I used terms like 'what helped' instead of 'resilience' or 'protective factors', and 'what did you think your school/family did' instead of 'what did your microsystems do to help' to make the questions more accessible to participants. This approach is similar to previous studies (Turner, 2016; Jones, 2020) discussed in the literature review chapter. The guiding questions were adapted to form four interview schedules for each participant group: YP, parents, school staff, and a LA Inclusion Officer (see appendix 6 for interview schedules).

A generic question was also included to initiate discussions about managed moves experiences, for example, 'what are the things that helped you or helped X to settle.' Due to the semi structured nature of the interview, the other guiding questions were not followed in a specific order and were adapted based on participants responses (Turner, 2016; Robson & McCartan, 2016). For example, if a participant talked about support from school this was further explored at that point using phrases such as 'tell me more' than returning to it later in the interview. The final question in the interview schedules ('Is there anything else you'd like to tell me about your experience of managed move') was asked at the end to allow for any additional topics or comments to be discussed. The COVID-19 pandemic caused school closures, which meant that managed moves were not taking place. The LA fair access meetings, which I had planned to attend for recruitment were also not running. This delay in research prevented a pilot study from being conducted. To design interview questions, I sought guidance from my supervisor. Supervision was helpful in understanding that the questions should be related to the research topic and question, and I should review the methodology and research design sections of relevant studies for ideas.

2.5.5.3 Interview process

Between April and June 2021, interviews were conducted with participants. To be time efficient due to the research delay caused by the COVID-19 pandemic, some interviews were conducted in-person while others were conducted virtually, in accordance with protocols. Written consent was obtained from all participants before the interviews commenced (see appendix 3). The signed consent forms were either sent via email or given by hand before interviews commenced. Participants were interviewed individually. One parent interview was conducted in-person, while all other adult interviews were carried out virtually with the agreement of each participant. All interviews with YP were conducted in-person to establish rapport and make them feel more comfortable discussing their experiences (Dodds & Claudia-Hess, 2020; Newman, Browne-Yung, Raghavendra, Wood & Grace, 2017). The interviews took place in a quiet room to control for interruptions and distractions and ensure confidentiality. At the start of the interviews, participants were reminded about the purpose of the study and provided information about their right to confidentiality and to withdraw from the study. Each interview lasted between 25 - 45 minutes and was recorded with a dictaphone. The audio recordings were later transcribed and anonymised.

2.5.6 Ethical considerations

Before carrying out this study, I applied for ethical approval and was granted by the School of Education and Lifelong Learning Research Ethics Committee at UEA (see appendix 2). I also followed the BPS Code of Ethics and Conduct (2018), the BPS Code of Human Research Ethics (2014), and the Health and Care Professions Council (HCPC) (2016) standards throughout the research process. Respect, trust and transparency for example were maintained throughout the research process. All participants were given a written information sheet (see appendix 3) that explained the purpose of the study, the process, time and commitment expectations, and how their data would be used and stored. The language used in the information sheet was adapted to be easily accessible and understood. According to the General Data Protection Regulation Act (GDPR) (2019), schools were not allowed to provide me with contact details for parent participants at the initially. Therefore, once YP confirmed their willingness to participate in the research after a school staff discussed it with

them, their parents were contacted separately to obtain consent and share their contact details with me. Written consent was obtained from parents before interviews commenced. During the introductory conversation at the beginning of the interviews, I verbally discussed the purpose of the research and the content of the consent form, allowing participants to ask questions. I also reiterated that the interviews would be audio-recorded, and their rights to confidentiality and to withdraw.

The research process adhered to the GDPR (2019) and the Data Protection Act (2018) laws. Audio recording devices, notes, and consent forms were securely stored in a filing cabinet. To protect the participants' identities, their names were anonymised and replaced with pseudonyms, and any identifiable personal information about places and schools was removed. Only data relevant to the research question was analysed and recorded in the results, ensuring that sensitive information shared by participants during the course of their interviews was not included. I considered potential risks, psychological harm, or distress that could arise during the interviews. For example, discussing managed moves might bring up difficult experiences. To manage any potential risks, participants were informed that they could stop interviews if it became too upsetting. Additionally, I identified a key adult at each school who could offer support to participants throughout the research process. Participants were informed that they were not obligated to answer questions they were uncomfortable with, and I provided information about wider support services and charities (e.g., parent groups) that they could contact if they needed further support.

2.5.7 Research quality

2.5.7.1 Rigour and trustworthiness

A variety of methodologies and structures are used to organise qualitative research activities and qualitative findings, leaving it open to different interpretations about how the researcher informed decisions throughout the process (Johnson, Adkins, Chauvin, 2020; Nowell, Norris, White & Moules, 2017). Stahl and King (2020) posit that the trustworthiness of qualitative research is a subjective matter, yet it is one of the shared realities in which readers and writers can find common ground in their constructive processes. To ensure rigour and trustworthiness in this research, I followed the four criteria proposed by Lincoln & Guba (1985): credibility, transferability,

dependability, and confirmability. I considered these criteria throughout the research process to ensure trustworthiness and rigour of the data.

2.5.7.2 Credibility

In qualitative research, credibility refers to the extent to which the research findings accurately represent reality (Lincoln & Guba, 1985; Guba & Lincoln, 1989). Tobin and Begley (2004) suggest that credibility is a subjective assessment of how well the researcher's interpretation aligns with the views of the participants. Stahl and King (2020) argue that there is no single, definitive answer when assessing credibility; it is a subjective judgement made by both the researcher and the reader. However, the findings should be logically consistent and interconnected (Stahl & King, 2020). One method used to achieve credibility in this is data triangulation, which involves converging data from multiple sources in order to maximise accuracy in the collection and analysis phase (Patton, 1999). In this study, I conducted semi-structured interviews with YP, their parents, and professionals who supported them during their moves to triangulate their experiences and gather contextual information. As YP's views are at the centre of the research to address the gap in literature, they were interviewed first. Their perceptions and priorities also helped to focus discussions in the interviews with adults. For example, during the adults' interviews, I would say something like, "*Your comment was also raised by young person X; could you tell me more about that?*"

I have devoted a considerable amount of time in studying the current research topic, which has enabled my understanding of it. I acquired a deeper understanding of the research topic by conducting an exhaustive and integrated review of relevant literature. This involved identifying and defining key concepts, assumptions, best practices, and theories related to the research topic (Kuper, Lingard, Levinson, 2008; Johnson, Adkins & Chauvin, 2020). This was done to ensure that the research question was meaningful, answerable, could contribute to advancing thinking and practice (Johnson, Adkins & Chauvin, 2020). However, I acknowledge that my involvement in the research context and my accumulated knowledge and experiences may introduce bias. To address this, I engaged in a reflexive self-analysis, continually stepping back from the data to consider the potential impact of subjectivity on interpretations.

2.5.7.3 Transferability

Transferability refers to the ability to apply research findings to other contexts or settings (Daniel, 2019). The qualitative nature of this study, however, is not typically aimed at generalisability. Additionally, the study focuses on managed moves, which can vary across different LA and school context, making it difficult to replicate and generalise the findings. Despite this, qualitative researchers argue that patterns and descriptions from one context may have applicability to another (Stahl & King, 2020). To enhance transferability, detailed descriptions of the LA context and the participants involved are provided in sections above and below (see participants, contexts, sampling and recruitment approach sections). This study does not solely focus on participant's views regarding specific events but instead aims to understand the commonalities in their experiences. This approach allows for exploration of how shared experiences and factors that helped participants can inform support for other YP undergoing a managed move.

2.5.7.4 Dependability

The process of dependability, as described by Lincoln and Guba (1985), involves making sure that the data collected is consistent and the research process is reliable. This was achieved by keeping a record of coding, categories and notes throughout the process. Additionally, I had regular meetings with my research supervisors, which was essential in ensuring that the data analysis was both credible and dependable. These meetings were particularly helpful after each stage of analysis, as they allowed me to confirm the accuracy of the analysis process, and to triangulate and refine the structure of the findings. They also helped me identify some emerging ideas from the data that I may have missed without supervision.

2.5.7.5 Confirmability

Confirmability is a process that ensures the analysis and findings of a study are derived from the data (Lincoln & Guba, 1985). Guba and Lincoln (1989) propose that confirmability is established when credibility, transferability, and dependability are all achieved. To ensure the confirmability of the findings, there was also a golden thread of the literature and explanations for the theoretical, methodological, and analytical

choices throughout the entire study (Koch, 1994). This allows readers to make judgements about the confirmability of the findings.

2.5.8 Analysis

I used semi structured interviews to collect data, which allowed participants to articulate as much detail about their experiences as possible (McIntosh & Morse, 2015). This enabled me to understand the meaning behind participants' stories and words, including their experiences, opinions, thoughts and feelings. While the data collection produced individual case sets (e.g., young person-parent-staff) that provided in-depth insights into each YP's experiences, the interviews also revealed commonalities in views and meaning-making across all the data sets. Therefore, by examining the datasets for patterns and similarities, I was able to gain a better understanding of the shared experiences among participants. To analyse data, I used thematic analysis as an approach (e.g., Braun & Clarke, 2006, 2013; Braun, Clarke, Terry, Hayfield, 2017).

Thematic analysis is a method for identifying and analysing patterns of meaning in a data set. This method has been revised as reflexive thematic analysis to differentiate it from other more structured approaches to coding and theme developments (Braun, Clarke, Terry, Hayfield, 2017). I adopted a reflexive thematic analysis to explore the factors that contribute to resilience and enable experiences of success across systemic levels using the bioecological model (Bronfenbrenner, 1979, 2001, 2005) theoretical framework. The premise of a reflexive thematic analysis is that the researchers are never a blank slate but bring their theoretical framework, knowledge, experiences and subjective skills to the data.

The analysis is viewed as something created by the researcher at the intersection of the data. A reflexive analysis does not focus on following one correct way of analysis but emphasises flexibility, immersion in, and repeated engagement with the data (Braun, Clarke, Terry, Hayfield, 2017). This analysis approach is a situated interpretative reflexive process (Braun, Clarke, Terry, Hayfield, 2017). Based on this, I attempted to analyse the data to answer the research question with an awareness that the theoretical perspectives and the critical realist position adopted exist throughout the analysis process. Therefore, a reflexive and inductive approach to thematic analysis was used to code organically free from pre-existing coding

framework but incorporate both explicit and implicit analysis which involves a deeper level of interpretation of the data drawing upon theoretical perspectives, frameworks and concepts.

2.5.8.1 Analysis process

Braun, Clarke, Terry, Hayfield's (2017) six phases of reflexive thematic analysis method was adopted to conduct rigorous data analysis (see table 4). The six phases is not strictly a linear process but iterative, allowing the moving back and forth between the different phases, and to fully immerse in the data and to gain insights into the interrelated factors and environments that support resilience during a move and influence success.

Table 4
Braun, Clarke, Terry, Hayfield's (2017) Six Phases Thematic Analysis

Phase 1-2	Familiarisation and coding
Phase 3	Theme development
Phase 4-5	Reviewing and defining themes
Phase 6	Producing the report

Phase 1-2: Familiarisation and coding

I engaged with all the data collected by reading and rereading all the transcripts of YP and adult participants' interviews, making observations and notes on the printed data documents. Braun, Clarke, Terry, Hayfield (2017) posit that observation notes can provide insights related to the research focus. Notes on initial meaning and ideas for individual data set were also recorded on a separate document. This enabled me to initially gain insight into the shared views and experiences of participants across data sets (see an example of this in figure 3). Following notes taking, data transcript was inserted into a table layout on Microsoft Word to easily code during the coding phase. I did not use an analysis software, for example 'QSR NVivo' as it would be suitable for more structured coding used by other TA approaches. Coding reliability

approach for example, rely on a codebook based on deductive orientations to apply a set of pre-determined codes to develop themes and may benefit from the systematic format of these softwares to facilitate the process (Braun & Clarke, 2019).

Figure 3

Example of familiarisation notes from data collection

Example of familiarisation notes from interview with Patricia, parent and school staff

- The experiences at her receiving school in reality is different to previous negative expectations before the move.
- Staff actually care and are attentive to needs.
- Staff are relatable and show they are human.

An example of familiarisation notes across all datasets

- Support from staff through personalised and child centred approach enabled needs to be met came across all datasets.
- YP experienced 'metamorphosis' that influenced positive attitudes and mindset.

The flexibility of reflexive TA coding using inductive approach enabled me to generate semantic codes directly from the data. This is a process that involve identifying and summarising the content of the data to mirror the participants meaning. I also made latent codes which go beyond participants expressed meanings to the underlying patterns or hidden meaning in the data (Braun, Clarke, Terry, Hayfield, 2017 p.22). This particularly allowed for consideration of relevant factors and the interplay of systems and environments on managed move experiences drawing upon the theoretical perspective of resilience and bioecological theoretical framework (Bronfenbrenner, 2005) (see an example of this in table 5 and table 6). Both coding approaches are accepted within reflexive and inductive thematic analysis (Braun, Clarke, Terry, Hayfield, 2017; Braun & Clarke, 2019).

Table 5

Example of coding from John's interview

Data extract	Code
<p>She always try and fight for my place there but said to me if you're gonna keep being naughty there's no point of me like trying because I'm fighting for your place and they are giving you a place and you just like exploiting it. And it was like kind of true and then obviously she was like err look let's see what they say. She said I've got a week to turn my behaviour around and I just couldn't, and it was just I couldn't it was too hard for me, and then obviously I got the managed moves. They just reassured me and made me aware that they proud of everything that I'm doing like even through the bad days they was still like we're proud of you I was still proud of what you've come through it just kind of boosted me to do even better so that's the main thing I really wanted to hear.</p>	Family fighting to prevent managed move
	Family tensions due to behaviour
	Difficulty changing behaviour
	Lack of control over having a managed move
	Received consistent reassurance and encouragement
	Praise for overcoming challenges
Development of resilience from family interactions	

Transcription semantic codes: 'Family fighting to prevent managed move' 'Difficulty changing behaviour'; Transcription latent codes: 'Lack of control over having a managed move', 'Development of resilience from family interactions'

Table 6

Example of coding from Lucas' interview

Data extract	Code
<p>They [teachers] hear my point of view erm and if I say anything they would take on board and try to resolve it because they hear both sides of the story erm yeah. I had a lot of support from Mr [name] he was my mentor during the transition and any problems I had I went to to him. And he always listened to me and resolved it. He would always call my parents and let them know what was going on so yeah. I don't speak to him as much as I was but I still talk to him. There isn't much problems anymore that I would need to speak to him about. But I know he is always there. So probably the fact that I was actually listening to what the teacher were asking me to do and taking what they said on board...</p>	Sense of justice and fairness from hearing views
	Frequent support and time with mentor
	Mentor listened to the YP's views
	Parents had communication from mentor
	Impact of time with mentor on emotional security and resilience
	Listening was a two-way process and bidirectional

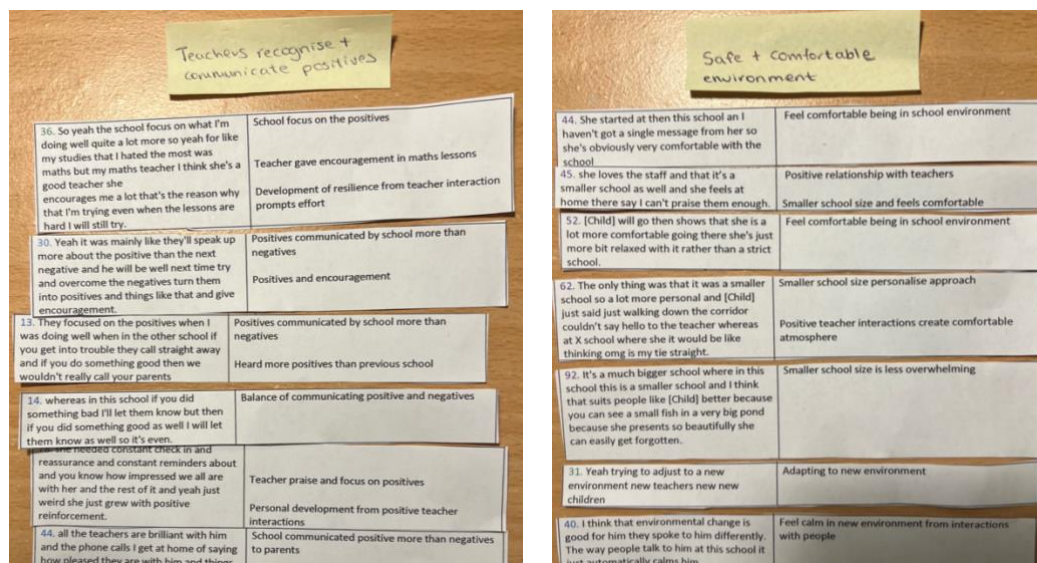
Transcription semantic codes: 'Frequent support and time with mentor', 'Mentor listened to the YP's views'; Transcription latent codes: 'Sense of justice and fairness from hearing views', 'Listening was a two-way process and bidirectional'.

Phase 3: Theme development

I printed the data extracts alongside codes for each case sets to easily identify and form patterns and begin the theme development process across all the data. Next, I searched for reoccurring or salient patterns from the different codes. The process of forming clusters of patterned codes was informed by the research question to keep the analysis relevant and meaningful (Braun, Clarke, Terry & Hayfield, 2017). The clusters were formed and grouped into subcategories and categories, and decisions were made regarding their overall essence and meaning, which resulted in initial labelling of possible themes (see an example of this figure 4). At this stage, I began to observe relationships between themes, remove themes, create possible themes and subthemes in line with the direction of the data analysis and research question which is illustrated in a tentative thematic map (see appendix 4).

Figure 4

Examples of initial themes formed during phase 3 of reflexive thematic analysis



Phase 4-5: Reviewing and defining themes

The themes created were checked to ensure that they capture and match the meaning in the collated coded extract segments as well as reflect the 'central organising concepts' across themes. I also re-read all transcripts to further assess that the themes form a coherent pattern of shared meaning and capture the core of the stories told in the data while addressing the research question. At this stage, some

themes were also split to form subthemes to increase specificity and some candidate themes discarded. A final thematic map was created and can be seen in appendix 7. Braun, Clarke, Terry and Hayfield's (2017) posit that themes definition are short summaries of the core idea and meaning of each theme. This is in contrast to other approaches that may form titles to capture the meaning relating to a particular topic or area of focus, reducing the clarity, cohesion, precision, and quality of TA analysis. Thus, in this phase, themes were labelled and defined to capture my sense making of participants shared meaning and experiences. The final names and definitions of themes can be found in appendix 5. In the literature, participative approaches to research, which involves different stakeholders has been endorsed (Scholz, Dewulf & Paul-Wostl, 2011). I had one year of regular three-way research supervision with two of my supervisors to examine, discuss and reflect on coding, identifying and reviewing themes, and designing of thematic mapping of findings.

Phase 6: Producing the report

The list of the final themes and thematic maps for the research question is presented at the beginning of the findings report. The themes are summarised at the start of each section and then introduce the subthemes, which are then discussed. A selection of examples of experiences that point towards specific themes and subthemes from the data were included in the discussions of the findings.

2.6 Research findings

2.6.1 Introduction

The following section provides a detailed report on the findings of the current study in relation to the research question. First, the research aims are revisited and outlined. Then, an overview of the data collection and analysis process, as well as the background context of the participants and the summary of the main candidate themes identified from the results, is provided. The findings are then presented, accompanied by quotes from the participants that illustrate examples supporting the identified themes and subthemes.

2.6.2 Aims

The aim of this study was to explore the factors that promote YP's resilience, which ultimately influence their experiences of success following a managed move. The study sought to understand these factors across different systemic levels using the bioecological model (Bronfenbrenner, 1975, 2001, 2005) in order to provide a systemic perspective on resilience in the context of managed moves. The views of stakeholders within these systems including YP, parents, school professionals and a LA Inclusion Officer were also gained to address the research aims.

2.6.3 Data collection and analysis

As mentioned earlier, semi structured interviews were used for data collection, allowing participants to speak in detail about their experiences (Norrie, 2016). The data collection involved interviewing nine participants: three YP, three parents; two school professionals, and a LA Inclusion Officer involved in managed moves. For data analysis, a reflexive thematic analysis approach by Braun, Clarke, Terry and Hayfield (2017) and Braun and Clarke (2019) was used. This method was chosen based on my theoretical perspectives and critical realist position, which were considered throughout the analysis process. Therefore, an inductive approach using both explicit and implicit analysis was used for a deeper level of interpretation of the underlying causal mechanisms of the phenomenon under study (Robert, 2014; Robson & McCartan, 2016). This approach does not introduce new concepts or theories, as this would be considered moving beyond the realities of the participants from a critical

realist perspective (Robson & McCartan, 2016). The inductive and reflexive thematic analysis by Braun, Clarke, Terry and Hayfield (2017) Braun and Clarke (2019) consists of six phases: familiarisation, coding, theme development, reviewing themes, defining themes and producing the report. This process involved immersing myself in the data and continuously reviewing and revising themes. I then analysed data from different sources to address the research question, and triangulation was employed to report the result findings and to add rigour to the credibility of the results (Patton, 1999).

2.6.4 LA and participants background context

This study was carried out in a LA in England that uses formalised managed move processes (OCC, 2013) and collect data on successful and unsuccessful completion of trial periods. From 2017-2020, there has been a decline in the rates of successful completion of trials. More specifically, in the year of 2019/2020, there was a higher number of YP who did not complete their managed move trials. This was influenced by various delays and disruptions to managed moves caused by COVID-19 national restrictions, impacting on YP starting their trial and adjusting to a new school environment. The YP participants in this study who had undergone managed moves in 2019/2020 and completed their trials were Patricia, John and Lucas. Before managed moves were initiated, John and Lucas were at risk of permanent exclusion. During the interview session with Lucas, they particularly emphasised that they tried to avoid having a move but found it difficult to make changes at their previous school. Patricia on the other hand, experienced internal exclusion by being denied access to a proper education and learning environments at school.

In addition to their ambivalent feelings, the unprecedented circumstances of COVID-19 during which the transition was taken place posed additional challenges during their moves. This contextual information provides a background for understanding the perceptions, views feelings and experiences of the YP explored in the reported findings. The perspectives of the respective parents of the YP and the school professionals who supported them were also included in the findings. Insights into the broader context of managed moves were also obtained from the LA Inclusion Officer.

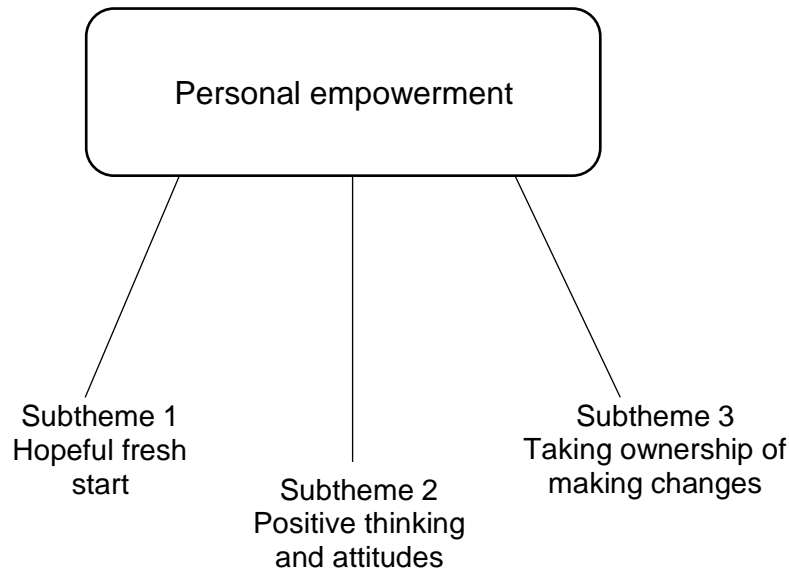
2.6.5 Summary of themes and report

Through the inductive and reflexive analysis of the data, five candidate themes relating to the research question were identified. In line with the bioecological theoretical framework that will be used to elucidate the findings, the five candidate themes identified are the main factors at different systemic levels that promote YP's resilience. A more extensive interpretation and synthesis of the findings using theoretical perspectives would be addressed in the discussion section. The following report of the findings will start by summarising the themes at the start of each section and then move on to discussing each subtheme in turn. The report will also describe the relationship and interaction between the candidate theme and subthemes.

The candidate themes identified are visually represented in a thematic map (see appendix 7) and presented below:

1. Personal empowerment
2. Safe and positive school environment
3. Child focused support
4. Promotive personal relationships
5. Investment and collaboration of stakeholders

2.6.5.1 Theme 1: Personal empowerment



The theme ‘personal empowerment’ was created from the data to capture YP’s resilience during managed moves. Within this theme, the first subtheme **‘hopeful fresh start’** highlights the reflection of YP on their previous negative experiences and their hopes of a fresh start at a new school. The next subtheme **‘positive thinking and attitudes’**, illustrates YP’ positive outlook and perception during their moves and when facing challenges. Lastly, the third subtheme **‘taking ownership of making changes’** captures YP expressing feelings of responsibility for their school outcomes and movement towards behaviours that would make positive changes. All three subthemes represented key individual qualities and characteristics that demonstrated their resilience, influencing their success.

Subtheme 1: Hopeful fresh start

Managed moves were understood by YP to be a form of ‘fresh start’. They felt hopeful that a new school environment would provide them with the opportunity to experience changes and go on to achieve an education. YP discussed what went wrong at their old school and what they hoped for at their receiving school. John, for example, felt anxious and unsettled at their previous school and would follow the wrong friends and engaged in challenging behaviour; *“So I kind of just followed what*

they did and it didn't really help me I got in trouble a lot I just couldn't turn myself around" (John). They believed that a new school would give them a second chance to demonstrate positive behaviour and make better friends; *"yeah, I wanted to make friends that were better influence to be honest...if you're doing bad at a different school you always like have a second chance to prove to yourself that yeah you can actually do good stuff"* (John).

A fresh start set the proximal processes (relationships) in motion between John and their teachers in the school microsystem. As John was new, they felt that the teachers at their receiving school did not have a preconceived negative opinion of them, which made a difference to how teachers interacted with them and how they interacted with the teachers. They expressed, *"It's [undergoing a managed move] quite a good thing as I can walk through the corridor and the teacher is not asking me if I have been to form if I've been to all my lessons. It's like obviously of course I'll go to all of them [lessons] but in my old school they will always think like I'm not going to lessons"* (John). This finding suggests that the anonymity linked to the fresh start likely fostered a positive relationship between John and their teachers which reinforced their hope that success was possible and promoted their resilience.

Two school staff members interviewed in this study highlighted that teachers within the wider school were not fully aware of the circumstances surrounding a move but rather viewed the YP as new YP who had *"joined mid-term"*. John's Head of Year stated, *"It was just like it's [John] the new lad rather than the [John] is the lad that did what they did, and they are at our school"*. The Pastoral Intervention Manager who supported Lucas' echoed this sentiment saying, *"they felt like they wasn't judged here felt that they had a clean start and staff just saw them as a mid-terms admission who had moved to the area"*. This lack of judgement was significant to YP's managed move experiences, as was the case for John and Lucas.

Lucas had experienced regular conflicts with peers and teachers, as well as frequent sanctions, at their previous school. However, a fresh start provided them with the opportunity to build positive relationships with new teachers and peers. Lucas themselves noted that the conflicts and sanctions had decreased at their new school, stating; *"I was arguing and getting detentions all the time, but this school is not that bad anymore"* (Lucas). The Pastoral Intervention Manager interviewed gave an example of evidence she saw that Lucas desired to make changes in interactions with peers; *"some of them [YP who undergo managed moves] they just reveal themselves*

let's say on the playground they can't help it but they [Lucas] didn't do that the signs were there very early that they was going to be successful" (Pastoral Intervention Manager). This idea of YP viewing managed move as a new opportunity was corroborated with the LA Inclusion Officer, who reported that; *"The child has to want it and understand and realise that the process, as I said is an opportunity"* (LA Inclusion Officer).

Patricia hoped to *"start afresh"* in order to escape the difficulties they had experienced at their previous school; *"so it was very difficult in that school because I wasn't really doing anything I was just going there just to get a mark, so it was a bit like I would just rather start afresh"* (Patricia). They reported a lack of motivation and anxiety, which caused them to disengage from their learning; *"I was struggling mentally at my old school especially with like going to classes. I was anxious a lot it must have been like around a year that I didn't go into classes fully..."* (Patricia). In contrast, Patricia reported their receiving school and lessons more favourably, therefore engaging more with their learning; *"I like all my lessons like this school is more enjoyable where at my old school it just never used to be"* (Patricia).

Subtheme 2: Positive thinking and attitudes

At the stage of transitioning, YP were able to demonstrate a positive outlook and attitude despite the fact that their transition was not smooth, and they experienced additional emotional uncertainties and more demands to cope with change during the period of the global pandemic (COVID-19). Both Patricia and Lucas' transitions were delayed due to the global pandemic which led to a period of school closures. Disruptions at the chronosystem level would have weakened interactions in their microsystems, for example, interactions with peers, teachers, learning and their school environment. Lucas' final review meeting for example, was disrupted due to the lockdown; *"we went into the lockdown the school was closed we couldn't do the other meeting, so we had to wait till I come back [lockdown]"* (Lucas). This would have caused them to worry about uncertainty on whether they completed their trial period successfully. However, Lucas maintained a positive attitude and motivation to engage in school learning, by attending their virtual lessons as seen in their comment; *"even when the school was online learning, I was the only kid in class that turned up to every lesson"* (Lucas).

YP during the lockdown period used the time to make sense of having a managed move, leading to transformation at the chronosystem level. Patricia stated that: *“I think that something just changed in me especially with the whole lockdown because it was like I had a lot of time to think about it all so yeah it kind of prepared me”* (Patricia). Similarly, Lucas’ mother commented that the lockdown period provided them with an opportunity to reflect and grow: *“I also think the lockdown helped as much as they wasn’t in school they was at home learning but gave them that time to reflect and needed to grow up a lot over that time”* (Lucas’ mother). The change at chronosystem level promoted positive thinking and attitudes which promoted resilience during challenges faced in the process. This was also seen in parent and Pastoral Intervention Manager interviews for Patricia; *“they’ve been in there for two lessons thinking about positives rather than the negative of them not being there (Patricia’s mother)”*; *“they played a huge part in that they really did they were working out of their comfort zone a lot when they first came here”* (Pastor Intervention manager).

Patricia also expressed their disappointment at not getting their first school preference, and felt they had no control over this decision noting that; *“this wasn’t originally the school I wanted to go and this is the school that I was like I didn’t want to go but then basically I had to go”* (Patricia). Despite this, they was hopeful and optimistic about attending their receiving school, believing that *“everything happens for a reason I was very open minded about coming here”* (Patricia). Similarly, John accepted that they had little control over their managed move, stating that it was *“not an ideal thing because it’s going to be on my record and stuff”* (John). They focused their mindset on developing friendships and had a positive perception about their ability to make friends when they joined their receiving school; *“it [managed move] kind of boosted my self-esteem a lot because going to a school where you don’t really know anybody and you only have like three or four friends like kind of boost yourself esteem to make more friends”* (John).

Subtheme 3: Taking ownership of making changes

All YP participants felt their behaviour and efforts determined success after their moves. For two YP in particular, Lucas and John, they took responsibility for their behaviour and involvement in negative events at their previous school. So there had been efforts to avoid getting into trouble and instead cooperating with teachers. Lucas

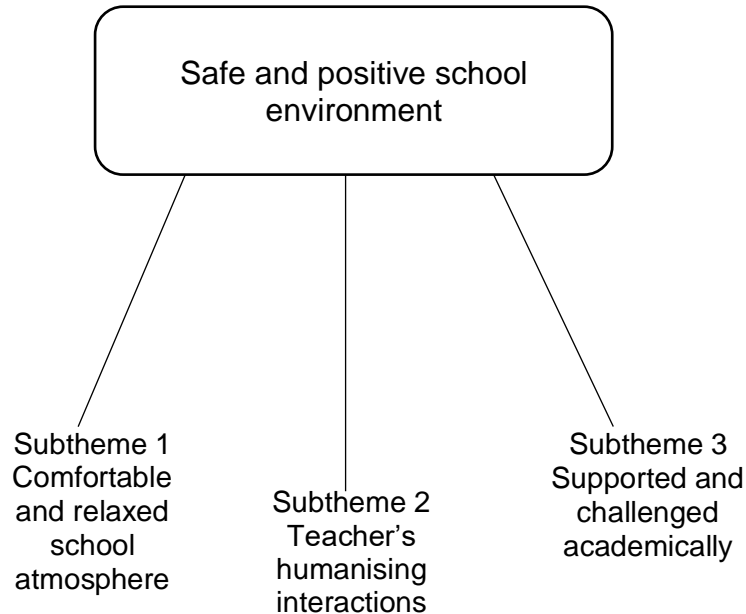
stated that they had previously refused to listen to their teachers but had changed their behaviour at their new school; *“Just listening to the teachers and doing what I've been asked to do because at the other schools they told me to do something, and I didn't want to do I wouldn't do it”* (Lucas). Similarly, John reported that they had changed the way they interacted with their teachers; *“I feel like so say a teacher said I did something bad I will use to like in my old school like answer back and stuff but in this school, I just do what I need to do”* (John). The YP believed that cooperating with their teachers and avoiding trouble would have a beneficial effect on their experiences and school outcomes: *“I take on board what they say which helps”* (Lucas). The LA Inclusion Officer interviewed reported that she would often encourage YP to engage with the process and get support from school; *“90% is that YP accepting it [managed moves] and that they go in to engage with it and get the support that they need”* (LA Inclusion Officer). The message was corroborated by other participants in the data; John reported that they were made aware that outcomes would be positive if they met expectations; *“she [LA Inclusion Officer] said everything will all go smoothly as long as I like abide by everything”* (John). This was further highlighted by John's father who stated; *“she's also told them as well that you need to keep your head down”* (John's father).

YP' also sought to improve their school experiences and outcomes by making more informed decisions in regard to their interactions and getting drawn to things happening around them. John commented: *“I just feel there's not much point of there's not much point of me getting involved in everything because it would just be an excuse for me to not do as well so I thought I'd just go into my lessons”* (John). Lucas' mother also identified that they were beginning to make the right choices by avoiding potentially problematic situations; *“they've starting to do right by walking away from situations that they don't know whether they're going to get into trouble with for”* (Lucas' mother). YP had greater awareness of behavioural choices that led to different outcomes as well as having knowledge of their receiving schools' expectations, which helped them problem solve and manage their behaviour.

John expressed that they were aware of the expectations placed on them at school and was motivated to meet them; they stated, *“so in this school like I like I know what I need to do and like avoiding it is just going to make it even a bigger of a problem and like. If I just go in and do it it's just going to be better, things will be easier”* (John). John was determined to avoid repeating behaviours from their previous school that

were unhelpful which was also highlighted by their teacher; *“yeah they just got their head down...I think whatever did happen [at previous school] they’ve obviously realised that that’s not going to do them any favours”* (John). John was motivated to change to avoid negative consequences and unpleasant experiences. All parents interviewed noticed an increase in their child’s motivation and a sense of control over their behaviour, leading to positive changes. For example, John’s father mentioned, *“he comes down in the morning and get dressed is ready to go they’re never late”* (John’s father). Similarly, Lucas’ mother noted, *“They’ve just so mellowed now more chilled more relaxed and they are willing to do their own work”* (Lucas’ mother).

2.6.5.2 Theme 2: Safe and positive school environment



From the interview data, the theme 'safe and positive school environment' was created to capture the overall sense of the school environment that YP experienced and how this supported their adjustments. The subthemes identified were; '**comfortable and relaxed school atmosphere**' which illustrates that YP school and class environment made them feel comfortable, relaxed and they felt a sense of belonging from interactions with adults and peers; '**teacher's humanising interactions**' and '**supported and challenged academically**' subthemes highlight how the YP experienced their interactions with adult as friendly and humanising which strongly supported emotional needs and feeling settled at school. YP felt adults supported and challenged them academically which supported progress.

Subtheme 1: Comfortable and relaxed school atmosphere

The findings indicated that YP experienced their school atmosphere as wholly relaxed and comfortable which promoted feeling safe and positive at school. Patricia described that they feel more "*comfortable*" and "*relaxed*" in their receiving school environment than in their previous school. Patricia's previous school was described as

“strict”, making them feel anxious and constantly worry about deviating from school rules as seen in comments from their mother; “at [name] school where they would be like thinking omg is my tie straight...they are a lot more comfortable going here, they’re just more abit relaxed with it rather than a strict school” (Patricia’s mother). Patricia emphasised that the school setting generally was more suited to support them; *“They’ve been much supportive than a bigger school because this isn’t the biggest school it’s smaller it’s felt different”* (Patricia). Patricia has been able to easily develop relationship with school staff due to the school size, making them feel more supported and comfortable to express their needs; *“If I needed the help then obviously I know that I can ask”* (Patricia). Similarly, the pastoral interventions manager interviewed for Patricia stated: *“This is a smaller school and I think it suits [Patricia] better because you can easily be a small fish in a very big pond because they presents so beautifully, they can easily get forgotten”* (Pastoral Interventions Manager).

The statements *“little village”* and *“feels at home”* used by their mother indicated that Patricia’s school was seen to be a place that is warm, inclusive and like a community where everyone easily interacts and are supportive of one another. This was significantly different to Patricia’s previous school experiences where they experienced isolation as reported by their mother; *“They [school] just didn’t seem to care they [Patricia] was in a room all day and it doesn’t have a window no desk just to sit in there all day doing nothing, they would get the odd piece of work or maybe something to read but no nothing no help”* (Patricia’s mother). Patricia’s lack of access to their classroom environment at the microsystem level is likely to have disrupted their learning and engagement for education. Their experience of positive and supportive relationships with adults and peers at their receiving school is likely to have increased their wellbeing and engagement. The two school professionals interviewed also emphasised on the importance of making YP feel relaxed, comfortable and welcome in the environment, by arranging activities for them to take part in the school; *“They get sort of put you know... the buddy system they get put with a buddy done by choice with the form tutor that they stay with for about a week”* (John’s Head of Year). The school professionals highlighted that the YP received ‘discreet support’ than constantly reminding them of the behavioural policy; *“so it is all behind the scenes they don’t walk around with report card the paperwork”* (Pastoral Intervention Manager); *“Is not like oh you’re here for a manage move and then keep hawking them about the behaviour policy and that’s why we told you this”* (John’s Head of Year). This approach would

have been beneficial to YP as constant demands of meeting behavioural expectations are not being placed on them and they are not made to feel different or singled out, fostering a sense of belonging within the school community. YP spoke positively about peers interactions and feeling a sense of belonging in their classroom environment. All three YP indicated that their classroom was supportive and encouraged a wholly positive environment for learning; *“The set I’m in there’s not many people that causes argument there’s only one or two people that cause argument”* (Lucas). Lucas and John in particular experienced student-student interactions in class positively as they expressed that there was little hostility amongst peers.

Subtheme 2: Teacher’s humanising interactions

YP participants indicated that their experiences of interactions with teachers or during adult support were humanising because it was *“flexible”, “calm”, “caring” “real”, “personal”, “compassionate”* and *“friendly”*. Humanising interactions and approach by teachers and supportive adults were highlighted in the interview data as a significant contributor to feeling safe, positive, settled in the school environment which contributed to their resilience. At the transitioning phase, all the YP found it challenging to manage negative emotions linked to school transition and trying to adjust. They expressed that teacher humanising interactions and approach made them feel better able to manage their emotions, and difficult situations and settle at school. Lucas for example, indicated that the ‘beginning’ of their managed move was challenging to manage; *“I found it hard at the beginning like always going into class and messing about”* (Lucas). So, they liked the way teachers spoke to them; *“There were times I’ve done something, and I’ve got detention or got my name put on the board and it and it’s like oh but the teachers didn’t shout at me”* (Lucas).

Teachers calm approach with Lucas was containing and supported their heightened emotional states at school as seen their mother’s feedback: *“The teachers don’t scream and shout if they’ve done wrong or if they’re talking, they [teachers] don’t scream and shout at them, saying Lucas stop doing that they just write their name on the board and straight away they just calm”* (Lucas’ mother). John expressed that staff was lenient and showed compassion in their approach to dealing with their experiences of stress; *“They wasn’t like strict on me as they are probably like for other kids because like because like they knew there is a lot of pressure being on a managed move yeah”* (John). John’s Head of Year for example, added that he had compassion

for them during an incident they were involved in: *“John got themselves into a physical altercation but I think it turns out to be I am not going to lie there was a kind of sense of injustice there on a human level but I was like [John] you shouldn’t have done that”* (John’s Head of Year).

Patricia indicated that interacting with their teachers was different to speaking with a *“professional”* or a *“strict teacher”* who might show rigidity and indifferences in their communication; *“You could talk to them about anything rather than just like a professional like a strict teacher”* (Patricia). Patricia’s mother’s comments suggests that her daughter had experienced unfriendly interactions with their former teachers; she stated; *“Patricia just said just walking down the corridor, they couldn’t say hello to the teachers at X school”* (Patricia’s mother). Staff interviewed highlighted that it was important to show Patricia and other YP that they are also human to validate their experiences; *“I used to share some of my own experiences, so they know that I am actually human as well and I have feelings and experience difficult situations”* (Pastoral Intervention Manager). Patricia would have felt validated during interactions with their teachers, making it easier for them to communicate at school and settle (Patricia). The LA Inclusion Officer emphasised the importance of talking to YP on a human level to validate their difficult experiences; *“We can always reassure those YP we all make mistakes”* (LA Inclusion Officer). This would have improved the self-perception of YP who may have otherwise felt shame and stigmatisation because they are undergoing managed moves.

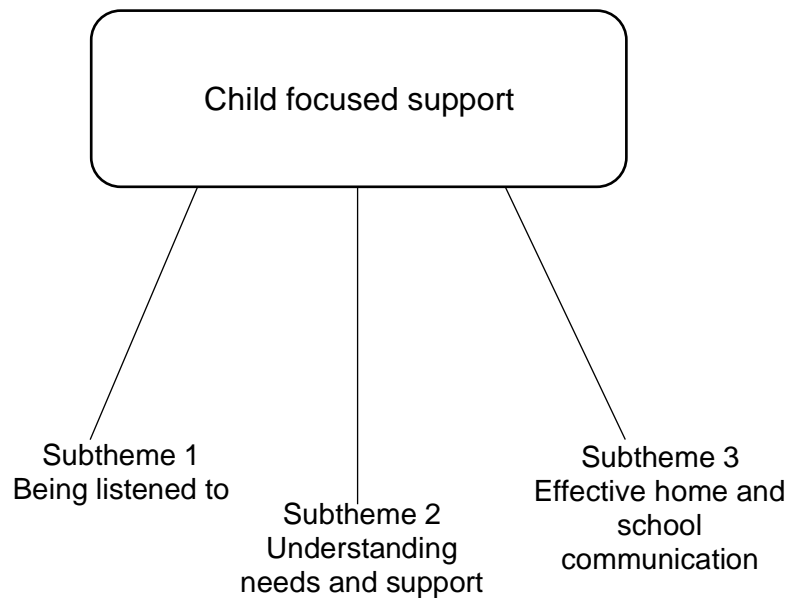
YP had contact times with at least one adult who offered support during transition within their role as learning mentor, pastoral/ learning intervention manager and progress lead. YP indicated that the adults provided personalised and emotional support and guidance to deal with difficulties and situations. There was a form of dependency on these adults at the beginning of the managed moves. YP saw their significant adults less as they felt more settled at school but they always felt held in mind as seen in these comments: *“There isn’t much problems anymore that I would need to speak to him about. But I know he is always there”* (Lucas); *“She knows how to help and she will help”* (Patricia).

Subtheme 3: Supported and challenged academically

YP highlighted that teachers supported their learning and academic progress. YP had in-class support and learning interventions to meet their learning needs and to make academic progress. They also had engaging lessons and felt challenged. John expressed that their school was interested in YP excelling. They emphasised that they received ‘support’ and ‘encouragement’ from their teachers in class; *“So I literally sit right in front of the teacher still I get quite a lot of support”* (John). Classroom seating adjustments meant that John had closer proximity to their teacher within the classroom environment, benefitting from regular interactions and teaching input (John). Eventually promoting their learning skills, improved their competence and self-esteem as a learner as seen in their comment; *“My studies that I hated the most was maths but my maths teacher I think she’s a good teacher she encourages me a lot....so, like now I’m actually kind of good at maths so I think it’s been quite good in that aspect”* (John). The YP indicated that their academic progress increased their confidence and motivation to achieve good outcomes.

For Lucas, they expressed making progress in reading as a result of the regular intervention they received; *“I’m getting better with my reading too so I attend classes to help with that a lot”* (Lucas). Their mother also highlighted that their reading levels improved and school *“stepped up”* to support. She alluded to the fact that this is an area that Lucas lacked support with previously which would have influenced difficulty accessing their class learning, and some of the previous challenges and outcomes at school. Lucas indicated that they were challenged and provided opportunities to achieve their learning potential; *“A lot of the other teachers in the lessons tries to push me because they know I can do better because I’m new if I would do the bare minimum stuff they would say I’ve done it and then there will be like do more to push yourself”* (Lucas). Lucas’ awareness that they could do ‘better’ made them determined to achieve learning goals as also seen in their mother’s feedback; *“They say to them [Lucas] you carry on doing what you are doing you can go up a group, and they’ve done it every time they go up into a different group. They [teachers] give Lucas that time and opportunity to then go up, they’re going into the higher group”* (Lucas’ mother).

2.6.5.3 Theme 3: Child focused support



The data findings of the theme 'child focused support' demonstrate the individualised support provided to YP by school staff during their transition. This support was tailored to the YP's needs and views, which promoted their resilience by helping them to adjust academically, socially and emotionally. The first subtheme, **'being listened to'**, highlights that YP felt that their opinions were taken into account when providing support and addressing issues. The second subtheme, **'understanding needs and support'**, highlights that school staff were aware of the YP's needs and made appropriate arrangements, such as adapting school policy, to meet those needs. Finally, the **'effective home and school communication'** subtheme covers the dialogue between parents and school, which involved discussing about YP's strengths and needs to inform support and sharing progress with parents.

Subtheme 1: Being listened to

This subtheme was created from the data to demonstrate that listening to YP's views to understand their needs was highlighted by both YP and parents as an important part of providing appropriate support and addressing issues. YP indicated that teachers listened to their views to comprehend the difficulties they were facing

rather than assuming that they were being defiant and confrontational, as evidenced in the following comments from Lucas and Patricia: *"they didn't think I was trying to talk back"* (Lucas); and *"I think that they were really attentive with me. They listen to what you've got to say"* (Patricia). The YP interviewed in this study had SEMH and communication difficulties, which often posed obstacles to their engagement for learning and school. Therefore, it was important to parents that teachers encouraged and acknowledged their children's views in order to understand their difficulties, rather than disregarding them; *"rather than like someone saying to them no you can't do that you've got to go lesson...it was more like listening to what you go through what your difficulties are"* (Patricia's mother); *"A lot of other teachers just normally say Lucas you did this and you you can't do this erm whereas Mr X would speak to them and say I do understand what you did"* (Lucas' mother). YP reported feeling that their views were valued and respected, which led to increased motivation and confidence in expressing themselves. This had a positive impact on their experiences.

The LA Inclusion Officer interviewed was the only staff member who commented on the importance of listening to all YP's views in order to comprehend what help they need and how this should be done during managed moves; *"I think the child's needs should be listened to so whenever we start managed moves, I always ask the young person what's not worked well and what's worked well for you"* (LA Inclusion Officer). Listening to YP's perspectives reduces the power dynamics between adults and YP. Lucas highlighted this, noting that their teachers *"would listen to what you've got to say before they jump in and be shouting like well no"* (Lucas). Their teachers would listen to what they had to say before making a decision, which increased their autonomy and belief that they could influence success. This was in contrast to their previous school, which did not take into account of their perspective during conflicts. This demonstrates how teachers can consider a young person's view before making a decision and resolve conflicts effectively. Additionally, Lucas noted that the *"listening"* was bidirectional, which helped build mutual trust and cooperation; *"This school listen to me, and I take on board what they say which helps"* (Lucas).

Subtheme 2: Understanding needs and support

It was found that school staff had an understanding of and awareness of the needs of YP and had arranged suitable provisions and strategies to support them. Additionally, school policies and curriculum were adapted to cater to the YP. Patricia

indicated that key staff had information about the challenges they faced, which enabled them to know how to better support them; *“so, the school had background information, so I think they know how to deal with it a bit better”* (Patricia). For example, Patricia had issues with school attendance related to anxiety which could have jeopardised their completion of the managed move trial. School staff understanding of their needs informed their approach with Patricia as they were more flexible with attendance due to their experiences of anxiety; *“when they returned to school, they did not feel the pressure that they could not miss any days”* (Pastoral Intervention Manager). They were given the opportunity to have occasional days off at school when they were anxious and overwhelmed. Patricia's mother also spoke positively of the school's support; *“The staff you know really helped them out because of their mental health problems”*.

Based on the knowledge staff had about YP's needs, some teachers took proactive steps to address potential issues. For example, the Pastoral Intervention Manager commented on Patricia's case, saying, *“I know from their previous school they are very anxious and lacked self-esteem and I do some regular checks...to see how they are getting on”* (Pastoral Intervention Manager). The LA Inclusion Officer also highlighted that schools have the responsibility to ensure YP are supported at school by conducting holistic assessments to identify their needs and putting appropriate provisions in place to support them. The LA officer stated; *“I've had schools that have identified and done some assessments and put in SEN support... before a managed move they should be investigating persistent disruptive behaviour”* (LA Inclusion Officer).

For Lucas, school staff recognised and commented on their strengths which increased their sense of pride and feelings of competence. Lucas commented, *“Yeah it was mainly like they'll speak up more about the positive than the negative”* (Lucas). The Pastoral Intervention Manager who supported Lucas also used these strengths to support their behaviour, giving them a role and responsibility in the classroom. This suggests that the recognition of their strengths had a positive impact on their behaviour. Lucas reported that that benefited from teachers providing feedback on their behaviour, noting that they would tell them to *“settle down in class a bit quicker”* (Lucas). The Pastoral Intervention Manager mentioned that Lucas responded well to *“nurturing”* and *“straight talking”* (Pastoral Intervention Manager). The teacher further commented that Lucas was successful when given a combination of positive

reinforcement and behaviour feedback, saying, *"With a bit of nurturing a bit of hold on a second that's not acceptable I'm really disappointed alongside that's really great I've just heard what you've done in that classroom. And your work is amazing whatever so that really worked for them it really works"* (Pastoral Intervention Manager).

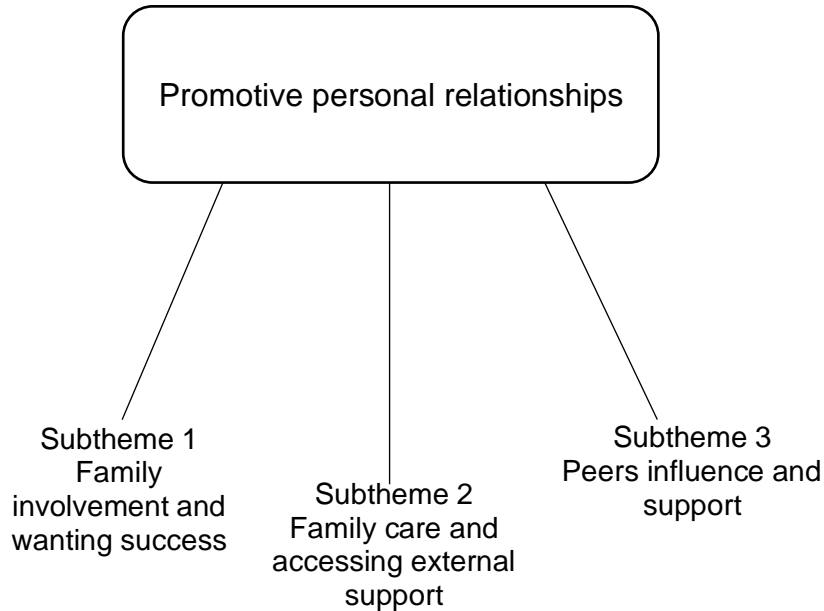
Subtheme 3: Effective home and school communication

All participants emphasised the importance of effective communication between families and schools during managed moves. Patricia expressed that their school had regular communication with home to ascertain the support they needed; *"they [school staff] just speak to my parents about it to get their point of view to know what help I need"* (Patricia). Furthermore, communication was seen to be effective between home and school, as it was perceived to help school staff understand the need for provision to meet YP's need. The Pastoral Intervention Manager interviewed for Patricia highlighted the importance of open and honest communication with parents in order to identify and address issues early. This was exemplified by the case of Patricia, where their parents' communication with school staff enabled them to better understand their underlying needs, thus facilitating the adaptation of school policy and curricula at the microsystem level to best support them. The manager stated, *"They had a day off and just that they was unable to cope erm but mum was really honest about that and you know there was no hiding it underneath the carpet"*.

Home-school contact was demonstrated to be an effective behaviour and learning support tool, as evidenced by teacher and parent feedback; *"they [family] are just incredibly supportive off the school if we need if need a sort of sanction they will 100% support if we say that John has not done enough work they will 100% support it"* (John's Head of Year). Lucas experienced home and school contact positively when the information shared was positive; *"in this school if you did something bad I'll let them know but then if you did something good as well I will let them know as well so it's even"* (Lucas). Teachers regularly informed home about the positive progress Lucas was making particularly with their learning as seen in staff and parent feedback; *"I usually call them quite well and I was like I'll call them and let them know they [Lucas] were going to be successful"* (Pastoral Intervention Manager); *"They sit down saying mom I cannot speak French Spanish whatever it is that they're doing at the time I cannot do it but their teacher will ring me and say they've just done a brilliant job"* (Lucas' mother).

It was important to Lucas that their family knew the progress they were making at school. Their relationship with the school was positive, as evidenced by the feedback from their parent; *"They loves them because they haven't had it [praise] say from 8 years old at school because everything was always so negative"* (Lucas' mother). Communication between home and school about Lucas' progress helped to strengthen the mesosystemic level, as it created a supportive relationship between Lucas' mother and the school staff. Their mother noted that she appreciated the phone calls she received from the school, which were in stark contrast to the negative reports she had received from other schools. All parent participants expressed that they valued the communication from the school, as it strengthened the support between home and school for YP. In John's fathers feedback, he expressed that the family had the opportunity to share their views at school meetings which were considered in decisions about the support that John would receive; *"with the school because they [John] were only on the trial we had a few meetings and yet the school they would listen to us like I said I can't fault the school they've been supportive"* (John's father).

2.6.5.4 Theme 4: Promotive personal relationships



The data revealed a theme of 'promotive personal relationships' which highlighted the strong and direct influence of family and friendships on YP's resilience. The first subtheme, **'family involvement and wanting success'**, indicated that parents were highly involved during managed moves, advocating for their child, and making personal sacrifices and adjustments to ensure they succeeded at school. The second subtheme, **'family care and accessing external support'**, demonstrated that YP experienced caring, nurturing and supportive relationships within their family context which reassured and encouraged them during and after their moves. Lastly, the subtheme **'peers influence and support'** showed that YP had supportive friends who positively influenced them at school.

Subtheme 1: Family involvement and wanting success

All the YP and parents interviewed reported that the family role and involvement during the managed moves process was to 'advocate', 'fight' and 'protect'. Lucas and John's comments illustrate how they recognised their families' efforts to ensure they could remain in mainstream education and achieve success: *"Yeah anything that I said to my mom any incident that happened with other YP when my form tutor Mr X*

use to phone she would let them know about what's going on" (Lucas); "My family and my nan erm my nan she was like one of the main people that that got me to where I am as well and like she helped me through it" (John). John made efforts to achieve success in order to not disappoint his family: "It's like they put in all this hard work for no reason, so I might as well like put in the effort as well" (John). Two parents interviewed indicated they had a dual role of advocating for and defending their child at school, while also communicating their expectations and boundaries to their child in order to help them avoid difficulties and negative consequences. As Lucas' mother stated, "I can do my best to help and protect you whatever the situation is, but if you lie to me and make me look like a fool fighting your battle, that is where me and them will bump heads" (Lucas' mother).

The parents interviewed expressed that poor behaviour at school can create family tensions and affect the relationship between them and their child. This was highlighted by John's father, who stated, *"I try and joke with them and have a laugh with them but I mean once they've crossed the line I will tell them you've done wrong don't do it again because I don't want to have to fallout with ya" (John's father). The YP interviewed valued family relationships and wanted to maintain the positive direction and function of this in their microsystem. John, for example, had strained relationships with their mother around the time they had challenges at their previous school. This disruption of contact would have further weakened their family microsystem. To support John, their father took up parental responsibility and ensured that they was achieving at school; "so, I went through a lot of stuff with my mum at my old school because yeah I use to live at my mum's house but my mum didn't want to deal with it so I live with my dad and erm yeah my dad helped me through it and I'm alright now" (John). This motivated John to put effort into their studies and make their father proud, thus promoting positive relationships with their family.*

The data revealed that YP experienced support from grandparents positively, and they highlighted the benefit of this support. Lucas for example, had a living arrangement with their grandparents, organised by their mother, during the managed move, which enabled them to easily travel to school. This closer proximity to their grandparents had a positive effect on their outcomes, such as attendance at school, as noted by the Pastoral Intervention Manager who supported them; *"I expected for poor attendance which would have compromised the managed move but they didn't miss a day yeah so they had to move to nan and grandad" (Pastoral Intervention*

Manager). Additionally, Lucas had closer contact with a father figure through their “granddad” during their time with their grandparents, as highlighted in parent feedback; “my dad will tell Lucas when they’ve done wrong you know... they’ve not had their dad around since they’ve been like four so my dad has been around and I think having that which they’ve never had before has also helped” (Lucas’ mother). Lucas’ support from their grandfather around their school affairs and managed move made a positive difference.

Subtheme 2: Family care and accessing external support

YP reported that their families were caring by offering encouragement and reassurance, which helped them to be resilient during the moves and enabled them to achieve success. John's experience is an example of this; “They just reassured me and made me aware that they were proud of everything that I'm doing, even through the bad day”. “They were still like we're proud of you of what I had come through” (John). It was important for John's family to make them aware that they were proud of their efforts during the managed move. John was often anxious about the results and internalised events, as he spoke about “disappointing their family” if they failed the managed move. It was helpful for John that their family provided reassurance by praising their effort and ability to overcome challenges. This in turn developed their resilience and motivation to improve: “It just kind of boosted me to do even better, so that's the main thing I really wanted to hear” (John).

Patricia's parents encouraged them to remain positive and hopeful, telling them that “everything happens for a reason” and that having a managed move would be helpful. Patricia’s parents also provided them with a sense of security, as they described being “protective”. This support enabled Patricia to maintain optimism and positive attitudes throughout the transition. The same care and encouragement from family members was observed in other YP, leading to the development of positive attitudes and thinking. Parents also emphasised the importance of autonomy, encouraging their children to make their own decisions about events. Patricia's mother, for example, highlighted that they had to “let go” in order to help them cope with challenges as seen in her comment; “They're not texting me saying mum I can't do this I can't go to lesson, and I'll be texting them back trying to fix it when I can't really fix it and then yeah their dad was like just leave it and don't message back and they should be alright” (Patricia’s mother). Lucas' family played a role in the

development of their autonomy in relation to their school outcomes. Their mother provided advice to help them avoid making wrong choices, saying, *"We have said to them time and time that your friends are not going to be there when you live if you get kicked out where's your friend"* (Lucas' mother). Additionally, she offered guidance when Lucas was selecting their GCSE options, as reported in their comments, *"I got my options so I've got to sort them out, there is a lot to do, I'm not sure what I want to do but I'm speaking to my mum"* (Lucas). She encouraged them to think about the skills they would need for the future rather than focusing solely on their options; *"Even it was like picking their choices their mum what do I do they were so confused bless them and I was like listen two years time you may not want to do the job you want to do now but these are the things that's going to help you"* (Lucas' mother).

The data revealed that when parents had reached the limits of their own ability to provide support for their children, they sought external professional help in the form of a counsellor. This was seen in comments made by two parents; Patricia's mother stated, *"you know they tried counselling it didn't work them as they don't talk we just didn't know what else to do..."*, while John's father said, *"I think they [John] just needed to get it out of their system and have a rant with someone that wasn't going to judge outside of the family, family took the initiative to get a private counsellor it wasn't something that school arranged"* (John's father). Parents felt that their child's needs and behaviour had a negative impact on the family, leading them to feel desperate and in need of help for their child.

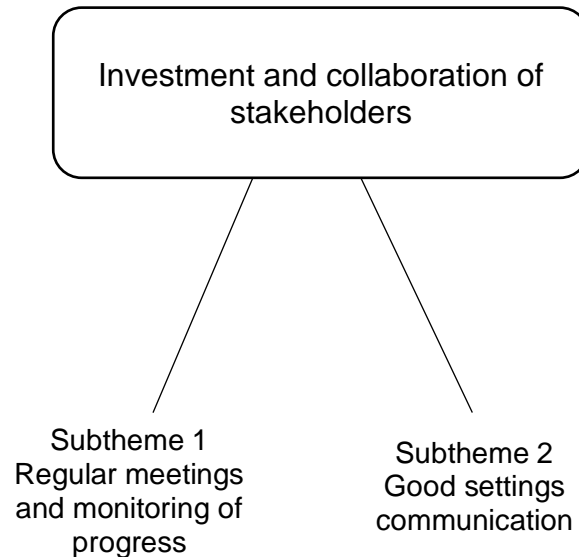
Subtheme 3: Peers influence and support

The YP reported that making friends during their managed move was a positive experience, which helped them to feel settled and adjust to school. Friends were highlighted as 'positive influence' and 'supportive'. John for example, reported the need to choose the right friends, as their previous experiences had been negatively impacted by the wrong peer group. John highlighted that they were easily influenced by peers, so they made a conscious decision about the type of friends they wanted to have when they joined the school: *"I wanted to make friends that were better influenced to be honest yeah because I didn't want to make friends that were bad influence on me because it would have just been like a circle"* (John). Their current friendships had a positive influence; *"I had a lot more friends in this school that are better influences than my old school but like my friends in this school aren't really bad"*

(John). They also felt supported and a sense of belonging in their class, as they were amongst peers who had positive attitudes towards learning and achieving the same goals at school; *"I feel like being in an environment [classroom] where everyone is doing the same thing and then I followed the same thing we can help each other"* (John). John's recognition of the importance of choosing the right peers and their subsequent decision to do so, is indicative of their development at the chronosystem level by understanding the impact peers can have on their life.

Patricia expressed that their school experience would have been *"daunting"* without friends, and they initially developed one close friendship. They stated, *"I knew one person in the school, I didn't know anybody else, so I just worked with that"* (Patricia). This gave them the resilience and confidence to form relationships with other YP, which helped them to feel a sense of belonging. All the YP reported that they gradually became more comfortable making friends at school. The data revealed that staff were essential in providing opportunities for the YP to make friends, as they understood the importance of friendships in aiding adjustment to a new school. The Pastoral Intervention Manager arranged a peer-peer introduction to assist Patricia in developing friendships, which would have supported their sense of belonging; she commented, *"I went into their class one day and they was sitting on their own and this is probably the second day there was a danger that they would be sitting on their own and I discreetly went down to a couple of girls...and I just wrote a little note that they're new they're very quiet and that they can do with a little bit of TLC and they completely took them under their wing"* (Pastoral Intervention Manager).

2.6.5.5 Theme 5: Investment and collaboration of stakeholders



The findings of the theme '**investment and collaboration of stakeholders**' demonstrate the collective effort of school staff, parents, YP, and LA inclusion staff during managed moves. This highlights the communication, time, resources, and expertise invested by school staff, parents, and LA staff to maximise the chances of success for YP. The first subtheme, '**regular meetings and monitoring of progress**' illustrates that meetings were frequently held between stakeholders including, YP, parents, LA and schools to review the move and there was ongoing monitoring of progress. Then the subtheme, '**good settings communication**' captures the support and transparent sharing of information between settings to ensure a smooth managed move.

Subtheme 1: Regular meetings and monitoring of progress

The interview data revealed that all YP had regular managed move meetings. These meetings were organised by the LA Inclusion Officer as part of the formalised process, and took place at both the LA and school level. The purpose of these meetings was to review progress, ensure practices were effective, discuss any concerns, and set targets. Two YP commented on the regularity of these meetings,

which involved parents, schools, and professionals from the LA: *"It [managed move meeting] took place every four weeks and then every two weeks and then I got passed, and I've not had another one since"* (Lucas); *"We would have regular meeting and yeah so she was at my final meeting which happened online and that was alright"* (John). The Pastoral Intervention Manager who supported Lucas noted that attending the initial meeting with Lucas's family had a positive effect on the move; *"granddad I believe came to the original meeting with mum and they were just desperate for them to do well...they didn't want it just to move the problem they wanted them to have a fresh start"* (Pastoral Intervention Manager). The manager monitored Lucas' progress closely and was able to provide support when needed; *"we monitor them [YP who undergo managed moves] very closely, they have an academy support plan and that requires the progress leader to have a lot to do with the YP and checking in"* (Pastoral Intervention Manager). When Lucas seemed to be going down the *"wrong trajectory"*, the Pastoral Intervention Manager would intervene in order to continue supporting their progress.

She advocated for them to get an extension as she wanted to continue supporting the progress Lucas had made; *"we asked for extension for Lucas which I proved because why they started to get things wrong but if I looked at it as a whole picture from the beginning to the end, they mostly got things right"* (Pastoral Intervention Manager). Lucas stated that they were set targets of things to improve at the meetings which they followed and *"passed"* their trial period (Lucas). John and Lucas reported that the LA Inclusion Officer who facilitates managed move meetings was supportive. John, for example, found the LA officer to be helpful and reassuring; they stated that *"she kind of helped in like I was worried about coming here it's not something I've had to do before so she made me feel like there was no worry coming here"* (John). Lucas also found the LA officer's support to be beneficial; he reported that their trial period was extended by the LA officer, which they found *"helpful"* (Lucas).

Subtheme 2: Good settings communication

The interview data highlighted that to ensure the process ran smoothly and supported YP, communication between the original and receiving schools and the LA fair access team was essential. At the beginning stages, YP had contact with their previous school in meetings. During the first weeks of the managed move trial period,

original schools shared information with receiving schools as part of the learning assessments conducted to evaluate YP's learning skills and needs. This enabled appropriate provisions to be made for them to access the curriculum. In the example below two YP experienced completing learning assessments which informed classroom adjustments and learning activities to support their academic levels and learning needs; *"obviously I came in the middle of school I think I did some tests when I first came and I don't think I did that good"* (John); *"they were going to get them to do that little exam to see where they were what kind of group we will put you in"* (Lucas' mother). John's Head of Year indicated that delay in managed moves transition would have created gaps in YP's learning; *"it is quite a bit of disruption for the schools, parents and ultimately for their learning... they've kind of had three weeks of not being in for lessons"* (John's Head of Year). Therefore, it was important to share information promptly in order to make learning arrangements; *"There's a very quick turnaround to get data from previous school to know exactly which sort of set they need to be in and not sort of mucking about with that"* (John's Head of Year).

The LA fair access team and schools had ongoing discussions to provide support during the process. As an example, the Pastoral Intervention Manager noted that the LA officer was supportive when she decided that Lucas would benefit from an extension of their trial period. The Pastoral Intervention Manager stated, *"[LA Inclusion Officer] supports in a meeting when I ask for an extension for Lucas because she said that you could argue that they've done enough to pass she acknowledged my argument"* (Pastoral Intervention Manager). This demonstrates an example of the supportive nature of the communication between the LA fair access team and schools. The LA Inclusion Officer added that part of her supporting role to schools was to promote collaboration and school accountability; *"they've got me that organises the managed move, does all the arrangements, reviews the managed moves, making sure that all parties are playing their part, holding schools accountable for providing support to the YP"* (LA Inclusion Officer).

2.7 Discussion

2.7.1 Overview and research aims

This section will be using Bronfenbrenner's (1979, 2001, 2005) bioecological model to further discuss the present findings to address the research aims which seeks to understand the factors that promote YP's resilience and influence success across different systemic levels. Based on this knowledge, a systemic framework is proposed to inform interventions and best practices for YP who go through managed moves. As the findings of this study are inductive in nature; therefore, a range of new literature is drawn upon in addition to pre-existing theories and literature.

2.7.2 A systemic perspective using the bioecological model

Theme 1 Personal empowerment

This theme highlights the personal resources and skills at the individual level of the bioecological model (Bronfenbrenner, 2005) that YP relied on during their managed moves, empowering them to achieve success and demonstrating their resilience. The individual factors identified includes hopefulness, positive thinking and attitudes, and taking ownership. This finding is consistent with previous resilience studies that have found protective factors at the individual level, such as positive temperament, internal locus of control, hopefulness, and personal goals are linked to building resilience and academic success (Hart & Blincow, 2007; Henderson, 2007; Henderson & Milstein, 2003; Olsson, Bond, Burns, Vella-Brodrick & Sawyer, 2003). Turner (2016) also found that hope and taking ownership was a protective factor for YP after their managed moves in her doctoral study. Furthermore, this study shows that YP's resilience is not solely determined by individual factors but is also influenced by interactions between YP and certain conditions in their environment at different systemic levels in this study (Bronfenbrenner & Morris, 2006). The present study revealed that YP's hopefulness, positive attitudes, and desire to take ownership during their moves were associated with changes at the microsystemic level due to the fresh start provided by a new school environment (Bronfenbrenner, 2005). For example, YP were not previously known and judged by teachers in their new school, increasing their belief that success was possible. This positive change influenced their behaviour and

interactions with teachers, and it also had a bidirectional effect, positively influencing how teachers viewed and responded to them.

Additionally, this study revealed a unique finding regarding the positive impact of the delays (caused by the COVID-19 pandemic) on YP's thinking and attitudes to managed moves. This contrast with existing literature, which suggests that delays and disruptions in YP's moves can lead to frustration, isolation and feeling 'forgotten about' (Bagley & Hallam, 2016; Harris, Vincent, Thomson & Toalster, 2006; Lee, 2020). YP viewed the delays during the period of lockdown as helpful because it gave them time to mentally process their move, resulting in psychological changes at the chronosystemic level that positively influenced how they perceived and responded to school. Jones (2020) reported that when YP did not have the opportunity to process the move, it led to negative emotions such as rejection, confusion and discomfort. Additionally, crisis points in which managed moves can be initiated (Bagley and Hallam, 2016) further adds complications to YP's emotional vulnerabilities during the process. Therefore, the present findings highlight the importance of allowing YP time to process their move by reflecting on their self-perception and behaviour, addressing difficult emotions related to their experiences, and receiving support. This could enhance their wellbeing and resilience, which, in turn influences success as seen in this study. The importance of ensuring positive well-being for YP undergoing managed moves in a school context due to their social and emotional vulnerabilities is outlined in relevant government publications and policies at the exosystemic and macrosystemic level (e.g., SEAL, DfES 2007; Green paper, DfE 2017; The Behaviour and Mental Health in Schools Report, CYPMH 2023).

Furthermore, YP took ownership of their behaviour, recognising that this had led to poor outcomes in their previous school. One young person commented, "*I got in trouble a lot*". As a result, the YP worked towards making changes and believed that their behaviour and efforts determined success. This finding is consistent with the 'sole responsibility narratives' expressed by YP in Craggs and Kelly (2018), which demonstrates YP's need for autonomy and internal locus of control (SDT, Ryan & Deci, 2000, 2002) which are fundamental factors that underpin resilience (Gilligan, 1997). In the present study, YP's awareness of school expectations especially regarding behaviour played an important role in supporting their autonomy and sense of control over outcomes. However, this study also identified that, YP's autonomy and beliefs can be threatened when navigating managed moves, as this transition is often

controlled and imposed by adults (Bagley & Hallam, 2016; Mahon, 2016). This is evident in comments such as “*this is the school that I was like I didn't want to go but then basically I had to go*”. This can have a negative impact on their motivation, especially considering that during adolescence, YP desire to think, make decisions, and to act independently (Carlson, Browning, Goodman & Carlson, 2021). Bronfenbrenner’s (1979, 2001, 2005) bioecological model highlights that the concept of time and development at the chronosystemic level is not isolated but influenced by embedded factors and the environment (Strivaros, 2007). Therefore, as the adolescence stage of the YP who undergo managed moves coincides with their need for autonomy and control, they require environments that support their autonomy (Deci & Ryan, 2002) in order to stay motivated and resilient.

Theme 2 Safe and positive school environment

At the microsystemic level in the school environment, YP experienced a safe and positive environment, which contributed to their resilience and ultimately their success. The YP described the school atmosphere as comfortable and relaxed, with teachers who displayed a calm approach, were flexible with rules, and provided discreet and supportive learning opportunities. Additionally, there was minimal hostility from peers. This finding is supported by existing literature, which has shown positive interactions between YP and adults and peers, access to learning programmes, and welcoming initiatives in school can foster feelings of safety, security, belonging, and self-esteem (Bagley & Hallam, 2016; Craggs & Kelly, 2018; Vincent, Harris, Thomson & Toalster, 2008). These factors are fundamental to resilience (Gilligan, 1997; Hart & Blincow, 2007). The findings also highlight that teachers’ attitudes and the school ethos strongly interact to determine the environmental conditions at school (Moyese, 2020). The current educational climate of competitiveness and accountability measures (Armstrong & Ainscow 2018; Booth, Ainscow & Dyson, 1997) can often promote school ethos where the focus is on performance and image, placing pressure on YP to meet narrow expectations and demands. This can also put pressure on staff to reinforce these expectations and deliver the curriculum (Moyese, 2020). However, in the present findings, school staff made a conscious effort to not constantly demand YP to meet behavioural expectations and interacted positively with them during their transition. This approach was in contrast to the YP’s previous experiences where

school staff focused on the rules and displayed inflexibility and strictness to such an extent that YP felt unable to approach them. Therefore, suggesting that rigid attitudes can hinder the development of positive interactions and relationships between teachers and YP, which are crucial for creating a safe and positive school environment.

The Behaviour and Mental Health in Schools Report (CYPMH, 2023) states that creating a culture and ethos that promotes a calm, orderly and supportive school environment is essential. This study found that such an environment had a positive impact on YP, promoting feelings of safety, positive classroom experiences, and a sense of belonging (e.g., Craggs & Kelly, 2018), fostering resilience (Gilligan, 1997; Olsson, Bond, Burns, Vella-Brodrick & Sawyer, 2003). YP who are undergoing managed moves enter educational settings with perspectives and expectations formed by their personal experiences (Geddes, 2017). For this population, their perceptions of relationships and trust for others are often negative and highly emotional. This study revealed that a humanistic approach in schools, where staff interact with YP on a human level by acknowledging, validating, and empathising with their experiences can foster positive relationships that support their resilience. This aligns with Rogers' (1951; 2000) humanistic theory which identified four core conditions necessary for building trusting relationships between the helping dyad: empathy, unconditional positive regard, a non-judgemental stance, and congruence. Rogers (1951) also emphasised the importance of meeting individuals in the present and working with them at their own pace. In this study, for example, John highlighted the compassionate nature of their head of year, who understood the pressure of undergoing a managed move and made allowances, which helped them settle. Therefore, using humanistic approaches to interactions and support can create a safe and healthy microsystem where YP can develop positive relationships with adults, which helps them adjust and promotes resilience.

The YP were both supported and challenged academically, as evidenced by comments such as "*My studies that I hated the most was maths but my maths teacher I think she's a good teacher she encourages me a lot... so, like now I'm actually kind of good at maths*". The support from teachers in their learning contributed to their increased feelings of competence and academic progress. Turner's (2016) study also found that YP's learning progress and mastery of skills were protective factors, which were developed through teacher support. Research has shown that YP value support

from teachers to improve their skills, which in turn increases their self-efficacy (Margolis & McCabe, 2014). In the case of John, being seated closer to their teacher, developed their relationship, and allowed more frequent support, which contributed to their academic progress at the chronosystemic level. According to Bandura (1997), repeated opportunities to develop mastery increase academic self-efficacy. Therefore, the increased support and learning opportunities provided to YP from this study allowed for more chances to develop mastery, leading to increased self-efficacy, self-esteem, academic progress, all of which develop resilience (Gilligan, 1997; Hart & Blincow, 2007; Olsson, Bond, Burns, Vella-Brodrick & Sawyer, 2003).

Theme 3 Child focused support

At the microsystemic level, YP received support from school staff that were child focused, meaning that YP's views and needs were prioritised, and appropriate provision were made to address them. This support helped YP develop personal skills and resources, which influenced their relationships and interactions (proximal processes) in the school environment (Bronfenbrenner, 2005). Previous research has highlighted the importance of providing support to meet YP's needs before, during and after managed moves (Bagley & Hallam, 2016; Craggs & Kelly, 2018; Flitcroft & Kelly, 2016). Taking a child focused approach, where YP's views are listened to, and their needs are addressed, enhanced their feelings of acceptance, and being valued (Harris, Vincent, Thomson & Toalster, 2006; Craggs & Kelly, 2018). This study specifically highlights that listening was bidirectional, it was shown by teachers and the YP also took on board what they were told, which helped develop trusting relationships (Bronfenbrenner, 2005). At the macrosystemic level, ideologies and norms maintain power relations within school settings where practices disadvantage YP who lack the expected capital to succeed in the educational system.

Emancipatory practice in education recognises these differences and works to promote social justice and equitable educational experiences for YP who face disadvantages in traditional schooling (Boylan, 2021). The experiences of Patricia, Lucas, and John in the present study reflect elements of emancipatory practice, as their views were considered, and their needs were supported within their school environment. Staff made an effort to understand the needs of YP instead of making

assumptions and made adaptations in the school environment to support them. For example, changes were made to the school attendance policy to support Patricia's SEMH needs, which may have been previously misunderstood and addressed using punitive and exclusionary approaches. Legislation, such as part three of the Children and Families Act (2014), is specifically aimed at ensuring that the needs of YP with SEND are fully recognised and addressed within educational and health care contexts. The part three of this legislation is an extension of the SEND code of practice (2015) guidance, which also states the importance of involving YP and their families in decision making process and ensuring due regard to their views, wishes and feelings.

Effective communication between home and school was also shown to be important from this study, as it was child focused and enabled families to contribute to decision making processes to inform provisions at school. The bioecological theoretical framework suggests that a strong mesosystemic connection can be established between microsystems if communication is effective and bi-directional, with all parties working together for the benefit of the young person (Stivaros, 2007). Communication from school about the positives and progress was found to be effective in strengthening the relationship between family and school at the mesosystemic level, promoting support and resilience in YP. This adds to the existing literature from parents perspectives on what they value in their communication with schools, which is not always solely on addressing problems and needs as commonly cited (e.g., Flitcroft & Kelly, 2016; Bagley & Hallam, 2015).

Theme 4 Promotive personal relationships

YP's personal interactions and relationships with family members and peers at the microsystemic level played important roles during their moves. The findings of this study show that family and peer relationships are 'promotive' factors, meaning that they had the strongest impact on YP's resilience and success. Promotive factors refer to assets that have positive effects on people's lives, yielding desirable outcomes regardless of the level of risk (Sameroff, 2000; Sameroff & Gutman, 2004). Masten (2018) suggests that good parenting and positive friendships can act as protective factors and also add a promotive element if additional actions are taken, and assets exists to protect the child during a crisis. In this study, at the microsystemic level of the family, parents were highly involved in the managed move process to ensure their

child's success. They collaborated with school staff, advocated for their child, and made personal sacrifices. The importance of parental engagement and involvement to support successful managed moves, and outcomes has also been highlighted in the literature (Bagley & Hallam, 2016; Flitcroft & Kelly, 2016; Vincent, Harris, Thomson & Toalster, 2008). Parents play a role in promoting resilience through their relationships with YP providing care, reassurance, encouragement and consistent support throughout the process, which provided YP with the emotional resources to face and overcome challenges during their move. These resources include, feelings of security, positive attitudes, self-esteem and goal-directed behaviours, which are important aspects of personal resilience (Gilligan, 1997, Henderson & Milstein, 2003). This finding adds a unique insight to the managed moves literature.

The findings also showed that the family have a protective role as parents felt the need to advocate, fight, and protect their child during the managed move process, which, similar to exclusion, can be challenging for families to navigate (Graham, White, Edwards, Potter & Street, 2019; Kulz, 2015). Parents also play a role in communicating expectations and supporting the development of their child's self-agency, emotion management and problem-solving skills during the process, which are important for their resilience. However, frequent reassurance from parents may lead to a child's overdependence on them to deal with challenges and risks (Lebowitz et al., 2013). This study highlights the importance of parents giving YP the opportunity to develop autonomy and build self-confidence for coping with challenges (Masten, 2018; Skinner, Zimmer-Gembeck & Skinner 2016). The challenges and stress family experiences during the managed move process identified in the literature (Bagley & Hallam, 2016) was also highlighted in this study. The findings indicate that parents sought help from outside of the family setting if they felt that their child's needs were beyond their ability to manage and were negatively impacting on the family.

Another promotive factor outside of the family microsystem is peer relationships particularly their positive influence and support. Adolescents place importance on the influence of their peers (Coleman & Hendry, 1999), and the need for autonomy at adolescence is necessary for them to choose friends who will have a positive impact on their school trajectory. This is demonstrated by the case of John, who was able to select friends who were likely to positively impact his school experiences. This also supports the need for relatedness, as outlined in Self-Determination Theory (SDT; Ryan & Deci, 2000), which influences YP's motivation for social belonging and positive

relationships. The findings indicate that YP also experienced social participation in their school environment, which provided opportunities to interact with peers and develop friendships as seen in one of the comments from the pastoral interventions manager *“I went into their class one day...there was a danger that they would be sitting on their own and I discreetly went down to a couple of girls...and I just wrote a little note that they’re new they’re very quiet...they completely took them under their wing”*. Opportunities for YP to engage in activities with their peers and be part of a supportive group have been linked to the development of social relatedness, self-esteem, positive mental health, and coping (e.g., Rosenberg, Bart, Ratzon & Jarus, 2013). Friends provided support in dealing with social and emotional challenges that could lead to risk during the process (Mostert, 2011). As a result, YP felt more settled and were able to adjust socially and emotionally more easily.

Theme 5: Investment and collaboration of stakeholders

The findings of this research show that there were strong and effective mesosystemic links between microsystems (Bronfenbrenner, 2005) that promoted resilience and contributed to the success of YP. This was because there was investment and collaboration during the process from different stakeholders, including YP, school staff, parents, and LA staff. This included having regular joint managed move meetings, sharing of information between schools, and monitoring of YP’s progress at both the LA and school level. Additionally, the LA managed moves protocol and process at the exosystemic level further strengthened mesosystemic links. Regular managed moves meetings for example, led by the LA officer increased collaboration and opportunities to build trusting relationships at the mesosystemic level between YP, their family and school. Participants in this study reported that the meetings were collaborative and focused on YP’s progress, concerns and support. This increased commitment from all parties to support YP’s success particularly at school.

The literature has shown that the commitment and willingness of stakeholders, particularly schools, can have a positive influence on managed moves outcomes (Bagley & Hallam, 2016; Gazeley, Marrable, Brown & Boddy, 2015; Vincent, Harris, Thomson & Toalster, 2008). The findings highlighted that the commitment from school staff allowed YP time to make changes and not give up on them, which increased their

motivation (Vincent, Harris, Thomson & Toalster, 2008) and resilience. This is reflected in Lucas' experience, where the Pastoral Intervention Manager obtained a trial period extension for Lucas because she was committed to their success, and they were also determined to achieve success. The present findings demonstrate that when stakeholders are willing to collaborate and invest in YP, there is an increased level of commitment at the microsystemic level particularly at school to ensure their success. This collaboration and investment can help prevent the problem of excluding YP and 'passing' them from one school setting to another. The literature suggests that schools may be hesitant to take excluded YP and commit to inclusion due to pressures on resources and staff morale (DFES, 2004; House of Commons Education Committee, 2018). Therefore, investment and collaboration from all parties at different levels may further prevent exclusions in line with the government's plan at the macrosystemic level, which emphasises the need for a systemic approach to reduce exclusions (Timspon, 2019).

2.7.3 Summary of findings

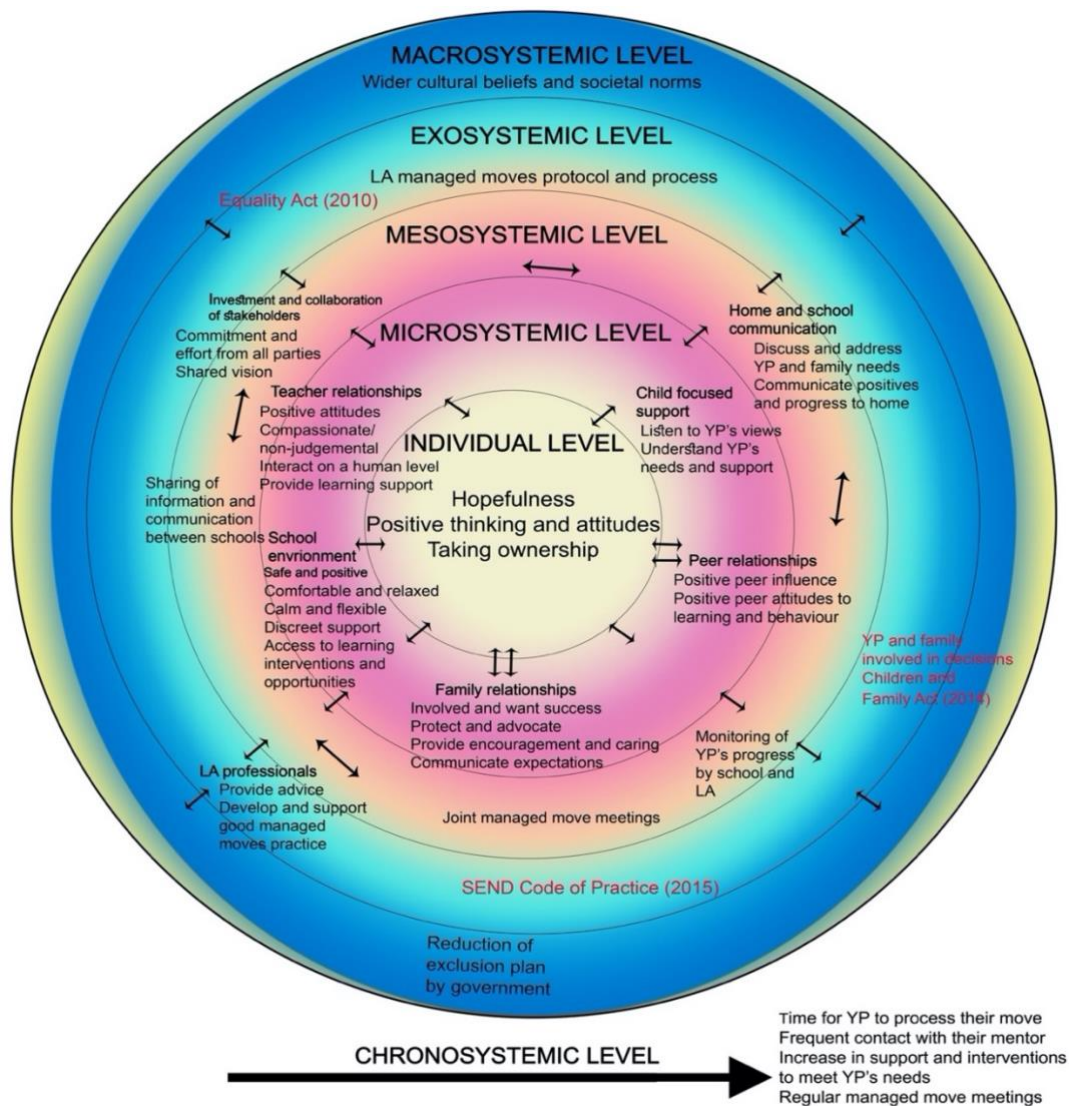
Using the bioecological theoretical perspective as a framework, the present study's findings highlight the interconnectedness between a young person, their environment, and the larger social context is central to developing the young person's resilience, thus facilitating the move, and influencing success. YP do not exist in a vacuum but within complex interrelating systems (Rendall and Stuart, 2005), therefore experiences of resilience and success can be best understood and supported in context. Five main factors that promoted resilience and led to success identified in this study were 'Personal empowerment', 'Safe and positive school environment', 'Child focused support', 'Promotive personal relationships', and 'Investment and collaboration of stakeholders'. The majority of these factors are within the microsystemic level through interactions and relationships between YP and family members, teachers, peers, home, and school environment. Additionally, activities and interactions at wider systemic levels were also found to have an impact on the microsystemic levels to support YP's experiences of resilience in managed moves.

2.7.4 Implication of findings for LA, school professionals and LA policy makers

This study has highlighted the need for a holistic and systemic approach to supporting YP undergoing managed moves. It is essential to consider the interconnectedness of YP, their environment and wider social context in order to foster resilience and achieve success. YP do not exist in a vacuum, but rather within complex interrelating systems. Therefore, resilience can be best supported and achieved when the roles of stakeholders and activities within the systems, as well as the interactions between these systems, are taken into account. A systemic framework for promoting resilience (see figure 5) illustrates the roles, activities and interactions operating within and between these collective systems and can inform practice and intervention to support the development of resilience in YP experiencing managed moves in order to achieve success. This framework also acknowledges the idea that 'not one size fits all' and can be easily contextualised and adapted on a case-by-case basis.

Professionals from schools and LAs and policy makers can use the systemic framework when working with YP going through managed moves considering the following practice across interrelated systemic levels:

Figure 5
A systemic framework for promoting resilience



Adapted from the bioecological model (Bronfenbrenner, 1979, 2001, 2005; Bronfenbrenner & Morris, 2006) to highlight the roles, activities and interactions occurring at each systemic level to promote YP's resilience.

2.7.4.1 Individual level

One of the unique findings in this study was that delays caused by the COVID-19 pandemic had a positive impact on YP's mindset and attitudes because they had more time to process their move. This highlights the importance of giving YP the opportunity and support to process their move, which should involve identifying their hopes for the new school and supporting them to achieve these hopes. Allowing YP to share their best hopes can also help inform appropriate individualised support and planning, focusing on their strengths and possibilities than vulnerabilities and weaknesses. This aligns with emancipatory practise, which empowers YP to share their views and participate in ways that can bring about change and improve their lives. In turn, it provides YP with hope and a sense of optimism that instils beliefs that change is possible, promoting their resilience.

However, within the school system, the imbalance of power and oppression experienced by disadvantaged YP can impact their resilience by restricting their agency and autonomy (Moyese, 2020). As a result, YP may feel alienated and believe they have little control, leading to ambivalence about change (Rollnick, Heather & Bell, 1992). There is therefore a need for a shift in curriculum pedagogy that prioritises political justice, focusing on increasing YP's participation and voice (Vincent, 2020). For example, YP should be given opportunities to provide their opinions on the best approach for learning and support. Additionally, instead of relying on punitive measures, school professionals should have conversations with YP about behaviour and create space for challenging views. This empowers YP to take ownership of their education and outcomes. YP's participation and involvement in decisions that affect them is their fundamental right, as outlined in the SEND Code of Practice (2015) and the UNCRC (1989). One tool that can also be used to increase YP's meaningful participation is Person-Centred Planning (PCP) (White & Rae, 2016). This tool explores questions such as what is important for YP, their concerns and what they would like to change. Then, together with YP, discussions can be held about how they would like to bring about those changes.

2.7.4.2 Microsystemic levels

The implication for school professionals at the microsystemic level is linked to the understanding that resilience is developed through building strong relationships between teachers, YP, and their families. This also helps create a sense of trust and understanding that can foster a sense of belonging and acceptance for YP. Bion (1962) posits that emotional experiences cannot be fully envisioned or understood unless done so with the context of relationships with others. Mostert (2011) argues that YP's feelings of acceptance comes from positive relationships. Therefore, YP need positive and secure adult dependency at school from key adults, receiving guidance and support that enables them to develop relationships with peers and teachers and build resilience that allows them to thrive. School professionals should ensure that YP have opportunities to develop meaningful relationships with their peers and be included in the classroom and learning process. Additionally, schools should adopt evidence-based interventions and strategies such as relational approaches and practices involving positive behaviour support (Sugai, & Horner, 2006) and restorative justice (Braithwaite, 2002) to promote positive relationships, reduce stress, and creating a safe and supportive environment. These relational approaches can be incorporated into whole school initiatives, school policies and behavioural policies that reduce punitive and inflexible approaches and build a safe and positive school culture for YP undergoing managed moves to develop their resilience.

Participants reported that interactions between YP and teachers were also on a human level which created a safe and positive school environment. Training in skills around interactions and ways to respond to YP with social and emotional needs is effective in supporting mental health and behaviour (The behaviour and Mental Health in Schools Report, CYPMH, 2023). The need to develop teacher's skills and knowledge is pertinent as a lack of understanding and skills to address different needs, have been shown to reinforce teachers' rigid attitudes, feelings of helpless, and a lack of responsibility to support vulnerable YP. The unique findings regarding family involvement suggest the need to develop positive and effective relationships with families focused on parental engagement, listening, identifying their needs and offering support, communicating and recognising YP's progress. This is particularly important due to the negative and adversarial interactions that YP and their families are used to experiencing in the school system and during exclusions and managed moves.

2.7.4.3 Wider systemic levels

The implication for school professionals, LA professionals and policymakers from the present findings emphasise the need for commitment to create an inclusive learning environment that is supportive and empowering for YP. This is achieved through collaboration between schools, parents/carers, YP, and LAs where there is a shared vision, and all parties work together to implement it. The unconditional support and commitment from practitioners are likely to be crucial in approaches that succeed in moving YP back from the margins (Sanders & Munford, 2007). The systemic framework for promoting resilience can be adopted by LAs to underpin managed move protocols and processes and should be shared at the school level to explain the principles and how they can be used to provide holistic and systemic support for YP. Additionally, training should be arranged to develop teachers' skills and knowledge in order to promote the use of this framework and to support positive staff attitudes and confidence in supporting YP. Schools, families, and YP should also be working together to construct a common goal, promoting agency and feelings of inclusion, which supports engagement and commitment (e.g., Kochhar-Bryant & Heishman, 2010; Deci & Ryan, 2002).

The need for collaboration between schools, LAs, parents and local partners has been highlighted as essential to helping children overcome challenges related to complex needs (e.g., Wilken, White & Kinder, 2003 Ofsted, 2019). All stakeholders should work together to identify needs and the resources and support needed to address them. This could be done through open dialogue and discussion through regular managed move meetings, strong communication and sharing of information between schools in a timely fashion to arrange provision for YP. Schools should also be providing a support plan, sharing and agreeing them with YP and their families. Ongoing monitoring of progress for YP and evaluation of managed move effectiveness is important. When all parties are involved are committed and working together this promote YP's feelings of acceptance and being valued which also promotes their own commitment (Vincent, Harris, Thomson & Toalster, 2008) and resilience.

2.7.5 Implication of findings for EPs

The study findings also have implications for Educational Psychologists (EPs) whose core functions (Cameron, 2006) involve consultation, assessment, intervention, training, and research (The Currie report-Scottish Executive, 2002; Cameron, 2006). Bagley and Hallam (2017) posit that EPs have a role in supporting YP experiencing managed moves using a wide scope of skills and knowledge to genuinely meet their needs. This study contributes to the emerging knowledge base of exclusion and managed moves in the EP sector. There is a recognition that schools are not able to single-handedly address the issues related to exclusion and assist YP in overcoming the various disadvantages and difficulties they may encounter (Wilkin, White & Kinder, 2003). The findings in this research highlight the need for a systemic approach in supporting schools to support YP who are experiencing forms of exclusion and undergo managed moves.

EPs work systemically, operating at the young person, family, whole school and LA level and therefore provided with a systemic framework that highlights support for promoting the resilience of YP undergoing managed moves, ultimately leading them to achieve success. EPs can use the systemic framework as a guide to work at the different levels in a facilitating role and also offering contributions and support during the process. EPs can also support managed moves through:

- Use of the systemic framework in training with schools to support the understanding of the resilience factors at different levels and school's role and support in achieving this during managed moves.
- Contributing to child focused and individualised plan by working with adults at schools to change preconceived notions support positive reframing of the young person and looking more in-depth on their emotional needs using consultative models such as circle of adults and solution focused approaches to create interventions that better address emotional and learning needs.
- Offering training package based around skilling schools on knowledge about trauma informed approaches to address social and emotional needs.
- Support LAs to embed the systemic framework as part of their managed move protocols and process and disseminate to schools. A managed moves transition guidance detailing the framework and key recommendations from them, for example eliciting YP's views about their best hopes. EPs can draw on

knowledge of tools such as Person-Centered Planning (PCP) and Planning Alternative Tomorrows with Hope (PATH) to create templates as supporting documents for the guidance for example to elicit YP's views on best hopes, what is important, identify strengths, areas to change and goals.

- Working with LAs to support schools in making improvement to practices through development meetings by reviewing interventions and programmes and making recommendations.

2.7.6 Limitation and future research

2.7.6.1 Credibility

The limitations of the sampling method used in the current study was taken into consideration with regards to its influence on the credibility of the study. As highlighted in the methodology section the sample size of participants particularly YP were relatively small. There was a number of reasons for this, including time constraints for the recruitment phase because of COVID-19 and school closures, and challenges engaging YP who underwent managed moves in the research. Therefore, the sample in this research lends itself towards bias because the participants especially the YP who provided their views were more open to participate. A larger sample size would have allowed more of a wider representation of the perceptions and experiences of the managed move process, increasing the credibility of the research. Nonetheless, the research focus was to gain YP's views to understand their experiences during managed moves which was achieved. The study also gained the views of the YP's parents and school professionals who supported them and one LA Inclusion Officer which provided multiple perspective accounts and contextualisation of YP's experiences of resilience during managed moves. The views of YP who had unsuccessful managed moves (did not complete 12 weeks trial period) were excluded which also limited the representation of this group in this research. There is a gap in literature on the reasons and factors that lead to unsuccessful moves but for the cohort of YP who did not complete their trial period successfully in the LA context of this study, it was identified that COVID-19 global pandemic was a contributing factor. The YP who were included in this study, completed their trial period and under unprecedented circumstances due to COVID-19, making their views and experiences worthwhile and

hold weight in relation to understanding what helps to develop resilience during managed moves and achieve success.

2.7.6.2 Transferability

In this study, a deeper exploration of patterns and commonalities in participants' stories and experiences about managed moves found results that were consistent with those identified in the literature. This suggests that the findings of this study can be used to inform strategies and interventions for YP who undergo managed moves. However, as highlighted in the methodology section, the qualitative nature of this study and its small sample size does not aim for generalisability. This study acknowledges the limited number of participants and that managed move practices vary, with only two schools from one LA context being represented. Therefore, establishing whether the findings can be applied from one context to another should be taken into consideration by professionals within the field.

The findings of this study were explained and discussed using the bioecological theoretical framework (Bronfenbrenner, 1979, 2001, 2005), which revealed the roles and support of different systems in contributing to YP's resilience and success. The managed moves systemic framework may have wider applicability, as it can be used to gain a better understanding of the influence of these systems on each other and on the experience of YP. This knowledge can be used by school professionals to take a systemic and holistic approach in addressing YP's needs and supporting their resilience in order to bring about change in managed moves contexts.

2.7.6.3 Methods of data collection and analysis

As this study adopted a reflexive approach, the potential limitations of the interview questions and the types of questions compiled were also taken into account. For example, developing questions that focus on 'what works' and within different contexts such as school and home. The type of questions asked could have impacted on the data gathered, the responses of the interviewees, data analysis, theme development, and interpretation of results in the present study. Additionally, participants were required to be verbally literate to meet the language demands of the qualitative study. However, YP with SEMH needs may struggle to engage and express their views during research (e.g., Dodds & Claudia-Hess, 2020). Other child-friendly

tools (e.g., life experience charts) could have been used to support YP participants to share their views, however, it was felt that the views of participants were elicited to good enough effect using the interview process. In-person interviews were carried out with the YP during COVID-19 pandemic to help establish good rapport and the language from schedules were adapted throughout the sessions so that it was easily accessible. The validity of the research must also be taking into consideration due to the limited amount of time that YP have spent in their new school context. The COVID-19 pandemic caused school closures, meaning that YP were unlikely to be physically present in their school environment. Therefore, it is uncertain how YP would have experienced their school if they had been able to attend in person more frequently and given that they have only been in the school for less than 12 months. The retrospective nature of the study and the lack of pre and post measure of resilience (e.g., Resiliency scale, Prince-Embury, 2008) are also factors that may contribute to limitations assessing the validity of the reports of changes. However, using semi-structured interview to gather multiple perspectives further provided deeper insights into YP's experiences that influenced resilience and success.

2.7.6.4 Resilience in context

This study demonstrated that the potential for developing resilience is based upon the interactions between YP and certain conditions in their environment, which shape their capacity to adjust and respond to change. The findings in this study is in line with the notion that a focus on protective factors alone is not sufficient to foster resilience (Bailey & Baines, 2016), as there are mediating and moderating processes by which individuals process them (Rutter, 2006). By gaining the perspectives of parents, school and LA professionals, an in-depth understanding of the influence of environments inside and outside of the school environment on YP's experiences was achieved. The exploration of environments outside of school, particularly the family context, filled this gap in the literature. However, as the perspectives gained from these stakeholders were mainly about YP's experiences, this may have limited a deeper exploration of their own experiences and perception of managed moves. For example, parents' views about the impact of managed moves on them, further discussions about the relationships with the receiving schools and the support they received were not fully explored. Consequently, there is a need to broaden the scope of research to

further investigate the experiences of different stakeholders within the systems during and after the operation of managed moves. This would add to the knowledge base regarding managed moves and provide further insights into how this type of school transition can be improved to effectively meet the needs of vulnerable YP.

2.8 Conclusion

This study explored the factors that contributed to the resilience of YP who underwent managed moves despite facing challenges. Specifically, this study explored the factors that promoted the resilience of three YP who experienced managed moves during the COVID-19 pandemic. This study differs from previous studies, which primarily focused on what's not working and the vulnerabilities of YP. By gathering multiple perspectives, the study provides valuable insights into the experiences, needs, and feelings of these YP. It is important to note that managed moves are not always appropriate and should be used in the best interests of a young person. For those for whom managed moves have been agreed upon by all parties involved, this research has highlighted the need to consider support based on a systemic approach to help them develop resilience and achieve success.

3. Reflective account

3.1. Initial stages of research process

The present research was influenced by my long-term commitment to improving the lives of vulnerable YP and their families. I have demonstrated this commitment since my previous role as a SEMH practitioner in a primary school, where I supported children who experienced social exclusion and saw the negative effects this had on their re-engagement in learning and life. As I began my doctorate course in Educational Psychology, it became even more apparent to me who was more likely to experience marginalisation and how this was happening. This motivated me to seek out ways to support change and improve outcomes for YP. I gained knowledge and skills through teaching sessions, personal reading, and placement related activities working with YP and their families. I then took the next step by engaging in research to further my understanding of exclusion and how to help create more equitable opportunities. My initial literature search on the process of exclusion in UK mainstream schools, which involves removing pupils from an activity or denying them access to school grounds, I identified several studies that have sought to understand it. These studies have shown that YP with SEN and disadvantaged backgrounds are disproportionately represented in formal exclusion data (Graham, White, Edwards, Potter & Street, 2019; Timpson, 2019).

The literature also suggests that schools often reflect societal stereotyping and discrimination, particularly based on class, race, gender and disadvantage (Graham, White, Edwards, Potter & Street, 2019). Numerous studies have demonstrated that YP who are excluded from mainstream school are more likely to have fewer opportunities in life than their peers and experience social exclusion (e.g., McCluskey, Gillean, Cole & Daniels, 2019; McCluskey, Riddell, Weedon & Fordyce, 2016; Pirrie & Macleod, 2009). This evidence further motivated me to pursue research in this area with a desire to understand the interventions that support vulnerable YP to continue to access quality education, promote change and social justice. The majority of educators think that the main goal of education is to equip children with the skills and knowledge necessary to become 'well-educated citizens' who are able to actively contribute to social and economic systems (Kochhar-Bryant & Heishman, 2010). Reflecting on my teaching sessions in year one, I was particularly struck by the Bring

on the Learning Revolution TEDtalk video by Sir Ken Robinson (British author, and international advisor on education) (2010). The video highlighted the ways in which current school systems are designed to educate children out of creativity, as they are focused on preparing them to contribute to social and economic systems, thus marginalising certain groups (Robinson, 2010). Robinson's (2010) suggestion that learning is best achieved through collaboration and not by looking at individual children and judging them separately, as this creates a dysfunction between them and their learning environment, resonated with me. This emphasised the importance of considering social and contextual factors that can influence a child's learning environment. This session further developed my interest in exploring how psychological theories can be applied to promote collaboration between children and their community.

Resilience and systemic theories, such as the Resilience perspective by Rutter, (2013) and Masten (1994), the Bioecological model by Bronfenbrenner (1979, 2005), and the General systems theory by Von Bertalanffy, 1968), are approaches that emphasise collaboration to promote change. These theoretical perspectives view a system as a whole rather than focusing on isolated parts. In other words, YP do not thrive in isolation but rather in collaboration with people in their social environment (e.g., teachers, peers, families, school, community groups). In an educational context, this means that the focus should be on educating the whole child and helping them to live more consciously within their communities and natural ecosystems (Miller, 2019). Therefore, I believe it is essential to redistribute resources to disadvantaged YP to support their social inclusion and participation in education and life so that they can thrive and flourish.

3.2 Identifying research questions

I developed the research questions for this research based on my ontological and epistemological position. Prior to the training, I had a conceptualisation of how knowledge of the world is constructed that was framed within a critical realist perspective, although I was not familiar with the terminology at the time. Through teaching sessions, I learned that this philosophical stance was in line with my view on the importance of context in determining the success or failure of an intervention and a child's ability to thrive. Critical realism proposes that there are mechanisms in reality

that allow one to know about that reality, and that one needs to get closer to a context or reality to understand these mechanisms (Bhaskar, 1989; Wikgren, 200s). I adopted this approach to generate potential research questions, as I immersed myself within contexts related to my topic of interest, which focused on the exclusion and inclusion of vulnerable YP. After visiting several mainstream schools, pupil referral units, and social and emotional specialist schools, I was particularly struck by the fair access panel meetings I attended. These meetings involved headteachers/assistant headteachers of local secondary schools and LA professionals and were held to make decisions and arrange managed moves for YP. During these meetings, schools often share narratives about family and social factors that could contribute to poorer educational outcomes for the YP being discussed. However, I noticed that the majority of the meetings were focused on discussing moving YP to different schools based on adhoc reasons such as available school space, different examination boards for subjects chosen, or whether they would have a negative influence on peers or be influenced. There was limited consideration for the views of YP and their families in the decision-making process, and little discussion about the support YP would need to achieve success at a new school.

Based on these observations, I decided to explore the existing knowledge on managed moves, including processes, challenges, practices and efficacy. To do this, I initially conducted a general literature search, only to find that there were limited studies on the topic and that existing research was scattered across various disciplines and areas of study. In order to gain a better understanding of the prominent themes relevant to the current contexts of managed moves, I conducted a thematic review. This process involved identifying, grouping, synthesising, and critically analysing information from the research articles found. This findings from this review then informed the rationale and research question for the present study.

3.3 Research design

As discussed in the methodology section, the design of this research was based on the philosophical position of a critical realism. This approach seeks to identify the causal relationships between social events in order to gain a better understanding of issues and provide strategic recommendations to address social problems (Fletcher, 2017). Critical realists often advocate for the use of qualitative methods to gain a

deeper understanding of the mechanisms at play in the phenomenon being studied (Bhaskar, 1989). Therefore, a qualitative methodology was employed in this research to gain insights into the perspectives that could help answer the research questions. Initially, a case study design was considered to gain insights into the experiences of individual YP and the factors that facilitate their managed moves. However, after consulting with my research supervisor, it was determined that a qualitative design would be more appropriate and effective in order to highlight the shared experiences of YP who undergo managed moves. To gain a deeper understanding of their experiences, views, feelings, and perceptions, semi-structured interviews were conducted.

3.4 Data collection and analysis process: challenges, stuck and powerlessness

The data collection period presented numerous challenges and setbacks during the research process, which were beyond my control as a researcher. The COVID-19 pandemic resulted in school closures, which meant the managed moves' panel meetings were not taking place. This created a barrier in finding YP who may have been interested in participating in the research. Additionally, there were instances where YP changed their minds or showed disinterest in participating. Research has shown that vulnerable YP can be hard to reach and to effectively engage in research (Dodds & Claudia-Hess, 2020). They often feel vulnerable, intimidated and have a lack of trust in the research process (Newman et al., 2017). The recruitment phase was a challenging experience for me, as I felt powerless and lacked autonomy, which had a negative impact on my motivation. My experience is supported by the self-determination theory, which suggests that relatedness, competence and autonomy are necessary for motivation and persistence (Deci & Ryan, 1985). Despite the challenges and time pressures of data collection, I remained determined to ensure that the voices of YP were heard in the research, which motivated me to persist in finding YP participants.

For data analysis, I initially relied on the skills I developed from conducting thematic analysis in a small research project in year one, which gave me the initial confidence in immersing myself in the data. I initially used the Braun and Clarke (2006) guide to develop themes, but I was advised to revisit the literature on reflexive thematic analysis to enhance my skills in this area. I then discovered the Braun & Clarke, Terry

& Hayfield (2017) guide to conducting reflexive thematic Analysis which I used to develop the themes in this research. The Stages of Competency model (Howell, 1982) reflected my experiences and feelings during the analysis phased, as I sometimes felt consciously incompetent. To help with coding and creating theme development, I frequently referred back to the guidance document by Braun & Clarke, Terry & Hayfield (2017). I also printed out the data to facilitate my analysis and theme development. As I continued to immerse myself in the data, I gradually felt more consciously competent and confidence in the analysis process.

3.5 Ethics

I was aware that there could be potential ethical issues with the research because it involves discussing difficult experiences related to managed moves. With this in mind, I reflected on the ethical standards outlined in the British Psychological Society (BPS) Code of Ethics (2018) and the Health and Care Professional Council (HCPC) Standard Conduct Performance and Ethics (SCPE) HCPC (2016). BPS Code of Conduct (2018) BPS Code of Human Research Ethics (2018) also highlighted that a researcher should endeavour to minimise risks of research that might include 'potentially sensitive topics. Therefore, I included information about the nature of the discussion topics in the participants' information sheet. I also made participants aware that an Educational Psychologist from my service could offer support if needed, although this was not taken up. Additionally, I provided participants with information about services within a local and wider context that they can contact for support if they need it. I followed the BPS code of human research ethics (2018), particularly section 2.1 which emphasised the importance of respecting participants' agency and capacity. To ensure that I was adhering to this, I sought verbal consent from YP before seeking consent from adult participants. Furthermore, I used language that was accessible to YP during the interviews to ensure that they could understand and give appropriate and honest responses.

3.6 Implications for practice

This research process has supported my development as a scientist-practitioner. For example, I learned how to analyse data from complex settings and using the bioecological theory as a theoretical framework (Bronfenbrenner, 1979,

2001, 2005) to elucidate and understand the findings, which can lead to effective and generalisable interventions (Sedgwick, 2019). This is in line with the Hierarchy of Learning (Haring et al., 1978) and Kolb's (1984) experiential learning model, which have allowed me to go through a learning cycle and acquire the necessary skills as an applied psychologist. These skills include formulating ideas, engaging critically and robustly with literature, creating a research proposal, designing the research process with ethical considerations in mind, facilitating interviews, familiarising and analysing data, and writing up the literature review and empirical paper. Additionally, university training sessions, reflections, and self-review have been essential for my personal and professional development throughout this process.

The hope is that I will be able to publish and disseminate my findings in an educational psychology research journal, therefore contributing to existing literature. I aim to apply this newfound knowledge to my work and future endeavours, particularly in the field of community psychology. My goal is to use systemic approaches to make a positive impact on the lives of YP and adults. By considering the interconnectedness of individuals and their environments, I hope to contribute to the well-being and improvements of their lives. Furthermore, I hope to support schools in understanding behaviour and needs, and to develop interventions that address them and promote resilience for those YP experiencing forms of exclusion and managed moves, using a systemic framework. This research findings suggest that resilience should be taken into account and supported in context. The immediate environments at microsystemic levels in a young person's world mainly has a direct effect on their resilience, through interactions and relationships which are also affected by wider systemic levels. This understanding can inform interventions to best promote effective outcomes for YP.

3.7 Summary

This research process has been a transformative experience that will remain with me for the rest of my life. It has tested and challenged my faith, competence, confidence, and resilience, yet I can see that it has improved my skills. I have become more skilled at building relationships, using analytical skills, and writing academically and professionally. Furthermore, I have been able to reflect on my development and look forward to furthering my skills in my scientist-practitioner role.

4. References

- Abdelnoor, A. (2007). *Managed moves: A complete guide to managed moves as an alternative to permanent exclusion*. London: Calouste Gulbenkian Foundation.
- Abdollahi, A., Panahipour, S., Akhavan Tafti, M., & Allen, K. A. (2020). Academic hardiness as a mediator for the relationship between school belonging and academic stress. *Psychology in the Schools, 57*(5), 823-832.
- Ainscow, M., Dyson, A., Goldrick, S. and West, M. (2013) *Developing Equitable Education Systems* (Abingdon, Routledge).
- Anderman, E. M. (2002). School effects on psychological outcomes during adolescence. *Journal of educational psychology, 94*(4), 795.
- Armstrong, P. W., & Ainscow, M. (2018). School-to-school support within a competitive education system: Views from the inside. *School Effectiveness and School Improvement, 29*(4), 614-633.
- Association of Teachers and Lecturers (ATL) (2016) *Are SEND YP Being Let Down?* ATL Conference 2016 Resolution 43 report. Online www.atl.org.uk/sites/www.atl.org.uk/files/SEND-resolution-43-report.pdf.
- Atkinson, G. (2017). "It helped me when..." A Q methodological study exploring pupil views regarding the factors that support a successful reintegration into mainstream education following permanent exclusion. <https://core.ac.uk/download/pdf/96933602.pdf>.
- Bagley, C. (2013). 'Pass the Parcel'. *Are managed moves an effective intervention? Is there a role for Educational Psychologists in facilitating the process?* [Institute of Education, University of London]. <http://discovery.ucl.ac.uk/10020014/1/Bagley%2C%20Christopher.pdf>.
- Bagley, C., & Hallam, S. (2015). Managed moves: school and local authority staff perceptions of processes, success and challenges. *Emotional and Behavioural Difficulties, 20*(4), 432-447.
- Bagley, C., & Hallam, S. (2016). YP's and parent's perceptions of managed moves. *Emotional and Behavioural Difficulties, 21*(2), 205-227.

- Bagley, C., & Hallam, S. (2017). Is there a role for educational psychologists in facilitating managed moves? *Educational Psychology in Practice*, 33(3), 323-333.
- Bailey, S., & Baines, E. (2012). The impact of risk and resiliency factors on the adjustment of children after the transition from primary to secondary school. *Educational and Child Psychology*, 29(1), 47.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bartholomew, K., Henderson, A. J., & Marcia, J. E. (2000). Coded semi - structured interviews in social psychological research.
- Bergin, C., & Bergin, D. (2009). Attachment in the classroom. *Educational Psychology Review*, 21, 141-170.
- Bhaskar, R. (1989) *The Possibility of Naturalism*, 2nd edn. Harvester, Brighton.
- Bhaskar, R. (2009). *Scientific realism and human emancipation*. Routledge
- Bion, W. R. (1962). Learning from experience. London: Karnac Books.
- Booth, T., Ainscow, M., & Dyson, A. (1997). Understanding inclusion and exclusion in the English competitive education system. *International journal of inclusive education*, 1(4), 337-355.
- Booth, A., Papaioannou, D., & Sutton, A. (2012). *Systematic Approaches to a Successful Literature Review*: Sage Publications.
- Boswell, N., Douglas-Osborn, E., Halkyard, T., & Woods, K. (2021). Listening to children and YP: an Educational Psychology Service co-production journey. *Educational Psychology in Practice*, 37(4), 396-412
- Bottan, N., Hoffmann, B., & Vera-Cossio, D. (2020). The unequal impact of the coronavirus pandemic: Evidence from seventeen developing countries. *PloS one*, 15(10), e0239797.
- Bowlby, J. (1969). *Attachment and loss: Vol. 1: Attachment*. London: Howgarth Press.

- Bowlby, J. (1973). *Attachment and loss: Vol. 2: Separation: Anger and anxiety*. London: Howgarth Press.
- Bowlby, J. (1980). *Attachment and loss: Vol. 3: Loss: Sadness and depression*. London: Howgarth Press.
- Braithwaite, J. (2002). *Restorative justice & responsive regulation*. Oxford University Press, USA.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. London, UK: SAGE.
- Braun, V., Clarke, V., Terry, G., & Hayfield, N. (2017). Thematic Analysis. In C. Willig & W. S. Rogers, *The SAGE Handbook of Qualitative Research in Psychology* (pp. 17–36). SAGE Publications Ltd.
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4), 589-597.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development. Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
- Bronfenbrenner, U. (2001). The bioecological theory of human development. In U.
- Bronfenbrenner, U. (2005). *Making Human Beings Human: Bioecological Perspectives on Human Development*. London: Sage Publications.
- Bronfenbrenner, U. & Morris, P. A. (1998) The ecology of developmental processes. In R. M. Lerner (Ed.). *Handbook of Child Psychology*. 5th edn. Vol.1.
- Bronfenbrenner, U., & Morris, P. (2006) The bioecological model of human development. In W. Damon & R. M. Lerner (Series Eds.) & R. M. Lerner (Vol. Ed.) *Handbook of child psychology: Vol. 1. Theoretical models of human development* (6th ed. Pp.793-828) New York: John Wiley.

- Brown, T. M. (2007). Lost and turned out: Academic, social, and emotional experiences of YP excluded from school. *Urban Education, 42*(5), 432-455.
- Busetto, L., Wick, W., & Gumbinger, C. (2020). How to use and assess qualitative research methods. *Neurological Research and practice, 2*, 1-10.
- Cameron, R. J. (2006). Educational psychology: The distinctive contribution. *Educational Psychology in Practice, 22*(4), 289-304.
- Campbell, C., Gold, A., & Lunt, I. (2003). Articulating leadership values in action: Conversations with school leaders. *Int. Leadership in Education, 6*(3), 203-221.
- Carlson, M., Browning, S., Goodman, L., & Carlson, K. (2021). Case Study Illustrating Family Systems Interventions in a School Setting to Address Anxiety and School Avoidance. *International Journal of Systemic Therapy, 32*(2), 115-133.
- Cem, A. G., & Gul, A. (2018). Protective factors contributing to the academic resilience of YP living in poverty in Turkey. *Professional School Counselling, 3*(1), 38–49.
- Children's Commissioner Office (2019) Exclusions from mainstream schools. Available from The Children's Commissioner. Available at: <https://www.childrenscommissioner.gov.uk/publication/exclusions-from-mainstream-schools/>.
- Clark, A. (2007). A hundred ways of listening: Gathering children's perspectives of their early childhood environment. *YC Young Children, 62*(3), 76.
- Cosma, P., & Soni, A. (2019). A systematic literature review exploring the factors identified by children and YP with behavioural, emotional and social difficulties as influential on their experiences of education. *Emotional and Behavioural Difficulties, 24*(4), 421-435.
- Cohen, R., Hughes, M., Ashworth, L., & Blair, M. (1994). *School's Out: the family perspective on school exclusion*. Barnardo's.
- 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. *Emotional and behavioural difficulties, 24*(4), 374-390.

- Coleman, J., & Hendry, L. (1999). *The nature of adolescence* (3rd ed.). London: Routledge.
- Craggs, H., & Kelly, C. (2018). School belonging: Listening to the voices of secondary school YP who have undergone managed moves. *School Psychology International*, 39(1), 56-73.
- Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. *British journal of nursing*, 17(1), 38-43.
- Daniels, H. (2011). Exclusion from School and its Consequences. *Psychological Science & Education*, (1), 38-50.
- Daniel, B., Wassell, S. & Gilligan, R. (1999). *Child Development for Child Care and Child Protection Workers*. London and Philadelphia, Jessica Kingsley Publishers Ltd.
- Data Protection Act (2018). <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Deci, E. L., & Ryan, R. M. (2002). The paradox of achievement: The harder you push, the worse it gets. In *Improving academic achievement* (pp. 61-87). Academic Press.
- Demie, F. (2021). The experience of Black Caribbean YP in school exclusion in England. *Educational Review*, 73(1), 55-70.
- Department for Children, Schools and Families. (2008). *Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units*.
- Department for Education (2011). 'Schools, YP and Their Characteristics: January 2011'. <https://www.gov.uk/government/statistics/schools-YP-and-their-characteristics-january-2011>.
- Department for Education (2013). *Evaluation of the School Exclusion Trial (Responsibility for Alternative Provision for Permanently Excluded Children) First Interim Report Research Report*. London: DfE.
- Department for Education (2014a). *The Children and Families Act*. London: HMSO.

Department for Education. (2015). *SEND Code of Practice: 0-25 years: Statutory guidance for organisations which work with and support children and YP who have special educational needs or disabilities*. London. Crown Copyright.

Department for Education. (2017). *Exclusion from maintained schools, academies and pupil referral units in England*.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630073/Exclusion_from_maintained_schools_academies_and_pupil_referral_units_guidance.pdf.

Department for Education. (2019a). *Permanent and Fixed Period Exclusions in England: 2017 to 2018*.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/820773/Permanent_and_fixed_period_exclusions_2017_to_2018_-_main_text.pdf.

Department for Education. (2019b). *The Timpson Review of School Exclusion: Government Response*. Crown.

Department for Education. (2020). Permanent and Fixed Period Exclusions in England: 2018 to

2019. <https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england/2018-19>.

Department for Education. (2021). Permanent and Fixed Period Exclusions in England: 2019 to

2020. <https://www.gov.uk/government/statistics/permanent-exclusions-and-suspensions-in-england-2020-to-2021>.

Department for Education and Skills. (2004b). *The Reintegration of Children Absent, Excluded or Missing From School* (GHK Consulting, Holden McAllister Partnership and IPSOS Public Research Report RR598). Nottingham: Department for Education and Skills.

Department for Education and Skills. (2006). *Priority Review: Exclusion of Black YP "Getting it. Getting it right"*. London: Author.

<https://dera.ioe.ac.uk/8656/1/exclusion%20of%20black%20YP%20priority%20review%20getting%20it%20getting%20it%20right.pdf>.

Department for Education and Skills. (2007). *Social and emotional aspects of learning for secondary schools (SEAL): Guidance booklet*. Nottingham: Department for Education and Skills.

Department of Health Department for Education. (2017). *Transforming Children and YP's Mental Health Provision: A Green Paper*. London. HMSO.

Dixon-Woods, M., Agarwal, S., Jones, D., Young, B., & Sutton, A. (2005). Synthesising qualitative and quantitative evidence: a review of possible methods. *Journal of health services research & policy*, 10(1), 45-53.

Dodds, S., & Hess, A. C. (2020). Adapting research methodology during COVID-19: lessons for transformative service research. *Journal of Service Management*, 32(2), 203-217.

Downey, D. B., Ainsworth, J. W., & Qian, Z. (2009). Rethinking the attitude achievement paradox among blacks. *Sociology of Education*, 82(1), 1–19.

Eastman, A. (2011). *No Excuses: A Review of Educational Exclusion*. London: Centre for Social Justice.

Education Act (1996). <http://www.educationengland.org.uk/documents/acts/1996-education-act.pdf>.

Embeita, C. (2019). Reintegration to Secondary Education Following School Exclusion: An Exploration of the Relationship between Home and School from the Perspective of Parents. *Educational & Child Psychology*, 36(3), 18-32.

Equality Act (2010). <https://www.legislation.gov.uk/ukpga/2010/15/contents>.

Evangelou, M., Taggart, B., Sylva, K., Melhuish, E., Sammons, P., & Siraj-Blatchford, I. (2008). What makes a successful transition from primary to secondary school?.

Ewen, M., & Topping, K. J. (2012). Personalised learning for YP with social, emotional and behavioural difficulties. *Educational psychology in practice*, 28(3), 221-239.

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A review of the functions and contributions of educational psychology in England and Wales in the light of Every Child Matters: Change for children*. Nottingham: Department of Education and Employment.

- Fletcher, A. J. (2017). Applying critical realism in qualitative research: methodology meets method. *International journal of social research methodology*, 20(2), 181-194.
- Flitcroft, D., & Kelly, C. (2016). An appreciative exploration of how schools create a sense of belonging to facilitate the successful transition to a new school for YP involved in a managed move. *Emotional and Behavioural Difficulties*, 21(3), 301-313.
- Ford, T., John, A., & Gunnell, D. (2021). Mental health of children and YP during the pandemic. *British Medical Journal*, 372, <https://doi.org/10.1136/bmj.n614>.
- Ford, T., Parker, C., Salim, J., Goodman, R., Logan, S., & Henley, W. (2018). The relationship between exclusion from school and mental health: a secondary analysis of the British Child and Adolescent Mental Health Surveys 2004 and 2007. *Psychological medicine*, 48(4), 629-641.
- Fraser, M. W. (2004). The ecology of childhood: A multisystems perspective. In M. W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (2nd ed., pp. 1–12). Washington, DC: NASW Press.
- Fraser, M. W. (1997). *Risk and resilience in childhood: An ecological perspective*. Washington, DC: NASW press.
- Freeman, T. M., Anderman, L. H., & Jensen, J. M. (2007). Sense of belonging in college freshmen at the classroom and campus levels. *The Journal of Experimental Education*, 75(3), 203-220.
- Freire, P. (1985). *The politics of education: Culture, power, and liberation*. Greenwood Publishing Group.
- Gazeley, L. 2010. "The Role of School Exclusion Processes in the Re-Production of Social and Educational Disadvantage." *British Journal of Educational Studies* 58 (3): 293–309.
- Gazeley, L., Marrable, T., Brown, C., & Boddy, J. (2015). Contextualising inequalities in rates of school exclusion in English schools: Beneath the 'Tip of the Ice-Berg'. *British Journal of Educational Studies*, 63(4), 487-504.

- Geddes, H. (2006). *Attachment in the classroom. The links between children's early experience, emotional well-being and performance in the classroom*. London: Worth Publishing.
- Geddes, H. (2017). Attachment behaviour and learning. *Attachment and emotional development in the classroom: Theory and practice*, 37-48.
- General Data Protection Regulation (GDPR), R. (2016). 679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46. EC (General Data Protection Regulation). http://data.europa.eu/eli/reg/2016/67_9.
- Gill, K. (2017). Making The Difference: Breaking the link between school exclusion and social exclusion, IPPR. <http://www.ippr.org/publications/making-the-difference>.
- Gilligan, R. (1997). Beyond permanence? The importance of resilience in child placement practice and planning. *Adoption & Fostering*, 21, 12-20.
- Gooding, M. (2014). Secondary School Exclusions: YP's experiences of support. <https://repository.uel.ac.uk/item/85q10>.
- Gorard, S. 2014. "The Link Between Academies in England, Pupil Outcomes and Local Patterns of Socio-Economic Segregation Between Schools." *Research Papers in Education* 29 (3): 268–284.
- Graham, B., White, C., Edwards, A., Potter, S., & Street, C. (2019). School exclusion: a literature review on the continued disproportionate exclusion of certain. *Department for Education*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800028/Timpson_review_of_school_exclusion_literature_review.pdf.
- Griffin, L., & Ragin, C. C. (1994). Some observations on formal methods of qualitative analysis. *Sociological Methods & Research*, 23(1), 4-21.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Sage.
- Guba, E. G. (1990). The paradigm dialog. In *Alternative paradigms conference, mar, 1989, indiana u, school of education, san francisco, ca, us*. Sage Publications, Inc.

- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Guest, G., Namey, E., Taylor, J., Eley, N., & McKenna, K. (2017). Comparing focus groups and individual interviews: findings from a randomized study. *International Journal of Social Research Methodology*, 20(6), 693-708.
- Gutman, L. M., & Sameroff, A. J. (2004). Continuities in depression from adolescence to young adulthood: Contrasting ecological influences. *Development and psychopathology*, 16(4), 967-984.
- Haigh, F., Kemp, L., Bazeley, P., & Haigh, N. (2019). Developing a critical realist informed framework to explain how the human rights and social determinants of health relationship works. *BMC public health*, 19(1), 1-12.
- Harris, B., Vincent, K., Thomson, P., & Toalster, R. (2006). Does every child know they matter? YP' views of one alternative to exclusion. *Pastoral Care in Education*, 24(2), 28-38.
- Hart, A., Blincow, D., & Thomas, H. (2007). *Resilient therapy: Working with children and families*. Routledge.
- Health and Care Professional Council (HCPC)(2016) Standard Conduct Performance and Ethics (SCPE).
- Health & Care Professions Council. (2016). *Standards of conduct, performance and ethics*. <https://www.hcpcuk.org/globalassets/resources/standards/standards-of-conduct-performance-and-ethics.pdf>.
- Henderson, N. (2007). Resiliency building "hidden" predictors of academic success. *Resilience in action*, 39–43.
- Henderson, N., & Milstein, M. M. (2003). *Resiliency in schools: Making it happen for YP and educators*. Corwin press.
- Hill, M. (2006). Children's voices on ways of having a voice: Children's and YP's perspectives on methods used in research and consultation. *Childhood*, 13(1), 69-89.

- Hjørland, B. (2000), "Relevance research: the missing perspective(s): 'non-relevance' and 'epistemological relevance'", *Journal of the American Society for Information Science*, (51)2, 209-11.
- House of Commons Education Committee (2018). Forgotten children: alternative provision and the scandal of ever increasing exclusions.
<https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>.
- Howell, W. C. (1982). Conscious Competence Learning Model: Stages of Learning—Unconscious Incompetence to Unconscious Competence.
- Hoyle, K. (2016). *Secondary school YP' experiences of managed moves: An interpretative phenomenological analysis*. <https://core.ac.uk/download/pdf/76983313.pdf>.
- Humphrey, N., & Brooks, A. G. (2006). An evaluation of a short cognitive-behavioural anger management intervention for YP at risk of exclusion. *Emotional and behavioural difficulties*, 11(1), 5-23.
- Jang, H., Kim, E. J., & Reeve, J. (2016). Why YP become more engaged or more disengaged during the semester: A self-determination theory dual-process model. *Learning and instruction*, 43, 27-38.
- Johnson, J. L., Adkins, D., & Chauvin, S. (2020). A review of the quality indicators of rigor in qualitative research. *American journal of pharmaceutical education*, 84(1).
- Jones, H. (2020). Understanding YP's experiences of a managed move.
https://discovery.ucl.ac.uk/id/eprint/10108645/1/Jones-H_10108645_thesis_contact-removed.pdf.
- Joseph-Salisbury, R., (2019). Wrangling with the Black monster: young Black mixed-race men and masculinities. *The British Journal of Sociology*, 0(0), 1-20.
- Kennan, D., Brady, B., & Forkan, C. (2018). Supporting children's participation in decision making: A systematic literature review exploring the effectiveness of participatory processes. *The British Journal of Social Work*, 48(7), 1985-2002.

- Koch, T. (1994). Establishing rigour in qualitative research: the decision trail. *Journal of advanced nursing*, 19(5), 976-986.
- Kochhar-Bryant, C. A., & Heishman, A. (Eds.). (2010). *Effective collaboration for educating the whole child*. Corwin Press.
- Kulz, C. (2015). Mapping the exclusion process: Inequality, justice and the business of education. In *Communities Empowerment Network*. <http://conflictatters.eu/conference-2017/wp-content/uploads/2017/10/Mapping-the-Exclusion-Process.pdf>.
- Kuper, A., Lingard, L., & Levinson, W. (2008). Critically appraising qualitative research. *Bmj*, 337.
- Lawrence, N. (2011). What makes for a successful re-integration from a pupil referral unit to mainstream education? An applied research project. *Educational Psychology in Practice*, 27(3), 213-226.
- Lebowitz, E. R., Woolston, J., Bar-Haim, Y., Calvocoressi, L., Dauser, C., Warnick, E., & Leckman, J. F. (2013). Family accommodation in pediatric anxiety disorders. *Depression and anxiety*, 30(1), 47-54.
- Lee, H. (2020). *Exploring YP's Views of Upcoming Managed Moves*. https://repository.uel.ac.uk/download/787901bd9215e9b7edcb705149ff60855bd767372f031222bbdc2cd0af25ba95/20310049/2020_DEdPsy_Lee.pdf.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Lown, J. (2005). Including the excluded: Participant perceptions. *Educational and Child Psychology*, 22(3), 45.
- Lundy, L. (2018). In defence of tokenism? Implementing children's right to participate in collective decision-making. *Childhood*, 25(3), 340-354.
- Mahon, P. T. (2016). What is the relationship between self determination and the process of managed moves. <https://eprints.soton.ac.uk/411300/>.
- Malberg, N. T. (2008). Refusing to be excluded: finding ways of integrating psychotherapeutic modalities to the emerging needs of a Pupil Referral Unit. *Journal of Child Psychotherapy*, 34(1), 101-110.

- Malcolm, A. (2018). Exclusions and alternative provision: piecing together the picture. *Emotional and Behavioural Difficulties*, 23(1), 69-80.
- Marcoulides, G. A., Gottfried, A. E., Gottfried, A. W., & Oliver, P. H. (2008). A latent transition analysis of academic intrinsic motivation from childhood through adolescence. *Educational Research and Evaluation*, 14(5), 411-427.
- Margolis, H., & McCabe, P. P. (2006). Improving self-efficacy and motivation: What to do, what to say. *Intervention in school and clinic*, 41(4), 218-227.
- Martin-Denham, S. (2020). The enablers and barriers to successful managed moves: The voice of children, caregivers, and professionals.
<https://sure.sunderland.ac.uk/id/eprint/11942/35/11942%20%20fixed.pdf>.
- Maslow, A. H. (1943). Preface to motivation theory. *Psychosomatic medicine*, 5(1), 85-92.
- Masten, A. S. (1994). "Resilience in individual development: Successful adaptation despite risk and adversity". In Wang, M. C. and Gordon, E. W. *Educational resilience in inner-city America: Challenges and prospects*, Wang, M. C. and Gordon, E. (pp. 3–26). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Masten, A. S. (2011). Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy. *Development and Psychopathology*, 23, 493–506.
- Masten, A. S. (2018). Resilience theory and research on children and families: Past, present, and promise. *Journal of Family Theory & Review*, 10(1), 12-31.
- Masten, A. S., & Palmer, A. (in press). Parenting to promote resilience in children. In M. H. Bornstein (Ed.), *Handbook of parenting* (3rd ed.). New York, NY: Routledge.
- McAra, L., & McVie, S. (2010). Youth crime and justice: Key messages from the Edinburgh Study of Youth Transitions and Crime. *Criminology & Criminal Justice*, 10(2), 179-209.

- McCluskey, G., Cole, T., Daniels, H., Thompson, I., & Tawell, A. (2019). Exclusion from school in Scotland and across the UK: Contrasts and questions. *British educational research journal*, 45(6), 1140-1159.
- McCluskey, G., Cole, T., Daniels, H., Thompson, I., & Tawell, A. (2019). Exclusion from school in Scotland and across the UK: Contrasts and questions. *British Educational Research Journal*, 45(6), 1140-1159.
- McDonald, T., & Thomas, G. (2003). Parents' reflections on their children being excluded. *Emotional and Behavioural Difficulties*, 8(2), 108-119.
- McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global qualitative nursing research*, 2, 1-18
- Messeter, T., & Soni, A. (2018). A systematic literature review of the 'managed move' process as an alternative to exclusion in UK schools. *Emotional and Behavioural Difficulties*, 23(2), 169-185.
- Millard, W., Bowen-Viner, K., Baars, S., Trethewey, A., & Menzies, L. (2018). *'Boys on Track': Improving support for white FSM-eligible and black Caribbean boys in London*, London: Social Mobility Commissions.
- Miller, J. P. (2019). *The holistic curriculum*. University of Toronto press.
- Mills, M. and Thomson, P. (2018) *Investigative research into alternative provision*. London: Department for Education.
- Ministry of Justice. (2018a). *Average length of custodial sentences*. Retrieved from <https://www.ethnicity-facts-figures.service.gov.uk/crime-justice-and-the-law/courts-sentencing-and-tribunals/average-length-of-custodial-sentences/latest>.
- Ministry of Justice. (2018b). *HM Chief inspector of prisons annual report: 2017 to 2018*. Retrieved from <https://www.gov.uk/government/publications/hm-chief-inspector-of-prisons-annual-report-2017-to-2018>.
- Monkman's (2016) in Williams, Antony J., Tom Billington, Dan Goodley, and Tim Corcoran, eds. *Critical educational psychology*. John Wiley & Sons.

- Morgan, D. L., Krueger, R. A., & King, J. A. (1998). *Planning focus groups*. Sage.
- Mostert, J. (2011). An analysis of reintegration experiences and development of a resilience-based reintegration programme for learners with behavioural, emotional and social difficulties in the London Borough of Waltham Forest, United Kingdom.
<https://ujcontent.uj.ac.za/esploro/outputs/doctoral/An-analysis-of-reintegration-experiences-and/9911468807691>.
- Moyse, R. (2020). Missing: The autistic girls absent from mainstreams secondary schools.
<https://centaur.reading.ac.uk/97405/>.
- Munn, P., & Lloyd, G. (2005). Exclusion and excluded YP. *British Educational Research Journal*, 31(2), 205–221. <https://doi.org/10.1080/0141192052000340215>.
- Newman, L., Browne-Yung, K., Raghavendra, P., Wood, D., & Grace, E. (2017). Applying a critical approach to investigate barriers to digital inclusion and online social networking among YP with disabilities. *Information Systems Journal*, 27(5), 559-588.
- NHS Digital. (2018). *Mental Health of Children and YP in England, 2017 [PAS]*. NHS Digital.
<https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2017/2017>.
- Nicholson, J., & Dominiguez-Pareto, I. (2020). Responsive Early Education for Young Children and Families Experiencing Homelessness. California: Department of Education, Early Learning and Care Division.
https://www.researchgate.net/publication/335738850_Responsive_Early_Education_for_Young_Children_and_Families_Experiencing_Homelessness.
- Norrie, A. (2016). Critical realism and the metaphysics of justice. *Journal of Critical Realism*, 15(4), 391-408.
- Norwich, B. (2016). Conceptualizing special educational needs using a biopsychosocial model in England: The prospects and challenges of using the international classification of functioning framework. In *Frontiers in education* (Vol. 1, p. 5). Frontiers Media SA.

- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 16(1), 1609406917733847.
- Office of the Children's Commissioner. (2012). 'Always someone else's problem': Office of the Children's Commissioner's Report on illegal exclusions. <http://dera.ioe.ac.uk/13964/1/FINAL->
- Office of the Children's Commissioner. (2013). 'Always someone else's problem': Office of the Children's Commissioner's Report on illegal exclusions. https://assets.childrenscommissioner.gov.uk/wpuploads/2017/07/Always_Someone_Elves_Problem.pdf.
- Ofsted. (2019). *Safeguarding children and YP in education from knife crime: Lessons from London*. London: Ofsted.
- Ofsted. (2020). COVID-19 series briefing on schools, November 2020. https://assets.publishing.service.gov.uk/media/5fd65a4ae90e076639b15722/COVID-19_series_briefing_on_schools_November_2020.pdf.
- Olsson, C. A., Bond, L., Burns, J. M., Vella-Brodrick, D. A., & Sawyer, S. M. (2003). Adolescent resilience: A concept analysis. *Journal of adolescence*, 26, 1-11.
- O'Mahoney J., Vincent S. (2014). 'Critical Realism as an Empirical Project: A Beginner's Guide', in Edwards P., O'Mahoney J., Vincent S. (eds) *Putting Critical Realism into Practice: A Guide to Research Methods in Organization Studies*, pp.1–21. London: Oxford University Press.
- O'Riordan, Z. (2015) Building productive relationships with YP with SEBD in transition: the role of identity, *Emotional and Behavioural Difficulties*, 20:4, 415 -431.
- Osler, A., Watling, R. and Busher, H. (2001) Reasons for exclusion from school. Research report RR244. London: DfEE. <http://dera.ioe.ac.uk/4610/1/RR244.pdf>.
- Panayiotopoulos, C., & Kerfoot, M. (2007). Early intervention and prevention for children excluded from primary schools. *International Journal of Inclusive Education*, 11(1), 59-80.

- Paré, G., Tate, M., Johnstone, D., & Kitsiou, S. (2016). Contextualizing the twin concepts of systematicity and transparency in information systems literature reviews. *European Journal of Information Systems*, 25, 493-508.
- Parker, K. (2018). GCSEs: Pupil stage 'ad-hack' exclusions protest on Tube. *The Times Educational Supplement (Tes)*. <https://www.tes.com/news/YP-ad-hack-exclusions-protest-tube>.
- Parsons, C. (2009). *Strategic alternatives to exclusion from school*. London, Institute of Education.
- Parsons, C. (2011). *Strategic alternatives to exclusion from school* (2nd ed.). London: Institute of Education Press.
- Parsons, C., & Howlett, K. (2000). *Investigating the reintegration of permanently excluded YP in England*. Cambridge: Include.
- Patrick, B. C., Skinner, E. A., & Connell, J. P. (1993). What motivates children's behavior and emotion? Joint effects of perceived control and autonomy in the academic domain. *Journal of Personality and Social Psychology*, 65(4), 781.
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health services research*, 34(5 Pt 2), 1189.
- Paul, J., & Criado, A. R. (2020). The art of writing literature review: What do we know and what do we need to know? *International business review*, 29(4), 1017-17.
- Pillay, J., Dunbar-Krige, H., & Mostert, J. (2013). Learners with behavioural, emotional and social difficulties' experiences of reintegration into mainstream education. *Emotional and Behavioural Difficulties*, 18(3), 310-326.
- Pirrie, A., & Macleod, G. (2009). Locked out: researching destinations and outcomes for YP excluded from special schools and Pupil Referral Units. *Emotional and Behavioural Difficulties*, 14(3), 185-194.
- Power, E., Hughes, S., Cotter, D., & Cannon, M. (2020). Youth mental health in the time of COVID-19. *Irish Journal of Psychological Medicine*, 37(4), 301-305.

- Power, S., & Taylor, C. (2018). Not in the classroom, but still on the register: hidden forms of school exclusion. *International Journal of Inclusive Education*, 1-15.
- Prince-Embury, S. (2008). The Resiliency Scales for Children and Adolescents, Psychological Symptoms, and Clinical Status in Adolescents. *Canadian Journal of School Psychology*, 23(1), 41-56.
- Rees, P., & Bailey, K. (2003). Positive exceptions: Learning from students who beat 'the odds'. *Educational and Child Psychology*, 20(4), 41–59.
- Rendall, S., & Stuart, M. (2005). *Excluded from school: Systemic practice for mental health and education professionals*. London: Routledge.
- Ridge, T. (2011). The everyday costs of poverty in childhood: A review of qualitative research exploring the lives and experiences of low-income children in the UK. *Children & society*, 25(1), 73-84.
- Roberts, J. M. (2014). Critical realism, dialectics, and qualitative research methods. *Journal for the Theory of Social Behaviour*, 44(1), 1-23.
- Robinson, K. (2010). Sir Ken Robinson: Bring on the learning revolution!
https://www.youtube.com/watch?v=r9LeIXa3U_I.
- Robson, C., & McCartan, K. (2016). *Real world research: A resource for users of social research methods in applied settings*. (4th ed.). London: John Wiley & Sons.
- Rogers, C. (1951). *Client Centred Therapy (New Ed)*. Hachette UK.
- Rogers, C. (2000). Person-centered therapy. *Six Key Approaches to Counselling and Therapy*, 1, 98-105.
- Rollnick, S., Heather, N., & Bell, A. (1992). Negotiating behaviour change in medical settings: the development of brief motivational interviewing. *Journal of mental health*, 1(1), 25-37.
- Rosenberg, L., Bart, O., Ratzon, N. Z., & Jarus, T. (2013). Personal and environmental factors predict participation of children with and without mild developmental disabilities. *Journal of child and family studies*, 22, 658-671.

- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological monographs: General and applied*, 80(1), 1.
- Rutter, M. (1990). Psychosocial resilience and protective mechanisms. In J. Rolf, A. Masten, D. Cicchetti, K. Nuechterlein, & S. Weintraub (Eds.), *Risk and protective factors in the development of psychopathology* (pp. 181–214). Cambridge: Cambridge University Press.
- Rutter, M. (2006). Implications of resilience concepts for scientific understanding. *Annals New York Academy of Sciences*, 1094, 1–12.
- Rutter, M. (2013). Annual research review: Resilience—clinical implications. *Journal of Child Psychology and Psychiatry*, 54, 474–487. <https://doi.org/10.1111/j.1469-7610.2012.02615.x>.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 11.
- Sameroff, A. J. (2000). Developmental systems and psychopathology. *Development and psychopathology*, 12(3), 297-312.
- Sanders, J., & Munford, R. (2007). Speaking from the margins—Implications for education and practice of young women's experiences of marginalisation. *Social work education*, 26(2), 185-199.
- Scholz, G., Dewulf, A., & Pahl-Wostl, C. (2014). An analytical framework of social learning facilitated by participatory methods. *Systemic Practice and Action Research*, 27, 575-591.
- Seale, C. (1999). *The Quality of Qualitative Research*, Oxford: Blackwell.
- Seligman, M., & Csikszentmihalyi, M. (2000). Positive Psychology, An introduction. *American Psychologist*, 55(1), 5-14.
- Sellman, E. (2009). Lessons learned: Student voice at a school for YP experiencing social, emotional and behavioural difficulties. *Emotional and behavioural difficulties*, 14(1), 33-48.

- Skinner, E. A., Wellborn, J. G., & Connell, J. P. (1990). What it takes to do well in school and whether I've got it: A process model of perceived control and children's engagement and achievement in school. *Journal of educational psychology*, 82(1), 22.
- Skinner, E. A., Zimmer-Gembeck, M. J., Skinner, E. A., & Zimmer-Gembeck, M. J. (2016). Ways and families of coping as adaptive processes. *The Development of Coping: Stress, Neurophysiology, Social Relationships, and Resilience during Childhood and Adolescence*, 27-49.
- Smith, K. E., & Pollak, S. D. (2021). Rethinking concepts and categories for understanding the neurodevelopmental effects of childhood adversity. *Perspectives on psychological science*, 16(1), 67-93.
- Social finance (2020). Maximising access to education: who's at risk of exclusion? An analysis in Cheshire West and Chester.
https://www.socialfinance.org.uk/assets/documents/whos_at_risk_of_exclusion.pdf.
- Solomon, M., & Thomas, G. (2013). Supporting behaviour support: developing a model for leading and managing a unit for teenagers excluded from mainstream school. *Emotional and Behavioural Difficulties*, 18(1), 44-59.
- Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26-28.
- Stivaros, H. (2007) An ecological perspective of children's school experiences and educational outcome. <http://eprints.hud.ac.uk/id/eprint/959/1/hstivarosfinalthesis.pdf>.
- Sugai, G., & Horner, R. R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. *School psychology review*, 35(2), 245-259.
- Sutton Trust (2018). Free for all? Analysing free school in England, 2018.
<https://www.suttontrust.com/wp-content/uploads/2019/12/FreeForAll-SuttonTrustNFER-1.pdf>.
- The British Psychological Society (2014). *Code of Human Research Ethics*.

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Human%20Research%20Ethics.pdf>.

The British Psychological Society (2018). *Code of Ethics and Conduct*.

<https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/BPS%20Code%20of%20Ethics%20and%20Conduct%20%28Updated%20July%202018%29.pdf>.

The Behaviour and Mental Health in Schools Inquiry (2023). Children and YP's Mental Health.

<https://cypmhc.org.uk/wp-content/uploads/2023/06/Behaviour-and-Mental-Health-in-Schools-Full-Report.pdf>.

The Currie report (Scottish Executive, 2002). *Review of the Provision of Educational Psychology Services in Scotland*. Edinburgh: The Stationary Office.

Thibault, J. W., & Kelley, H. H. (1959). *The Social Psychology of Groups*. New York: John Wiley and Sons.

Timpson, E. (2019). Timpson Review of School Exclusion.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf.

Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. *Journal of advanced nursing*, 48(4), 388-396.

Turner, G. (2016). *An exploration of secondary school YP' experiences of managed moves using a resiliency framework*. <https://repository.uel.ac.uk/item/883v2>.

Turner, E., & Waterhouse, S. (2003). Towards inclusive schools. Sustaining normal in-school careers: An alternative to pupil exclusions. *Emotional and behavioural difficulties*, 8(1), 19-31.

UNESCO (1994) *World Conference on Special Needs Education: Access and Quality*. Paris: UNESCO.

- Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *Journal of child psychology and psychiatry*, 54(4), 348-366.
- United Nations (UN) (1989). *Convention on the rights of the child*. Geneva: United Nations. <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>.
- Vincent, K., Harris, B., Thomson, P., & Toalster, R. (2007). Managed moves: schools collaborating for collective gain. *Emotional and behavioural difficulties*, 12(4), 283-298.
- Vincent, C. (Ed.). (2020). *Nancy Fraser, social justice and education*. Routledge.
- von Bertalanffy, L. (1968). *General system theory: Foundation, development, application*. New York, NY: Braziller. <https://doi.org/10.1126/science.164.3880.681>.
- Vrolijk, P., Van Lissa, C. J., Branje, S. J., Meeus, W. H., & Keizer, R. (2020). Longitudinal linkages between father and mother autonomy support and adolescent problem behaviors: Between-family differences and within-family effects. *Journal of youth and adolescence*, 49(11), 2372-2387.
- West, A., & Bailey, E., 2013. "The Development of the Academies Programme: 'Privatising' School-Based Education in England 1986–2013." *British Journal of Educational Studies* 61(2): 137–159.
- White, J., & Rae, T. (2016). Person-centred reviews and transition: An exploration of the views of YP and their parents/carers. *Educational Psychology in Practice*, 32(1), 38-53.
- Wikgren, M. (2005). Critical realism as a philosophy and social theory in information science?. *Journal of documentation*, 61(1), 11-22.
- Wilkin, A., White, R., & Kinder, K. (2003). *Towards extended schools: A literature review* (p. 73). London: Department
- 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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/278837/prisoners-childhood-family-backgrounds.pdf.

Winnicott, D.W. (1987). *Home Is Where We Start From. Essays by a Psychoanalyst*. Harmondsworth: Penguin.

Younas, F., & Gutman, L. M. (2022). Parental Risk and Protective Factors in Child Maltreatment: A Systematic Review of the Evidence. *Trauma, Violence, & Abuse*.
<https://pubmed.ncbi.nlm.nih.gov/36448533/>.

5. Appendices

Appendix 1: Inclusion criteria

The following inclusion criteria for the literature search were as follows:

1. Papers about the UK education system specifically in relation to school exclusions and managed moves.
2. Research studies published from 1999 were included to ensure that information and evidence are current and because managed moves were not introduced before that year.
3. Studies that sought the views of YP, parents and school and LA staff parents on experiences and process of managed moves.
4. Government inquiry/report documents, policy and current legislations.

Appendix 2: Ethical approval

EDU ETHICS APPROVAL LETTER 2020-21

APPLICANT DETAILS	
Name:	Oluwatobi A Odeleye
School:	EDU
Current Status:	EdPsyD Student
UEA Email address:	O.Odeleye@uea.ac.uk
EDU REC IDENTIFIER:	2021_02_OO_AH

Approval details	
Approval start date:	10/03/2021
Approval end date:	31/08/2021
Specific requirements of approval:	See comments in accompanying email. Please confirm changes to supervisor who will approve PCFs before being sent out.

Please note that your project is only given ethical approval for the length of time identified above. Any extension to a project must obtain ethical approval by the EDU REC before continuing. Any amendments to your project in terms of design, sample, data collection, focus etc. should be notified to the EDU REC Chair as soon as possible to ensure ethical compliance. If the amendments are substantial a new application may be required.

Victoria Warburton EDU Chair, Research Ethics Committee

Appendix 3: Participant's information sheet

Tobi Odeleye
Trainee Educational Psychologist

Faculty of Educational Psychology
School of Education and lifelong learning

University of East Anglia
Norwich Research Park
Norwich NR4 7TJ
United Kingdom

Email: o.odeleye@uea.ac.uk
Web: www.uea.ac.uk

Supporting YP moving to another mainstream school.

PARENTS/CARERS/GUARDIANS INFORMATION STATEMENT

(1) What is this study about?

I am inviting you and your child, to take part in a research study to at the factors that made the managed moves successful for YP in mainstream secondary school. I am interested in finding out you and your child's views about their experience of managed moves generally, discuss the factors that made it successful and how they are getting on at school following the move.

You and your child have been invited to participate in this study because he/she is a secondary school pupil who had a successful managed move, and I would like to hear their experiences of the process. The Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you and your child would like to take part in the research. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about. Participation in this research study is voluntary. By giving your consent you are telling us that you:

- ✓ Understand what you have read.
- ✓ Agree for you and your child to take part in the research study as outlined below.
- ✓ Agree to the use of you and your child's personal information as described.
- ✓ You have received a copy of this parents/carers/guardians Information Statement to keep.

(2) Who is running the study?

The study is being carried out by the following researcher: Tobi Odeleye, Trainee Educational Psychologist, School of Education and Lifelong learning, University of East Anglia. The study is supervised by Doctor Andrea Honess (Course Director of Doctorate of Educational Psychology) and Doctor Janice Watson (Senior Lecturer) at the University of East Anglia.

(3) What will the study involve?

I will gain your consent for you and your child to participate in this study. Then I will arrange [insert child name] interview at their school. I will also arrange an interview with you separately. Both interviews will involve me finding out about your child experiences of the managed move, the factors that made it successful and how they are getting on at school following the move. With your permission, I will audio record these sessions to help me remember the discussions we had.

(4) How much of my time will the study take?

The interview sessions with your child will take place for approximately 35 minutes to allow time for gathering your child's experiences. The interview with you will take place for approximately 45 minutes.

(5) Do you and your child have to be in the study? Can my child and I withdraw from the study once they've started?

Being in this study is completely voluntary. You and your child do not have to take part. Your decision whether you and/or your child participate will not affect your current or future relationship with the researchers or anyone else at the University of East Anglia or the school, now or in the future. If you decide to let you and your child will take part in the study and then change your mind later you and your child are free to withdraw at any time. [insert child's name] is free to withdraw from the study at any time by simply telling me or a support staff at school. You can also do this by letting me know by email (o.odeleye@uea.ac.uk). You are free to stop the interview at any time. Unless you say that you want me to keep them, any recordings will be erased and the information you have provided will not be included in the study results. You may also refuse to answer any questions that you do not wish to answer during the interview. If you decide at a later time to withdraw from the study your will be removed from the records and will not be included in any results, up to the point I have analysed and published the results.

(or they no longer wish to take part), they are free to withdraw from the study at any time by simply telling me or a support staff at school.

(6) Are there any risks or costs associated with being in the study?

Your child talking about managed moves and school experiences might bring up negative feelings. If your child is concerned or worried about the study, a school staff (i.e., SENCO, LSA) designated to supervise/support your child at school during the research process will be able to talk to them about any issues they might have. I will be mindful of anything that might cause concern, and no child will be required to keep talking if they don't want to. I will also check-in repeatedly with your child to make sure that they understand the process of working by video and given a choice to continue with the sessions online.

(7) Are there any benefits associated with being in the study?

Your experiences and views about factors contributing to the managed moves success will add to current knowledge on the best practices for supporting YP going through the process.

(8) What will happen to information that is collected during the study?

By providing your consent, you are agreeing to me collecting personal information about you and your child for the purposes of this research study. Their information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 2018 General Data Protection Regulation Act and the University of East Anglia Research Data Management Policy (2019). Your and your child's information will be stored securely, and their identity/information will be kept strictly confidential, except as required by law. Study findings may be published. Although every effort will be made to protect you and your child's identity, there is a risk that they might be identifiable due to the nature of the study and/or results. In this instance, data will be stored for a period of 10 years and then destroyed.

(9) What if we would like further information about the study?

When you have read this information, I will be available to discuss it with you further and answer any questions you may have. You can contact me on o.odeleye@uea.ac.uk.

(10) Will I be told the results of the study?

You and your child have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by ticking the relevant box on the consent form. This feedback will be in the form of a one-page summary and you will receive this feedback after the study is finished.

(11) What if we have a complaint or any concerns about the study?

The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee. If there is a problem please let me know. You can contact me via the University at the following address:

Tobi Odeleye
School of Education and Lifelong Learning
University of East Anglia
NORWICH NR4 7TJ
o.odeleye@uea.ac.uk

If you or your child are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Course Director of Doctorate of Educational Psychology, Doctor Andrea Honess on A.honess@uea.ac.uk or the Head of School, Professor Yann Lebeau on Y.lebeau@uea.ac.uk

(12) OK, I'm happy for my child to take part-what do I do next?

You need to fill in one copy of the consent form and ask your child to return this to a school staff by 26th of March 2021. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

This information sheet is for you to keep

PARENT/CARER CONSENT FORM (1st Copy to Researcher)

I, [PRINT PARENT'S/CARER'S NAME], consent to my child[PRINT CHILD'S NAME] participating in this research study.

I, [PRINT NAME], also agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what my child and I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Information Statement and have been able to discuss the involvement of my child and I in the study with the researchers if I wished to do so.
- ✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and my child and I do not have to take part. My decision whether my child and I take part in the study will not affect our relationship with the researchers or anyone else at the University of East Anglia or the school now or in the future.
- ✓ *I understand that my child and I can withdraw from the study at any time.*
- ✓ *I understand that my child and I may leave the interview sessions at any time if we do not wish to continue.*
- ✓ *I understand that there will be some audio recording of the responses of my child and I in the sessions. I understand that my child and I may stop participating in the study at any time if we do not wish to continue.*
- ✓ I understand that personal information about my child and I that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about my child and I will only be told to others with my permission, except as required by law.
- ✓ I understand that the results of this study may be published, and that publications will not contain the name of my child and I or any identifiable information about my child and I.

I consent to:

- **For my child participating in own interview using audio-recording** YES NO
- **Would you like to receive feedback about the overall results of this study?**
YES NO

If you answered **YES**, please indicate your preferred form of feedback and address:

Postal: _____

Email: _____

.....
Signature **PRINT name** **Date**

PARENT/CARER CONSENT FORM (2nd Copy to Participant)

I, [PRINT PARENT'S/CARER'S NAME], consent to my child[PRINT CHILD'S NAME] participating in this research study.

I, [PRINT NAME], also agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what my child and I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Information Statement and have been able to discuss the involvement of my child and I in the study with the researchers if I wished to do so.
- ✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and my child and I do not have to take part. My decision whether my child and I take part in the study will not affect our relationship with the researchers or anyone else at the University of East Anglia or the school now or in the future.
- ✓ *I understand that my child and I can withdraw from the study at any time.*
- ✓ *I understand that my child and I may leave the interview sessions at any time if we do not wish to continue.*
- ✓ *I understand that there will be some audio recording of the responses of my child and I in the sessions. I understand that my child and I may stop participating in the study at any time if we do not wish to continue.*
- ✓ I understand that personal information about my child and I that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about my child and I will only be told to others with my permission, except as required by law.
- ✓ I understand that the results of this study may be published, and that publications will not contain the name of my child and I or any identifiable information about my child and I.

I consent to:

- **For my child participating in own interview using audio-recording** YES NO
- **Would you like to receive feedback about the overall results of this study?**
YES NO

If you answered **YES**, please indicate your preferred form of feedback and address:

Postal: _____

Email: _____

.....
Signature

Study Information Sheet

Hello. My name is Tobi



I am doing a research study to find out more about the factors that made managed moves successful for some YP in mainstream secondary schools.

I hope that with your help, I can learn about factors that you think helped made your move successful.

I also hope to find out more about what you think about your education and school following the move.

You can decide if you want to take part in the study or not. This sheet tells you what I will ask you to do if you choose to participate in the study. Please read it carefully to make up your mind about whether you want to take part.

If you decide you want to be in the study and then change your mind later, that's ok. All you need to do is tell us that you don't want to participate in the study anymore.

If you have any questions, you can ask me or your family or someone else who looks after you. If you want to, you can email me at any time at O.odeleye@uea.ac.uk or call my tutor (Andrea Honess) on 01603 593011.

What will happen if I say that I want to be in the study?

If you agree to work with me on this research project, we will have a one-off session where I will talk to you about your experience of managed moves, the factors that made it successful and how you are getting on at school following the move.

When I ask you questions, you can choose which ones you want to answer. If you don't want to talk about something, that's ok.

You can stop talking to me at any time if you don't want to talk to me anymore. An adult you're familiar with will be around during the session to speak to you if you are worried about anything.

If you say it's ok, I will record what you speak with an audio recorder.

Will anyone else know what I say in the study?



I won't tell anyone else what you say to me, except if you talk about someone hurting you or about you hurting yourself or someone else. Then I might need to tell someone to keep you and other people safe.

All of the information that I have about you from the study will be stored safely, and we will look after it very carefully. I will write a report about the research and show it to other people, but I won't say your name in the report, and no one will know that you were in the study.

How long will the study take?



The study will involve one session. We will discuss for about 30 minutes to 35 minutes.

Are there any good things about being in the study?



I would hope that talking about your experiences will allow you to reflect on those areas that have helped the process and those areas that might need additional support.

Are there any bad things about being in the study?



This study involves talking about your experiences at school, which might bring up negative feelings (for example., sad, annoyed etc.). If you are concerned or worried about any content of the study, an adult you are familiar with will be around to talk to you about any issues you might have.

Will you tell me what you learnt in the study at the end?

Yes, we will if you want us to. There is a question on the next page that asks you if you like us to tell you what we learnt in the study. If you circle Yes, we will notify you of what we learned when we finish the task.

What if I am not happy with the study or the people doing the study?



If you are not happy with how we are doing the study or how we treat you, then you or the person who looks after you can:


- **Call** the university on 01603 593011
- Write an **email** to A.honess@uea.ac.uk

Consent Form

This is the form you need to fill in to agree to take part in my research project. If you want to take part, please fill in this form. We can work through this together.


Please choose a box to ✓ to answer each question.

1. I have looked at the information about the project and I understand what it is about.

YES 

NO 

2. I understand that I can stop talking about something if I want to.

YES 

NO 

3. I understand that I do not have to answer any questions I don't like or am not sure about.

YES 


NO 

4. I understand that our discussions will be recorded on audio tape to help Tobi remember what I've said.

YES 

NO 

5. I understand that what I say will be kept private. I know that when the project is written about, Tobi will remove my name and other details. Tobi would only share information about me with other people if she was worried about me, or someone else.

YES 


NO 

6. I understand that I can change my mind about taking part at any time during the interview and that will be OK.

YES 


NO 

7. I know that if I feel upset or worried about the content of the study I can speak to a familiar staff at school about the issues.

YES 

NO 

8. I will like you to tell me what you learnt from the study

YES 

NO 

Signature: _____
Date: _____

Thank you very much!

Supporting YP moving to another mainstream school.

PARTICIPANT INFORMATION STATEMENT–Staff

(1) What is this study about?

You are invited to participate in a research study exploring the key factors that made managed moves successful for YP in mainstream secondary schools. I am interested in finding out your experience of managed moves for [insert child's name] generally, discuss the factors that made it successful and how they are getting on at school following the move. You have been invited to participate in this study because you supported [insert child's name] and their families through the managed move process. This Participant Information Statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the study. Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about. Participation in this research study is voluntary. By giving consent to take part in this study you are telling us that you:

- ✓ Understand what you have read.
- ✓ Agree to take part in the research study as outlined below.
- ✓ Agree to the use of your personal information as described.
- ✓ You have received a copy of this Participant Information Statement to keep.

(2) Who is running the study?

The study is being carried out by the following researcher: Tobi Odeleye, Trainee Educational Psychologist School of Education and Lifelong learning, University of East Anglia. The study is supervised by Doctor Andrea Honess (Course Director of Doctorate of Educational Psychology) and Doctor Janice Watson (Senior Lecturer) at the University of East Anglia.

(3) What will the study involve for me?

Your participation will involve having a one-off interview with me. The interview will take place virtually at a convenient time for you, and the interview will be audio recorded. You will be asked questions relating to your experiences of the managed move process and the factors that made a move successful. You will be able to review your interviews' transcript if you wish to ensure they are an accurate reflection of the discussion.

(4) How much of my time will the study take?

It is expected that each interview will take up to 45 minutes approximately.

(5) Do I have to be in the study? Can I withdraw from the study once I've started?

Being in this study is completely voluntary and you do not have to take part. Your decision whether to participate will not affect your current or future relationship with the researchers or anyone else at the University of East Anglia. If you decide to take part in the study and then change your mind later, you are free to withdraw at any time. You can do this by letting me know by email (o.odeleye@uea.ac.uk). You are free to stop the interview at any time. Unless you say that you want me to keep them, any recordings will be erased and the information you have provided will not be included in the study results. You may also

refuse to answer any questions that you do not wish to answer during the interview. If you decide at a later time to withdraw from the study your information will be removed from the records and will not be included in any results, up to the point I have analysed and published the results.

(6) Are there any risks or costs associated with being in the study?

There should be little to no risk of being part of this study. We can stop the interview when you feel uncomfortable, or you no longer want to take part.

(7) Are there any benefits associated with being in the study?

I would hope that talking about your experiences will allow you to reflect on those areas that have helped the process and those areas that might need additional support. Your views about factors that contributed to the managed moves success will add to current knowledge on the best practices for supporting YP going through the process.

(8) What will happen to information about me that is collected during the study?

By providing your consent, you are agreeing to me collecting personal information about you for the purposes of this research study. Your information will only be used for the purposes outlined in this Participant Information Statement, unless you consent otherwise. Data management will follow the 2018 General Data Protection Regulation Act and the University of East Anglia Research Data Management Policy (2019). Your information will be stored securely and your identity/information will only be disclosed with your permission, except as required by law. Study findings may be published, but you will not be identified in these publications unless you agree to this using the tick box on the consent form. In this instance, data will be stored for a period of 10 years and then destroyed.

(9) What if I would like further information about the study?

When you have read this information, Tobi will be available to discuss it with you further and answer any questions you may have. You can contact her on o.odeleye@uea.ac.uk.

(10) Will I be told the results of the study?

You have a right to receive feedback about the overall results of this study. You can tell me that you wish to receive feedback by providing a contact detail on this information sheet's consent section. This feedback will be in the form of a one-page lay summary of the findings. You will receive this feedback after the study is finished.

(11) What if I have a complaint or any concerns about the study? The ethical aspects of this study have been approved under the regulations of the University of East Anglia's School of Education and Lifelong Learning Research Ethics Committee. If there is a problem, please let me know. You can contact me via the University at the following address:

Tobi Odeleye
School of Education and Lifelong Learning
University of East Anglia
NORWICH NR4 7TJ
o.odeleye@uea.ac.uk

If you or your child are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the Course Director of Doctorate of Educational Psychology, Doctor Andrea Honess on A.honess@uea.ac.uk or the Head of School, Professor Yann Lebeau on Y.lebeau@uea.ac.uk

(12) OK, I want to take part-what do I do next?

You need to fill in one copy of the consent form and email to me by the 26th of March 2021. Please keep the letter, information sheet and the 2nd copy of the consent form for your information.

This information sheet is for you to keep

PARTICIPANT CONSENT FORM (1st Copy to Researcher)

I, [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- ✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia now or in the future.
- ✓ *I understand that I can withdraw from the study at any time.*
- ✓ *I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don't wish to answer.*
- ✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- ✓ I understand that the results of this study may be published, but these publications will not contain my name or any identifiable information about me.

I consent to:

- | | | | | | |
|---|--|-----|--------------------------|----|--------------------------|
| • | Audio-recording | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • | Reviewing transcripts | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| • | Would you like to receive feedback about the overall results of this study? | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

If you answered **YES**, please indicate your preferred form of feedback and address:

Postal: _____

Email: _____

.....
Signature

.....
PRINT name

.....
Date

PARTICIPANT CONSENT FORM (2nd Copy to Participant)

I, [PRINT NAME], agree to take part in this research study.

In giving my consent I state that:

- ✓ I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.
- ✓ I have read the Participant Information Statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- ✓ The researchers have answered any questions that I had about the study and I am happy with the answers.
- ✓ I understand that being in this study is completely voluntary and I do not have to take part. My decision whether to be in the study will not affect my relationship with the researchers or anyone else at the University of East Anglia now or in the future.
- ✓ *I understand that I can withdraw from the study at any time.*
- ✓ *I understand that I may stop the interview at any time if I do not wish to continue, and that unless I indicate otherwise any recordings will then be erased and the information provided will not be included in the study. I also understand that I may refuse to answer any questions I don't wish to answer.*
- ✓ I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- ✓ I understand that the results of this study may be published, but these publications will not contain my name or any identifiable information about me.

I consent to:

- **Audio-recording** YES NO
- **Reviewing transcripts** YES NO
- **Would you like to receive feedback about the overall results of this study?** YES NO

If you answered **YES**, please indicate your preferred form of feedback and address:

Postal: _____

Email: _____

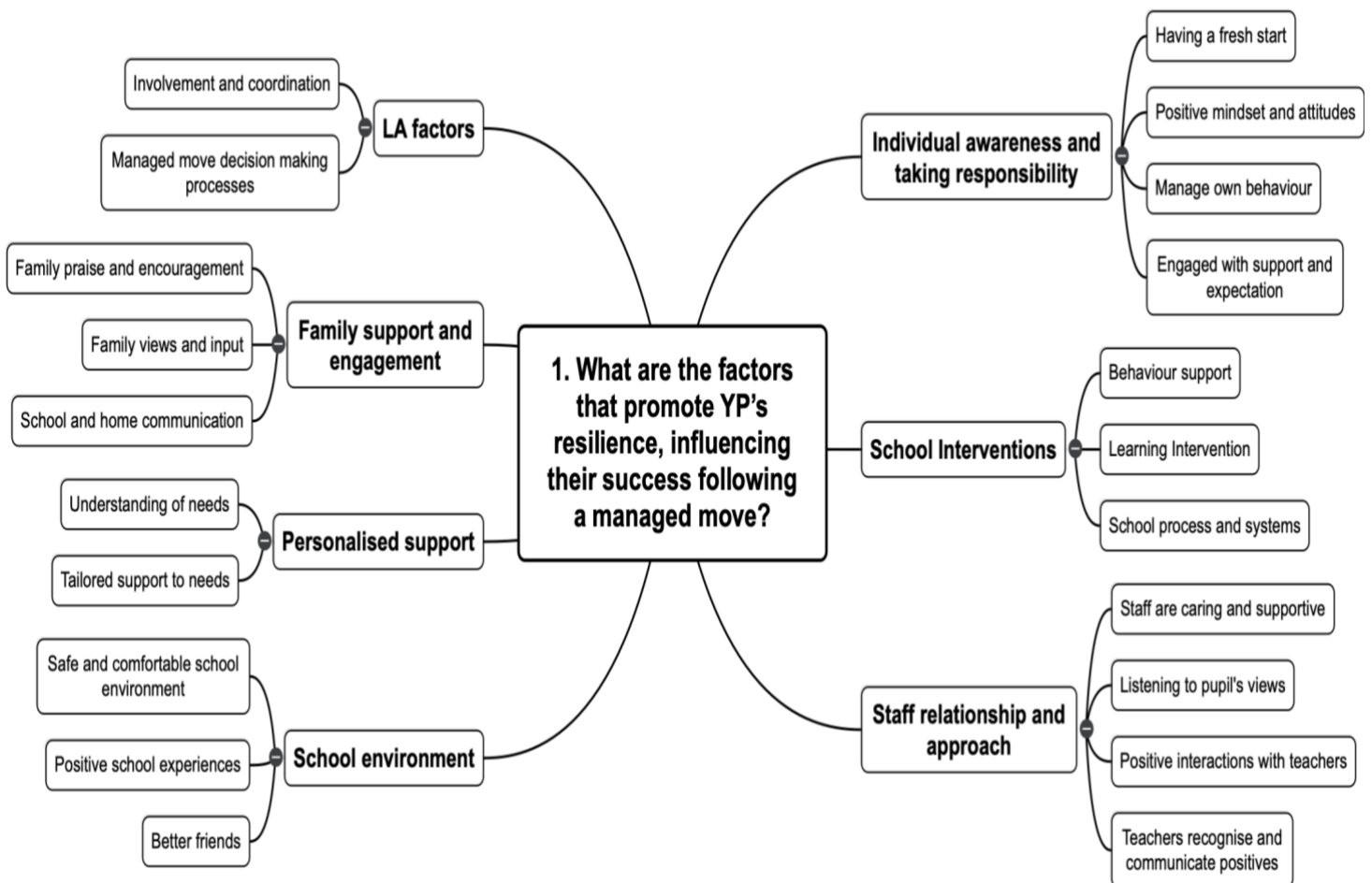
.....
Signature

.....
PRINT name

.....
Date

Appendix 4: Tentative thematic map

Phase 3



Initial themes and subthemes

Theme1: School interventions

- Behaviour support
- Learning intervention
- School process and systems

Theme 2: Staff relationship and approach

- Staff are caring and supportive
- Listening to pupil's views
- Positive interactions with teachers
- Teachers recognise and communicate positives

Theme 3: School environment

- Safe and comfortable school environment
- Positive school experiences
- Better friends

Theme 4: Individual awareness and taking responsibility

- Having a fresh start
- Positive mindset and attitudes
- Manage own behaviour
- Engaged with support and expectation

Theme 5: Personalised support

- Understanding of needs
- Tailored support to needs

Theme 6: Family support and engagement

- Family praise and encouragement
- Family views and input
- School and home communication

Theme 7: LA factors

- Involvement and coordination
- Managed move decision making processes

Appendix 5: Themes definitions

Theme 1: Personal empowerment
<p>The theme 'personal empowerment' is about YP's resilience in other words their ability to adjust to their new environment, overcome challenges and achieve at their receiving school. Individual hopes of having a fresh start, positive attitudes and taking responsibility to ensure success were shown to be key attributes and resource to developing personal empowerment.</p>
Theme 2: Safe and positive school environment
<p>The theme 'Safe and positive school environment' captures pupils experiences of their school as safe and positive. YP expressed that their school environment made them feel 'comfortable', 'settled' and gave them a 'sense of belonging'. Interactions with YP and adults within the school community were positive. Learning experiences were also positive as it was not disrupted by peers, and they felt adults wanted their academic progress.</p>
Theme 3: Child focused support
<p>Child focused support theme illustrates the individualised support that pupils received during their managed moves. YP felt their views and needs were acknowledged and prioritised promoting self-esteem and autonomy. Home and school communication also enabled YP to be supported effectively.</p>
Theme 4: Promotive personal relationships
<p>This theme is called 'Promotive personal relationships' because it shows that family and friendships have a strong and direct influence on pupils resilience. YP valued their families and experienced care and support through parents and grandparents. Their families showed high level of involvement, advocating for their child and making sacrifices and adjustments to ensure success. YP reported that friends also had positive influence and supported them which contributed to being settled and feeling a sense of belonging at school.</p>
Theme 5: Investment and collaboration of stakeholders
<p>The theme 'investment and collaboration of stakeholders' looks at how school staff, parents, YP, and LA inclusion staff work collectively during the process. It illustrates the communication, time, resources, and expertise invested by school staff, parents and LA staff to maximize the chances of successful outcomes for YP.</p>

Appendix 6: Interview questions for participants (Young person, parents and staff)

Interview schedules

YP

1. What are the things that helped you to settle into your current school after being at another school for a while?
2. What are the things you did to make successful managed move more likely?
3. What did you think your family did to make successful managed move more likely?
4. What did you think your school did to make successful managed move more likely?
5. What provisions were put in place to support you during the managed move process?
6. Are there any factors within your school which you feel influenced the success of the move?
7. What did you think other professionals do to help make successful managed move more likely?
8. What are the things do you think the LA did/could do to make successful managed move more likely?
9. Is there anything else you'd like to tell me about your experience of managed move?

Parents

1. What are the things that helped [insert child's name] to settle into their current school after being at another school for a while?
2. What are the things [insert child's name] did to make successful managed move more likely?
3. What did you think you/your family did to make successful managed move more likely?
4. What did you think the school did to make successful managed move more likely for [insert child's name]?
5. What provisions were put in place to support [insert child's name] during the managed move process?
6. Are there any factors within [insert child's name] school which you feel influenced the success of the move?
7. What did you think other professionals did to help make successful managed move more likely for [insert child's name]?
8. What are the things you think the LA did/could do to make successful managed move more likely?
9. Is there anything else you'd like to tell me about your experience of managed move?

School staff

1. What did you think [insert child's name] did to make successful managed move more likely?
2. What did you think [insert child's name] family did to make successful managed move more likely?
3. What did you think your school did to make successful managed move more likely for [insert child's name]? (see behaviour support plan, or specific intervention).
4. Are there any factors within your school which you feel may impact upon the success of managed moves for [insert child's name]?
5. What did you think the other professionals involved did to make successful managed moves more likely for [insert child's name]?
6. What do you think the other professionals could do to make successful managed move more likely?
7. What do you think the LA. did to make successful managed move more likely [insert child's name]?
8. What do you think the LA. could do to make successful managed move more likely?
9. Do you think there are any factors specific to that make managed move either more or less difficult? If so what?
10. Do you have any other comments concerning pupil managed moves?

LA Staff

1. What do you feel constitutes successful managed moves?
2. Do you feel that the pupil will influence the success of their managed move?
3. What could be improved?
4. What are the things families should do to make successful managed moves likely?
5. Are there any factors within schools you feel may impact on success of managed move?
6. Do you feel that schools receive adequate support from other services in the LA during the managed move process?
7. What support do you feel other services can offer to make successful managed move more likely?
8. What support do you feel that the LA offers to make successful managed move more likely?
9. What additional support do you feel that the LA could offer?
10. Do you think there are any factors specific to that make managed move either more or less difficult? If so what?
11. Do you have any other comments concerning pupil managed moves?

Appendix 7: Final thematic map. RQ1 'What are the factors that promote YP's resilience, influencing their success following a managed move?'

