

Student Engagement as a Concept for Improving the Educational Practice of
Girls in Pupil Referral Units

Doctorate in Educational Psychology

2013

Louise Sturdy

Summary

The thesis is divided into two distinct parts. Part I outlines a review of current literature, ranging from the broad research context of gender and education, and filtering to more specified research contexts including gender and exclusion, and finally gender and pupil referral units. Each step of the literature review highlights pertinent questions to evoke research interest. To make this thesis unique and original in its design, research questions posed, are set within the context of gender and pupil referral units. This is a currently under researched area. In addition, the questions are underpinned by the construct of student engagement, bringing together a context and construct not previously explored in the literature.

Part II of the thesis is the empirical study. This section outlines the research process for answering research questions posed in part I. This includes a brief overview of the literature, epistemology and research design, methodology, procedure, the process of analysis, presentation of the results, and a discussion. The findings identify a number of direct strategies for engaging learners both affectively and cognitively. In addition, a working model is produced to diagrammatically represent the relationship between aspects of affective and cognitive student engagement, enabling practitioners to dynamically employ individually tailored interventions for engaging girls in pupil referral units.

DECLARATION

This work has not previously been accepted in substance for any degree and is not concurrently submitted in candidature for any degree.

Signed (candidate) Date

STATEMENT 1

This thesis is being submitted in partial fulfilment of the requirements for the degree of PhD.

Signed (candidate) Date

STATEMENT 2

This thesis is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by explicit references.

Signed (candidate) Date

STATEMENT 3

I hereby give consent for my thesis, if accepted, to be available for photocopying and for inter-library loan, and for the title and summary to be made available to outside organisations.

Signed (candidate) Date

STATEMENT 4: PREVIOUSLY APPROVED BAR ON ACCESS

I hereby give consent for my thesis, if accepted, to be available for photocopying and for inter-library loans **after expiry of a bar on access previously approved by the Graduate Development Committee.**

Signed (candidate) Date

Contents

Part I: Literature Review

Section	Title	Page Number
1.0	Introduction	6
2.0	Criteria for Inclusion	7 – 8
3.0	Literature Review: The Context	8
3.1	Gender and Education	8 – 10
3.2	Girls and Exclusion	10 – 14
3.3	Pupil Referral Units	14 – 20
3.4	Analysis of Contextual Research	20 – 22
3.5	Gaps in the Research	22
4.0	Literature Review: The Construct	23
4.1	Developing Construct	23 – 24
4.2	Multi-dimensional Perspective	24 – 27
5.0	Measuring Cognitive and Affective Student Engagement	27 – 28
6.0	Relevant Theories and Perspectives	28 – 29
6.1	Gender	29 – 30
6.2	Early Experiences	30 – 31
6.3	Relationships	31 – 33
6.4	Motivation	34 – 36
6.5	Analysis of Student Engagement Research	36 – 37
7.0	Future Research	37 – 38
8.0	References	39 – 59

Part II: Empirical Study

9.0	Abstract	60
10.0	Literature Overview	60
10.1	Girls and Exclusion	60 – 61
10.2	Reasons for Exclusion Among Girls	61 – 62
10.3	Pupil Referral Units	62 – 64
10.4	Student Engagement as a Framework for Exploration	64
10.5	Cognitive and Affective Student Engagement	65 – 67
11.0	Current Research	67 – 68
11.1	Epistemology and Research Design	68 – 69
11.2	Method	69 – 71
11.3	Procedure	71 – 72
11.4	Analysis	72 – 73
12.0	Results	73
12.1	Research Question 1	74 – 84
12.2	Research Question 2	85 – 88
13.0	Discussion	89 – 90
13.1	Limitations of the Study	90 – 91
13.2	Relevance to the Educational Psychology Profession	91 – 92
13.3	Future Research	92 – 93
14.0	References	94 – 102
15.0	Appendix 1: Student Interview	103 – 110

15.1	Appendix 2: Student Presentation	111
15.2	Appendix 3: Gate Keeper Letter	112 – 114
15.3	Appendix 4: Student Interview Consent Form	115 – 116
15.4	Appendix 5: Parent Consent	117 – 118
15.5	Appendix 6: Student Debrief	119 – 120
15.6	Appendix 7: Ethics	121 – 123
15.7	Appendix 8: Thematic Map Facilitators to Affective Student Engagement	124 – 144
15.8	Appendix 9: Thematic Map Barriers to Affective Student Engagement	145 – 160
15.9	Appendix 10: Thematic Map Facilitators to Cognitive Student Engagement	161 – 171
15.10	Appendix 11: Thematic Map Barriers to Cognitive Student Engagement	172 – 181
15.11	Appendix 12: Full interview transcript	Independently numbered to enable continuity of referencing

Part I: Literature Review

1.0 Introduction

The literature review begins with an exploration of research within the broad context of ‘gender and education’. A historical overview of early gender research is set alongside recent research findings, leading to the emergence of some questions and queries regarding some early assumptions in gender research. The issue of ‘girls and exclusion’ is then explored, offering statistical data to reveal the extent of the issue of school exclusion amongst females in England and Wales. A marked difference between male and female exclusionary behaviour offers support for the gendered focus of this review. Research set within the context of ‘girls and pupil referral units’ is then examined, revealing a gap in current research trends.

The latter section of the literature review explores the construct of student engagement, which forms the exploratory lens for investigation. Evidence for a multi-dimensional perspective of student engagement is discussed, along with a rationale for a focus upon cognitive and affective subtypes. A range of theoretical and conceptual positions are then explored, based upon the perceived relevance to the subset of learners. This approach mirrors the work of applied educational psychologists who work to relate findings to a variety of relevant theoretical assumptions.

Finally, based upon the findings and assumptions discussed in the review, ideas and questions are posed for ongoing future research.

2.0 Criteria for Inclusion

To identify studies matching the intended scope of this literature review a set of inclusion and exclusion criteria was developed. Reports needed to meet the following criteria for inclusion in the review:

- Relevant to discourse regarding gender, exclusion, pupil referral units (PRUs), research methods, student engagement, cognitive and affective student engagement subtypes, motivation;
- Written between 1980 – 2012;
- Focus on secondary-aged pupils or applicable to age group;
- Knowledge combining research and practice culminating in good practice guidance;
- Discussion of relevant theories including motivation, attachment and learning theories;
- Additionally, core key research papers and / or theories were included (e.g. Erikson, 1968; Bowlby, 1969; Bandura, 1977).

Reports were excluded for the following reasons:

- They were written prior to 1980;
- They reported predominantly upon children in the primary or tertiary phase of education with limited application to secondary phase girls in PRUs;
- They were written in a language other than English as there were insufficient resources to allow for translation of reports published in other languages;
- The results were not deemed relevant to the UK population.

Key electronic sources included ERIC, PsycINFO, PsycArticles, ScienceDirect and GoogleScholar. Keywords and terms used for the searches included ‘girls’, ‘gender issues’, ‘education’, ‘exclusion’ ‘pupil referral units’, social inclusion’, cognitive’, ‘affective’, ‘student engagement’, ‘facilitators’, ‘barriers’, good practice’, ‘role of the educational psychologist’. -In addition to electronic resources, a list of articles and books

were also retrieved from the university library. These articles and books are cited within the reference list.

3.0 Literature Review: The Context

This section of the literature review outlines the contextual research. Definitions, causes and current discourses on gender, exclusion and pupil referral units (PRUs) are explored. Gaps in the current literature are discussed.

3.1 Gender and Education

Historically, research examining gender differences in the classroom has focused upon using observation techniques to analyse patterns of behaviour. Observations were targeted at gendered verbal interactions (e.g. Stanworth, 1981) and the impact of these upon power relationships in the classroom (e.g. Francis, 2005). Belotti (1975) noted that girls tended to take on a 'quasi teacher role', providing male peers with equipment and offering learning support. Riddell (1989) discussed how girls differed to males in terms of their disruptive behavior patterns. Girls engaged in more low level disruptive behaviours, such as talking and ignoring teacher instructions, whilst boys displayed more boisterous and confrontational behaviours, which more frequently led to disciplinary action. As identified by Kershner (2007), these early approaches to research acted to simplify the behaviour of girls to observable means without offering any further analysis of the behaviours observed. Lloyd (2005) argues that there are numerous dynamic and interacting factors that are affecting girls' behaviour such as interactions, mental health, emotional well-being, social identity, relationships, gender and sexuality.

More recent research exploring gender and education has focussed upon comparisons of academic performance. The literature in the UK suggests that girls' overall performance tends to be higher than that of boys', and that this is particularly pronounced in language based aspects of the curriculum (e.g., Carrington et al., 2008). Research has demonstrated that girls show more favourable motivation patterns in language, arts, and reading, whilst boys tend to hold more achievement-related beliefs in the areas of mathematics, science, and sports (Meece et al., 2006). The proposed outperformance of girls compared to boys in relation to curriculum outcomes has been likened to a 'gender see-saw' (Collins et al., 2000).

“At first glance young women appear to have benefited most from changes in education in previous years. They appear to be outperforming boys at both GCSE and 'A' Level and are more likely to enter higher education... As a result, concern has shifted towards male 'underachievement' and upon the need to address the imbalance” (Dennison and Coleman, 2000, p3). From this perspective, assumptions could be made that the successes experienced by girls in education, only comes at the expense of boys' performance.

These findings are embedded within a social context of gender roles and expectations. According to Eccles et al. (1983), both parents and teachers contribute to gender differences in motivation, by modelling sex-typed behaviour, communicating different expectations and goals for boys and girls, and encouraging different activities and skills. These are proposed to be reinforced by popular media (Hyde, 2005). Meanwhile, debate around the feminisation of the teaching profession and lack of male role models (Carrington and Skelton, 2003) is ongoing, and has led to the Training Development Agency for Schools in England taking various steps to encourage males to enrol on initial

teacher education programmes (Mahony and Hextall, 2000; Francis and Skelton, 2005). Drudy (2008) concludes that the focus should instead be shifted to providing excellent teacher training which incorporates an understanding of the development of male identity constructs which are currently proposed to be conflicting with the school culture.

According to Osler and Vincent (2003), the notion of 'male underachievement' is not supported by existing evidence. Recent research in Wales by Gorard et al. (2001), suggests that the socio-economic, classroom, and individual determinants of the classroom are wholly misunderstood. Through analysis of attainment records in Wales, Gorard et al. (2001) conclude that there are only marginal differences in attainment across core subjects, that the gap is only prevalent within middle to high achievers, and that it is decreasing in terms of aggregate scores, such as government benchmarks. Much research is needed to begin to clarify and deconstruct theoretical assumptions which appear to have become a mainstay of popular belief. Indeed, Osler and Vincent (2003) argue that assumptions regarding gaps in attainment across gender, have resulted in issues of girls' identities and achievements in school being grossly overlooked. It is proposed that this is most noticeable in school exclusion research and interventions (Osler and Vincent, 2003).

3.2 Girls and Exclusion

Data suggest that, in 2010/11, 1170 girls were permanently excluded from school in England (Department for Education [DfE], 2012), and 42 girls were permanently excluded from school in Wales (Welsh Government [WG], 2012). Over a 5 year period between 2006 and 2011, 7130 female pupils were permanently excluded from schools in England (DfE, 2012) and 234 female pupils were permanently excluded in Wales (WG, 2012).

Research by Osler et al. (2000) noted that there were a growing number of informal and unofficial exclusions, suggesting that the data may be an under representation of the actual figure. Through collection and analysis of three types of data, (interviews with LA staff including educational psychologists and education welfare officers, interviews with schools staff, and perusal of exclusion documentation), Osler et al. (2000) compared the views of LA staff and school staff to draw conclusions regarding good practice within the area of school exclusion. Research was conducted across a wide geographical area. In response to disparities in exclusionary data, the researchers proposed that funding mechanisms for projects to tackle exclusion, should be monitored by ethnicity and gender. In addition, it was proposed that surveys and focus groups with relevant stakeholders, could offer a more valuable insight into exclusionary behaviours than statistical data. The difficulty with these assumptions are that, despite the recognition that the views of stakeholders are highly valuable, the interview process did not gather the perceptions of the young people or families themselves. As if to overcome this difficulty, Osler and Vincent (2003) later conducted a large scale, qualitative research study incorporating interviews with 81 female pupils. Despite the significant number of girls being excluded, Osler and Vincent (2003) concluded that ‘there has been a distinct lack of interest in the problem of girls’ exclusion from school, from policy makers, research funding bodies and professional groups’ (p12). Without access to peer support and a strong social network research, Osler and Vincent (2003) asserted that girls are more likely than males to self-exclude. Osler et al. (2002) and Osler and Vincent (2003) provide support for earlier observation based gender differences in behaviour discussed by Riddell (1989), by concluding that behaviour exhibited by girls at risk of exclusion is more likely to consist of withdrawal from class and self-harm, whilst boys are more likely to act out and behave in an aggressive manner. This former behaviour is arguably more

easily ignored or overlooked by school staff. From this perspective it is possible to conclude that teachers are more likely to ignore the behaviours of an 'underperforming' girl who withdraws and eventually drops out of class or school altogether. The experiences of bullying from female peers may also be more difficult to recognise. Research by Brown (2005) identifies that the forms of aggression that are more readily used by girls differ from those commonly used by boys. This is purported to have a significant impact on girls' exclusionary behaviour. Forms of aggression identified include 'relational aggression' which refers to the social exclusion of targeted girls by their peers, 'indirect aggression' which refers to acts such as staring, starting rumours, gossiping, ignoring and verbally attacking an individual, and 'social aggression' which refers to the manipulation of social relationships. These forms of aggression are frequently more difficult to detect and interpret than more obvious displays of aggression (Crozier and Dimmock, 1999).

Later research findings by Osler (2006) suggest that girls are not seen as a priority in schools' thinking about behaviour management and exclusion. The impact of this is that national policies and local practices may have been developed with a limited application to female pupils, as discussed by Lloyd (2005). Evidence for this view is offered by Osler (2006), who claims that resources made available under the Excellence in Cities programme (Department for Education and Employment [DFEE], 1999), and targeted at students displaying behavioural difficulties, are designed for boys. This claim supports the findings of her large scale research project, whereby female self-excluders reported that boys displaying more disruptive behaviour were better supported in the mainstream environment (Osler, 2006).

Girls in the study conducted by Osler (2006) further reported that the process of exclusion can be used by schools to remove more difficult students in order to enhance the school's reputation. In particular, there was recognition that good results were not always compatible with inclusion. This supports earlier suggestions by Tomlinson (2005) that, policy and legislative frameworks which encourage schools to operate in a competitive education market, make some children less attractive to schools.

The government has now introduced the Inclusion Development Programme (IDP) which provides a programme of continuing professional development for mainstream professionals. One of the most recent modules for teacher and teaching assistant training is entitled 'Supporting Pupils with Behavioural, Emotional and Social Difficulties' (Department for Children, Schools and Families [DCSF], 2010) which covers aspects of behavioural, emotional and social development, outlines appropriate educational provisions, and offers practical guidance for accessing support. For girls who display outward behaviour such as aggression and symptoms of behavioural, emotional and social difficulties (BESD), Lloyd (2005) argues that these girls are 'doubly disadvantaged' insofar as they fail to adhere to stereotypical social and gender norms. This can lead to them being increasingly feared and not trusted by staff and peers.

An additional observed difficulty with this method is that a label of BESD places the problem firmly within the child. In contrast, The Centre for Social Justice (2011) identifies that the underlying causes of challenging behaviour and disengagement are often firmly rooted outside of the individual and outside of the school environment. The research reports the long held notion that there is a strong correlation between exclusion, poverty and disadvantage (The Centre for Social Justice, 2011). Statistics demonstrate that children with SEN are shown to be around eight times more likely to be excluded

from school, and this has been shown to be correlated with being from a minority ethnic group and lower socio-economic group (DfE, 2012). Vulnerable girls are reported by The Centre for Social Justice (2011) as being at an increased risk of sexual exploitation and violence in the community, particularly in urban areas and where gang cultures are present. Experiences of this sort are described as having a detrimental impact upon girl's cognitive development, behavioural, emotional and social development, and on their mental health, well-being and educational attainment.

3.3 Pupil referral units

Many young people excluded from school access one of the 498 PRUs in England and Wales (Centre for Social Justice, 2011; Estyn, 2006). Data show that there were 14,050 pupils on roll at PRUs in England in 2011 (DfE, 2012), making PRUs the largest form of alternative education provision. The provisions predominantly cater for young people aged 11-15 years of age, and approximately 1 in 3 pupils are female (Centre for Social Justice, 2011). The purpose of the PRU is to provide a temporary, transitional provision for disaffected and disruptive pupils, with the aim to employ interventions to enable re-integration into mainstream school. Re-integration is a key Government initiative, with recognition of the link between exclusion from school and later social exclusion, as reflected in educational policy statements and guidance (e.g. DfEE, 1999; Social Exclusion Unit [SEU], 2001).

Analysis of the literature examining PRUs identifies that the research focus has been firmly placed upon the identification of facilitators to positive outcomes, and facilitators to re-integration back into the mainstream school setting. According to Lawrence (2011), understanding the factors that support successful integration, increases positive outcomes

for young people. However, Malberg (2008) suggests that integration is not always possible, describing parents' despair and anger over long stays in PRUs which appeared unable to reintegrate their children successfully into mainstream.

The Office for Standards in Education (Ofsted) (2007) published a report of a survey of PRUs. It inspected good and outstanding PRUs at Key Stage 3 and 4, as well as consulting with LAs, to identify the factors which contributed to success. The survey identified a number of successful staff-based approaches, curriculum factors, and assessment procedures. In summary, Ofsted (2007) noted that staff facilitators to success included conveying the PRU placement as a 'fresh start' for pupils, holding high expectations through challenging work, and providing support to assist students in overcoming challenges in work. In terms of curriculum factors, the survey concluded that there should be a strong emphasis on flexibility and choice throughout the curriculum, opportunities to participate in practical and skill based activities to promote engagement, incorporation of other agencies to support pastoral learning, a focus upon developing basic skills, access to stimulating learning material, opportunities for accreditation, and opportunities to participate in work related learning. For older pupils, emphasis was placed on continuity of the GCSE curriculum. In terms of assessment, it was noted that staff should set challenging targets with pupils for each subject, as well as for basic skills, with regular assessment and tracking. Progress towards targets should be monitored in comparison to baseline indicators, with students and parents being made explicitly aware of progress. In addition, Ofsted (2007) reported a lack of evaluation of teaching practice, and a lack of clear reintegration plans, as barriers to good practice.

The emphasis on curriculum and assessment within this survey is expected given the recent notification by Ofsted (2011) that PRUs are inspected against the same framework

as mainstream schools. However, in contrast to this approach, Solomon and Rogers (2001) utilised a mixed methodology design in which qualitative data (interviews with pupils, LA staff, and educational staff) were cross matched with quantitative data (LA pupil files, questionnaire data). This approach involved the exploration of a range of factors impacting upon educational experience, including teacher-pupil relationships, relevance of the curriculum, peer relationships, comparisons of educational provisions, and pupil experiences. Advantages of this study include the mixed methodology design, and the fact that, of the 92 pupil data records examined, 35 were female. However, close examination of the data shows that the questionnaire response rate was low (22%), and pupil records were often incomplete. Researchers report this latter concern to be a result of PRU restructuring, along with a quick turnover of pupils back in to the mainstream setting. Whilst outcomes are examined with caution, the results offer new and interesting considerations for those working with excluded learners. Solomon and Rogers identify that all pupils at the PRUs were described in LA documents as ‘disaffected’, irrelevant of the individual reasons for attending the PRU, e.g. pregnant teenagers and those with recognised psychological difficulties. This led the researchers to query the notion of ‘disaffection’ and what this term really means. The findings also led them to discount the broadly held view that PRU students reject an academic curriculum in favour of a vocational one. Instead, Solomon and Rogers reported that pupils value academic subjects, such as maths and science, and value work which is relevant to the work place. This finding is supported in research by the Department for Education and Skills (DfES) (2007) which asserts that personalised learning in alternative provisions should focus on literacy and numeracy skills in the first instance, along with improving behaviour, personal care and social skills and motivation for learning.

O’Keeffe (1994) suggested that the curriculum needs to offer more interest to the learners, more practical activities and more choice. Meanwhile, teachers needed to demonstrate patience, respect, humour, understanding and informality. The results of the mass survey indicated that teacher student relationships were ranked top, as the main cause of disaffection, however a suitable curriculum was reported to be the most influential solution. Leather (2009) queried the effectiveness of any specified strategies, referred to as ‘remedies’ for pupils who do not fit or comply with the mainstream system of provision. According to Leather, this implies that pupils have a problem, leading to treatment in isolation with a highly differentiated curriculum. Leather’s assertions seem to lead to a conclusion of there being a lack of acknowledgement of the underlying causes of pupils’ exclusion from the mainstream provision.

Research conducted for the National Foundation for Educational Research (NFER) by Kinder et al. (2000) places emphasis on the importance of repairing and building relationships, which are perceived to be the main underlying cause of exclusion. The study, which was based on information received from 67 LAs, and included interviews with excluded young people, identified positive parent partnerships, supportive staff and pupil relationships, positive relationships between peers, and taking a positive multi agency approach, as key facilitators. These findings support research by Daniels et al. (2003) published by the DfES, in which 193 excluded pupils were tracked over a ten year period. Whilst academic outcomes were poor (28.6% passing a single GCSE or more), young people who were reengaged with education, employment or training, were facilitated by positive family relationships and a link worker who acted to boost community links, as well as positive relationships with staff in which young people were listened to and supported within an inclusive ethos. Daniels et al. (2003) reported that

‘what mattered more than the nature of the provision, were the degrees of skill and commitment shown by staff in any site of provision’ (p. 134). Recent research has continued to acknowledge the value of relationships in improving outcomes. Lawrence (2011) highlighted that a multiagency approach, with the involvement of the child and family, to develop an individualised programme of re-integration into an inclusive mainstream school, is crucial for effective re-integration. Following 24 young participants for three years post-exclusion, Pirrie et al. (2011) concluded that what made the difference was ‘not whether or not a subsequent placement had been secured within six days, but the quality of personal relationships’ (p. 536). Kinder et al. (2000) emphasised the need for supportive relationships to offer immediate support during a crisis, allowing time for one to one attention, and perhaps most interestingly for this review, putting in place procedures for early identification of disengagement. From this perspective, a holistic approach is favoured which aims to understand young people and the reasons leading to exclusion, addressing behavioural problems, maintaining a non-judgemental approach, and working to develop self-confidence and self-esteem.

In addition to relationship factors, Kinder et al. (2000) discussed the impact of the reputation of the provision, noting that settings benefit from being well regarded both within the provision, and within the local community. The report further identified that successful learning environments create a safe, informal, caring, inclusive environment with clear rules and a clear behaviour policy.

Motivating learners and creating a motivating learning environment has been a subject of much interest and debate in recent years. McLean (2003; 2009) argues that we need to go deeper than currently popular, but superficial, behaviourist approaches to managing pupil

learning in school. In two publications by McLean (2003; 2009) he discusses in depth the relevance of affiliation (how much you belong), agency (how much can/will you do yourself) and autonomy (to what extent are you controlling your learning journey), in promoting intrinsic motivation and self-determination. From this perspective, extrinsic rewards may have a short term positive impact, but will require a gradual shift towards an intrinsically motivated approach. In line with this perspective, the use of rewards as a means of modifying behaviour and improving practice are discounted from most literature.

External rewards were explored by Capstick (2005) using a questionnaire format. Capstick collated pupil and teacher views in PRUs on the usefulness of rewards in changing behavior. Capstick found that, according to pupils in PRUs, extrinsic rewards did not make them work harder. Indeed, pupils reported that when rewards were offered this made no difference to the effort exerted to successfully complete the task. This may be a surprise given the findings of Solomon and Rogers (2001) in which students in PRUs were shown to predominantly hold an external locus of control, and to lack autonomy. However, the findings support earlier research, conducted in college settings, that tasks contingent on rewards act to decrease pupil motivation (Ryan et al. 1983) and have no impact upon improving performance (Kohn, 1993). In contrast, Capstick (2005) found that PRU teachers reported the usefulness of extrinsic rewards for modifying behavior. A disadvantage of this paper as evidence for the conflicting views of pupils and teachers, is that Capstick fails to indicate the type of task and rewards on offer to promote motivation. This fails to provide support for the proposal by Capstick (2005) that rewards are more likely to motivate learners undertaking basic, rote tasks such as multiplication tables. However, this offers an interesting area for future research, exploring pupil

motivation within the PRU setting, and subsequently how this contrasts to preconceived ideas and practice imposed by staff.

3.4 Analysis of Contextual Research

The research into PRUs succeeds in identifying a variety of factors contributing to the effectiveness of provision for excluded pupils, and raising questions regarding assumed beliefs. Through this approach, the needs of excluded pupils are recognised as being separate from the majority of mainstream learners. However, much of the literature does not discriminate the participants' gender, age, ethnicity or socio-economic status. As a result, difficulty arises when attempting to generalise these findings to females, especially given the predominate nature of PRU attendees being male. There is limited research examining gender differences within the data sets, and within the research which does report gender ratios in participant recruitment (e.g. DfES, 2003; Capstick, 2005; Pirrie et al. 2011) there are continued difficulties with generalisation. The DfES (2003) noted that recruitment of participants followed expected gender ratios (1 in 4) however, less than 60% of the female subgroup participated in the final data collection, resulting in dismissal of gender analysis. For Capstick (2005) and Pirrie et al. (2011), the small numbers of participants in each study led to analysis by gender being discounted from the outset. This was based upon the assumptions that the data would not have offered meaningful results given the quantitative design of the study. In the research by Pirrie et al. (2011) for example, the gender ratio was 23:1, with only 1 female taking part in the study. An exception to the lack of research on female pupils is an ethnographic case study conducted by Russell and Thompson (2011). Case studies of programmes (including two PRUs) were used to detail the restricted and stereotypical nature of alternative provision

available for young women (aged 14-19). The researchers concluded that issues for excluded girls arise as a result of being in a majority male environment. This impacted on the type of programmes on offer, the ways in which entitlement to access was described and managed, and the affordances for participation provided by the provision. The behaviour of girls was reported to change as a result of being in a male dominated environment. Russell and Thomson concluded that girls either act out sexually, display masculinised behaviours, or become introverted in an attempt to go unnoticed. Russell and Thomson further identified that, with limited opportunities to build single sex relationships in male dominated alternative environments, the effects of being socially and educationally excluded from friends at school may be different and / or more severe for girls than boys. An issue with this research design is that, arguably, the researchers have ended up studying girl's experiences in a male dominant society, rather than focussing upon what girls might need or require. In effect, although concentrating on the female perspective, the findings do not really identify female needs, just how they respond in a male dominated PRU setting. In addition, whilst revolutionary in its design, the lack of research in the area makes comparative study and critique of Russell and Thomson's study difficult. Russell and Thomson concluded that there is a need for ongoing future research to investigate the experiences of girls in alternative education.

Despite the inherent difficulties identified in drawing conclusions from current research, the literature on PRUs is valuable as it provides a comparative measure to follow up research. This will enable researchers to use the current data to identify what facilitators are relevant to all young people in PRUs, and to compare this to later data outcomes, to distinguish what facilitators are specifically relevant to an identified subgroup being explored.

3.5 Gaps in the Research

Throughout the literature review so far, causes and current discourses on gender, exclusion and PRUs have been explored. This has led to the identification of a gap in current research identifying the needs of girls in PRUs. The following section of this literature review introduces the construct of ‘student engagement’ as a framework for structuring investigation to explore this area of research. What makes student engagement an attractive area of focus is that, compared to other predictors of academic success that are static (e.g., socioeconomic status, ethnicity), it is believed to be a malleable characteristic and therefore a more appropriate focus for interventions (e.g., Christenson et al., 2001). For the purpose of this paper, the term ‘student engagement’ is used as opposed to alternatives of ‘school engagement’ or ‘student engagement with school’. This position is based upon the notion that schools engage students as learners, and that those learners are engaged to varying degrees.

4.0 Literature Review: The Construct

Fredricks et al. (2004) propose that interest in the engagement of children at school has risen over the last few decades. Numerous studies have linked student engagement with improved academic performance and it has been repeatedly demonstrated to be a robust predictor of achievement and behaviour in schools (e.g., Appleton et al., 2008). Gilbert (2007) highlights the societal impact of incorporating student engagement into plans through the enhancement of students’ abilities to learn how to learn and become lifelong learners in a knowledge based society. Whilst student engagement is a relevant focus of

academic interest, the theoretical and research literature on student engagement reflects little consensus about definitions and ways of measuring the construct.

4.1 Developing Construct

Much early work aimed to assess student engagement through observable behaviours. Early researchers (e.g., Fisher et al., 1980; McIntyre et al., 1983; Brophy, 1983) often made use of individual time-based indices, such as time-on-task, as a means of assessing student engagement rates. Natriello (1984) observed student engagement through ‘participation in activities offered as part of a school programme’ (p.14), a measure Natriello also used to define the construct. Whilst influential to the development of the construct, the methodology used in early research studies reflect the difficulties encountered by researchers when attempting to assess engagement. Using observation methods, researchers were left to infer engagement through pre-determined observable behaviours such as participation, or non-participation, in school based activities. Through this approach, the researchers failed to take into account any confounding variables which are likely to be impacting upon outcomes, including task relevance, teacher relationships, and observer bias. Further, Natriello (1984) suggests that behaviour such as non-participation, may in fact be a sign of disengagement, which Natriello argues constitutes a different emotional state. When discussing motivation, McLean (2009) proposes that there is no such construct as ‘non-motivation’, rather that the pupil is motivated to avoid a task, or perhaps to participate in a different task which may not fit with the school culture of what constitutes compliant (and motivated) behaviour. In addition, McLean asserts that motivation cannot be inferred through observation as it is only experienced and known from a child’s perspective. This perception of the construct of motivation may be equally applied to student engagement, further bringing into question the

appropriateness of early behavioural techniques. From this perspective, student engagement cannot be inferred by anybody else, and ‘disengagement’ as a construct, does not exist. This perspective potentially opens up the notion of capturing what engages young people and channelling this into purposeful activities.

Some recent research continues to explore engagement through a uni-dimensional perspective (e.g. Daly et al., 2009; Perry et al., 2010). However, there has been a big shift in engagement research over the last ten years towards multi-dimensional notions of engagement that combine two or more aspects (Yonezawa, Jones and Joselowsky, 2009).

4.2 Multi-dimensional Perspective

Multi-dimensional perspectives of student engagement propose that student engagement is made up of between two and four components. These are behavioural, academic, cognitive and affective student engagement. The advantage of utilising a multi-dimensional perspective is that the learner, the environment, and contextual factors are taken into account. The components of behavioural and academic student engagement refer to the observable measures of student engagement. Research has explored behavioural engagement through participation, presence, on task behaviour, effort, persistence, concentration, attentions, contribution and involvement in school related activities (e.g., Fredricks et al., 2004; Tyler and Boelter, 2008). Academic engagement refers to variables such as time on task, accreditation, and homework completion (Reschly and Christenson, 2006). Analysis of current literature identifies that considerably less research has targeted the more subtle cognitive and affective subtypes (e.g. Goodenow, 1993). Appleton et al. (2008) argue that knowledge of more internal

subtypes of student engagement may enhance timely, effective interventions. They propose that these subtypes are particularly relevant to apathetic learners who fail to see the relevance or value of school or for learners who have experienced extreme frustration and failure and lack academic confidence. As identified in previous research, the build up to girls' exclusion is often plagued by negative experiences leading to frustration, failure, and disaffection from learning. This includes experiences of sexual exploitation and violence (The Centre for Social Justice, 2011), complex relationships and conflict (Malberg, 2008), and the residing impact of stereotyped expectations of behavior (Lloyd, 2005). For these reasons, affective and cognitive components of student engagement form the focus for this review. Affective engagement refers to the emotional connection young people have with others in the school setting. From this perspective the need to belong is considered a fundamental human motivation (Baumeister and Leary, 1995). Affective engagement has been described as incorporating positive and negative reactions to teachers, classmates, academic activity and school, student attitude, perception of the value of learning, interest and enjoyment, happiness, identification with school and sense of belonging within a school (e.g., Fredricks et al., 2004; Bishop et al., 2007; Tyler and Boelter, 2008; Patrick et al., 2007; Johnson, 2008; Hulleman et al., 2008; Walker and Greene, 2009; Gottfried et al., 2001). Cognitive engagement has been defined as the student's level of investment in learning (Fredricks et al., 2004). From this perspective, cognitive engagement includes being thoughtful and purposeful in the approach to school tasks and being willing to exert the effort necessary to comprehend complex ideas or master difficult skills. Pintrich and De Groot (1990) highlight cognitive engagement as an active thought process in which students choose to persist in a difficult task through regulation of their behaviour. This description incorporates similarities with the notion of resilience, as put forward by Rutter (1985):

“The promotion of resilience does not lie in an avoidance of stress but rather in encountering stress at a time and in a way that allows self-confidence and social competence to increase through mastery and appropriate responsibility” (Rutter 1985, p.606). Given the cross over in descriptions, it could be argued that enhancing cognitive engagement may act to build resilience amongst learners.

Using a multi-dimensional perspective, researchers have explored the complexities of relationships between variables. Research supports the importance of subtle indicators of engagement in promoting behavioural and academic engagement. This includes goal orientation and investment in learning, in promoting academic engagement, and persistence (Goodenow, 1993), and supportive adult relationships (Green et al., 2006) in promoting behavioural engagement. As discussed by Ryan et al. (1994), students who feel connected to their teachers and cared for, independently engage in more positive school behaviours. In addition, cognitive and affective engagement have been linked to increased student motivation (Reeve et al., 2004), and to an increased response to specific teaching strategies (Cadwallader et al., 2002; Marks, 2000; Reeve et al., 2004). The relationship between cognitive and affective components remains subject to ongoing research and debate. Gibbs and Poskitt (2010) propose that behavioural and affective student engagement are preconditions of cognitive engagement. In contrast, Goodenow (1993) and Green et al., (2006) suggest that the process is cyclical in nature, with cognitive engagement and affective engagement acting as prerequisites for other forms of engagement, and vice versa.

5.0 Measuring Cognitive and Affective Engagement

There are reported to be 21 instruments for measuring student engagement consisting of 14 student self-report instruments, 3 teacher report instruments, and 4 observation instruments (Fredricks et al., 2011). The Student Engagement Instrument (SEI) (Appleton et al., 2006), was developed to go beyond observable indicators of academic and behavioural engagement to measure the more subtle cognitive and affective aspects of engagement, as reported by students. It is the only instrument which specifically examines cognitive and affective components in isolation. The SEI has been used in several research studies on engagement in school both by the developers and by other researchers (e.g. Reschly et al., 2008). High levels of reliability and validity have been reported by the developer, but as with most measures of engagement, there has been no independent peer review. Betts et al. (2010) extended initial validation work, to confirm the appropriateness of using the SEI as a measure of cognitive and affective engagement across different ages and gender, further discussing the potential use of the SEI for educational psychologists as a means of exploring components of student engagement. Within the SEI, Appleton et al. (2006) identifies three aspects of affective engagement. These are interest and enjoyment, relationships, identification and sense of belonging. Eight components of cognitive engagement are identified including relevance of schoolwork to future endeavours, goal setting, persistence, preference for challenge, autonomy, self-regulation, mastery orientation, and meta-cognitive skills. When selecting a measurement for research, there are cautionary notes to consider. There is an ongoing lack of consistency in ways of measuring engagement, resulting in what Yonezawa et al. (2009) describe as a 'jumble of assessment packages and scales that all purport to measure engagement' (p.196). The construct of student engagement is changeable and adaptable, with aspects being regularly included and excluded. Furthermore, peer reviews of instruments are limited. However, conversely, the current climate around the concept

offers exciting opportunities for researchers to explore relatively free from constraints of strict guidance. It is proposed that in the future, findings will come together, but more exploratory work is needed at this stage, particularly when working with specified subgroups such as excluded girls.

6.0 Relevant Theories and Perspectives

Cognitive and affective engagement can be examined and understood from a range of theoretical and conceptual positions, which offer rich debate to understand the experiences of girls in PRUs. The discussion below is not exhaustive and other equally relevant theories and perspectives can offer insight and debate regarding how the components of cognitive and affective engagement might be explained. This review explores theories and perspectives which are chosen based upon the perceived relevance to the subset of learners discussed in this review, and upon the relevance to the 11 aspects of cognitive and affective engagement as discussed by Appleton et al. (2006) which form the framework for discussion.

6.1 Gender

Given the longitudinal relevance of gender in educational research (e.g. Stanworth, 1981; Lloyd, 2005), gender is an important factor to consider when discussing student engagement. Current research exploring gender and student engagement has focused upon gender differences in the construct through comparison of student engagement levels. Some research suggests that females are more engaged than their male counterparts (e.g. Zhao et al., 2005; Kuh, 2005). In contrast, Hu and Kuh (2002) suggest

that average levels of student engagement remain the same, but males display more variation in their scores, presenting as either highly disengaged or highly engaged.

Wang et al. (2011) provided support for a tripartite theoretical conceptualisation of school engagement proposed by Fredricks et al. (2004), incorporating aspects of behavioural, affective, and cognitive student engagement. Wang et al. (2011) found that female participants scored higher in areas of behavioural and emotional engagement than their male counterparts, but scored lower across domains measuring cognitive engagement. The validity of these results is questionable given the use of self-report scales, and there is a recognised potential for researcher bias given the use of a researcher developed assessment tool. However, the results are shown to be consistent with other research using alternative measures of engagement (e.g. Johnson et al., 2001; Voelkl, 1997).

The research indicates that, whilst gender is a relevant factor, there is little consensus when attempting to understand the impact upon student engagement. Methodological issues may account for this, in particular, the inconsistent conceptualisations of student engagement. The research also fails to take into account other variables in the environment, which, as discussed by Lloyd (2005), are integral for understanding complexities of experiences in the classroom. Sekaquaptewa and Thompson (2002) attempted to explore one such variable, gender composition (gender mix of males and females). The researchers found that being in the minority, for example the only female in a male group, can lead to different learning outcomes. This was accounted for by the standing of the individual in relation to other genders in the group. The pitfall in this research is the difficulty generalising findings across the secondary age groups, as the research was conducted in higher education establishments.

6.2 Early Experiences

Crittenden (1995) introduced the Dynamic Maturational Model (DMM) which offers one avenue for attempting to understand the developmental impact of early experiences on later adolescent and adult behaviour. This biological model proposes that the developing cortex enables a child to learn to self-regulate his or her behaviour according to his or her experiences. Children who are not helped to do this by their attachment figures, will find it increasingly difficult to regulate their own behaviour (Crittenden, 1995). Self-regulation refers to the interaction between the person and environment (Bandura, 1977; 1989) and forms a key aspect of cognitive student engagement (Appleton et al. 2008). According to Bandura's social learning theory (1977), self-regulation includes evaluation of performance, personal standards, valuations of activities and attributions.

In adolescence, those who have difficulty regulating their behaviour are thought to be vulnerable to increasingly complex cortical distortions of threat and danger (Crittenden, 1995). This may lead to difficulty managing relationships (Bowlby, 1969; Perry, 2009), a key aspect of affective engagement.

6.3 Relationships

Early researchers such as Erikson (1968) began to highlight the importance of peer social relationships during adolescence. Through relationships, it is thought that adolescents develop the skills of cooperation, conflict resolution and goal setting (Selman, 2003). In school, researchers continue to demonstrate that adolescents find social activities more interesting and important than academic endeavours (e.g. Wigfield and Eccles, 1994). Positive peer relationships have been linked to a reduction in violence, a boost in intrinsic motivation to learn, and improving student academic outcomes (e.g. Benard, 2004; Battisch, et al., 1995; Resnick et al., 1997). For young people who have experienced significant adversities in early life, research suggests that peer acceptance and close peer

friendships could act to have a buffering effect against the associated negative behaviour patterns and lowered self-esteem (Bolger et al. 1998; Criss et al., 2002). This may be particularly true for girls, whose friendships are arguably characterised by a deeper commitment than boys' friendships (Belle, 1989; Parker and Asher, 1993). If peer relationships are so important for girls, it would be useful to conduct PRU based research which considers this. Presently, it seems that there is an implicit leaning towards the perspective of the male need, possibly because of the disproportionate number of boys in PRUs.

Male and female friendships are generally recognised as being different, although research findings are mixed. Through observation of pre-adolescent girls' interactions, recent research by Kehily (2012), highlighted the importance of female peer relationships in the early stages of puberty, in order to develop sexual awareness, manage emotions and to act out emotions safely. The impact of role models is discussed by Gonick and Harris (2005) who report that girls' experiences of moral and social development can lead to acceptance of early motherhood, drug taking, and crime related behaviours. The research is underpinned by a class disparity, whilst Levin and Kilbourne (2008) propose that girls from all cultures and socioeconomic backgrounds are affected by current trends towards increasing sexualisation and limiting gender stereotypes.

Along with student connectedness to peers, the quality of teacher-student relationships has increasingly been associated with students' social functioning (e.g., Ladd et al., 1999), behaviour problems (e.g., Graziano et al., 2007), engagement in learning activities (e.g., Skinner et al., 1990), and academic achievement (e.g., Valiente et al., 2008). Cornelius-White (2007) conducted a meta-analysis of research and found that positive

affective and cognitive experiences of interaction with the class teacher, including empathy, warmth and encouragement of higher order thinking, were associated with more positive student outcomes. A positive teacher-student relationship is considered important to enable young people to deal with the demands of school, feel safe in the learning environment, and engage in the learning task (Al-Yagon and Mikulincer, 2004; Geddes, 2006). Some primary school based studies report that negative experiences of conflict amongst student and teacher are more influential on school adjustment than positive aspects such as closeness (Baker, 2006; DiLalla et al., 2004). Participants in these United States based studies were taken from a range of backgrounds, with a predominantly low income cohort in Baker's cohort (based upon 70% of the student body participating in the free or reduced cost lunch program) and a broad and mixed cohort in the latter study. What is evident in these studies is that relationships predict child outcomes even after controlling for child characteristics. In contrast, according to Geddes (2007), the impact of teacher conflict may be increasingly detrimental to vulnerable children who fail to develop a secure attachment. The impact being an inability to engage with learning, and an inability to seek out adult support.

Expectations relating to gender stereotypes may enhance the influential impact of peer and teacher relationships. Maccoby (1998) proposes that a close teacher-student relationship may be beneficial for girls as this closeness and intimacy is generally considered an appropriate female trait. Conversely, for girls experiencing peer or teacher conflict, this gender stereotype is likely to contribute to a negative outcome, with aggressive behaviours being less accepted and tolerated when displayed by girls as opposed to boys (Ewing and Taylor, 2009; Lloyd, 2005).

Research into age and the importance of teacher relationships is inconclusive, with some research finding that connectedness diminishes in early adolescence (Hargreaves, 2000), whilst Roorda et al. (2011) found that it got stronger. Reasons offered for this by Roorda et al. (2011) included academic pressure, the more complex school system, and overall lower levels of engagement. What is generally concluded within the research is that the influence of teacher-pupil relationships diminish as young people progress through school (e.g. Furrer and Skinner, 2003), but that, although less frequent, the impact on primary aged pupils is more detrimental (Murray, 2009). The differences in the school set up are likely to impact upon this, with secondary aged pupils accessing numerous members of staff throughout the day. The PRU offers a more primary-like set up suggesting that teacher relationships may be more influential.

6.4 Motivation

Engagement is set apart from motivation through the notion of active involvement in a task or activity (Reeve et al., 2004), whilst motivation more commonly refers to the direction, intensity, and quality of effort exerted towards an activity (Maehr and Meyer, 1997). Since there is significant overlap between engagement and motivation, motivation theories can offer insight into understanding of student engagement. Expectancy value theories include ‘achievement motivation theory’ (Atkinson, 1964). According to this theoretical position, we approach or avoid a given task depending on decision making processes relating to three areas, which are motive (capacity to experience pride and shame), probability (the expectancy of a reward), and incentive (the value of success and failure). This involves a cognitive process in which thoughts and feelings impact directly upon action.

According to Bandura (1977) self-efficacy is a person's belief in their ability to be competent, and to exert agency. Self-efficacy develops as a result of mastery experience. This refers to previous experiences of success, which are achieved through persistence (Bandura, 1982). Some researchers have found that learners face a range of tasks with similar self-efficacy (Bandura, 1997; Schunk and Schwarz, 1993; Smith, 1989). In contrast, Bong (1997) provided evidence for subject specific self-efficacy.

Laboratory based experiments on intrinsic motivation have found that controlling learning environments reduces student interest, persistence and preference for challenge (Deci and Ryan, 1987). Similar findings have been replicated in limited classroom case studies (Perry, 1998). Moos (1979) made the theoretical assumption that the greater restrictions on pupils in secondary school settings may be an important factor in increased levels of disengagement reported within the adolescent age group. The functional model of self-determination proposed by Wehmeyer (1999) describes autonomy as one of three basic psychological needs, along with competence and relatedness. Within this framework, cognitive engagement can be understood in relation to the extent to which these basic needs are fulfilled in the learning environment. Within Wehmeyer's model, self-determination is described as having four essential components. These relate to independently working within specified interests, being self-regulated and setting goals, having belief that you have control over aspects of your life, and having a good understanding of your own strengths and limitations (Connell and Wellborn, 1991, as cited in Eccles and Wigfield, 2002). Self-determination is also integral to the work of McLean (2003; 2009) as discussed previously in the review. McLean would argue that self-determination is achieved through the initiation of extrinsic directives, with a gradual shift towards a more intrinsically based approach. Through discussion of behaviour modification interventions, Bomber (2009) offers support for this perspective, asserting

that extrinsically motivated approaches (e.g. reward charts) lead to rapid de-motivation after a short period of success. According to Dweck (1999), learner characteristics are influential upon the impact of motivators. According to Dweck's assumptions, students who adopt a 'learning goal' approach, that is they exert effort to enhance understanding and competence, are more likely to be intrinsically motivated and resilient to setbacks. Learners who adopt a 'performance orientated' approach, are concerned with outcomes and social standing. These learners more easily motivated through extrinsic means. Gender differences in studies have been reported by Pajares et al. (2000) who note that middle school boys are more likely than female peers to hold performance orientated goals. According to Martin (2007), girls also generally exhibit greater persistence, are more able than male peers to set goals, and appear to value school more. On the flip side, it is reported that girls also have an inclination to be more anxious than boys. Solomon and Rogers (2001) identified that students in PRUs predominantly held an external locus of control, and lacked autonomy, although no further amplification for the reasons for this were provided.

6.5 Analysis of Student Engagement Research

Gender research is inconclusive with regards to disparity between male and female student engagement. However, exploration of relevant theories and perspectives identify a number of varying factors in relation to the specific aspects which are purported to make up cognitive and affective engagement. Research suggests that these subtypes are particularly relevant to apathetic learners who fail to see the relevance or value of school or for learners who have experienced extreme frustration and failure and lack academic confidence (Appleton et al., 2006) and supports the importance of subtle indicators of

engagement in promoting behavioural and academic engagement (e.g. Green et al., 2008). Crittenden (1995) has linked the impact of early experiences to self-regulation, whilst peer relationships have frequently been associated with a buffering affect against adverse early experiences (e.g. Criss et al., 2002) which is proposed to be more relevant to female learners (e.g. Parker and Asher, 1993). Teacher pupil relationships have become robust predictors of social functioning (e.g., Ladd et al., 1999), behaviour problems (e.g., Graziano et al., 2007), engagement in learning activities (e.g., Skinner et al., 1990), coping with the demands of school, feeling safe in the learning environment, and engaging in learning tasks (e.g. Geddes, 2006). The set up of the PRU may act to further exacerbate this impact given research findings in the similar structure of the primary school classroom (e.g. Murray, 2009). Theories relating to motivation and self-efficacy highlight the importance of understanding previous experiences to begin to understand the cognitive processes girls may undergo when faced with a challenging task (e.g. Atkinson, 1964; Bandura, 1982). In addition, research exploring autonomy in the classroom has been shown to be impacted by factors relating to relationships and interest and enjoyment, as well as impacting upon preference for challenge (e.g. Deci and Ryan, 1987). Attributions have further been linked to a mastery oriented or performance orientated approach to learning (e.g. Meece and Miller, 2001).

7.0 Future Research

It is evident from the present review that, whilst assumptions can be made in relation to the identified subgroup of learners, there is currently no research examining the specific needs of girls in PRUs. Current practices aimed at targeting curriculum factors (e.g. Ofsted, 2007), relationship factors (e.g. Kinder et al., 2000; Daniels et al. 2003) and the use of external rewards (e.g. Capstick, 2005) have not been explored with relevance to

this group. This suggests that claims regarding inappropriate practices which overlook the needs of girls (e.g. Osler, 2006) are likely to continue without intervention. It is proposed that, due to the limitations in current research, useful research at this present time will need to employ an exploratory design to begin to build a picture of the needs of girls, and in addition look to uncover pertinent questions for ongoing research.

This literature review poses two distinct questions.

1. What are the facilitators and barriers to affective and cognitive student engagement amongst female pupils in pupil referral units?
2. What strategies can be used to promote affective and cognitive engagement amongst female pupils in pupil referral units?

These questions aim to identify the needs of this subset of learners and, using this information, aims to develop an effective intervention model. This model may be of practical use to practitioners working in PRUs, to enhance cognitive and affective student engagement.

8.0 References

Al-Yagon, M., and Mikulincer, M. (2004). Socioemotional and academic adjustment among children with learning disorders: The mediational role of attachment-based factors. *Journal of Special Education, 38*, 111–123.

Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*, 369-386.

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. (2006). Measuring cognitive and psychological engagement: Validation of the student engagement instrument. *Journal of School Psychology, 44*(5), 427-445.

Atkinson, J. W. (1964). *An Introduction to Motivation*. Princeton: Van Nostrand.

Baker, J. A. (2006). Contributions of teacher-child relationships to positive school adjustment during elementary school. *Journal of School Psychology, 44*(3), 211–229.

Bandura, A. (1977). *Social Learning Theory*. New Jersey: Prentice Hall.

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist, 37*, 122-147.

Bandura, A. (1989). Perceived self-efficacy in the exercise of personal agency. *The Psychologist: Bulletin of the British Psychological Society, 2*, 411-424.

Bandura, A. (1997). *Self-efficacy: The exercise of self-control*. New York: W.H. Freeman and Company.

Battisch, V., Solomon, D., Kim, D., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and pupils' attitudes, motives, and performance: a multilevel analysis. *American Educational Research Journal, 32*, 627–658.

Baumeister, R. F., and Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497-529.

- Belle, D. (1989). Gender differences in children's social networks and supports. In D. Belle (Ed.), *Children's social networks and social supports*, 173–188. New York: Wiley.
- Belotti, E. (1975). *Little Girls*. London: Writers and Readers Publishing Co-operative.
- Benard, B. (2004). *Resiliency: What we have learned*. San Francisco: West Education.
- Betts, J., Appleton, J. J., Reschly, A. L., Christenson, S. L., & Huebner, S. (2010). A study of the reliability and construct validity of the Student Engagement Instrument (SEI) across multiple levels. *School Psychology Quarterly*, 25(2), 84-93.
- Bishop, R., Berryman, M., Cavanagh, T., & Teddy, L. (2007). *Te Kōtahitanga Phase 3 Whanaungatanga: Establishing a Culturally Responsive Pedagogy of Relations in Mainstream Secondary School Classrooms*. Wellington: Ministry of Education.
- Bolger, K. E., Patterson, C. J., & Kupersmidt, J. B. (1998). Peer relationships and self-esteem among children who have been maltreated. *Child Development*, 69, 1171 – 1197.
- Bong, M. (1997). Generality of Academic Self Efficacy Judgements: Evidence of Hierarchical Relations. *Journal of Educational Psychology*, 89(4), 696-709.
- Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment*. New York: Basic Books.
- Brophy, J. (1983). Conceptualizing student motivation. *Educational Psychologist*, 18, 200-215.

Brown, B. (2005). Adolescent relationships with their peers. In R. M. Lerner and L. Steinberg (Eds.), *Handbook of Adolescent Psychology*. New Jersey: Wiley.

Cadwallader, T. W., Farmer, T. W., Cairns, B. D., Leung, M. C., Clemmer, J. T., Gut, D. M., & Reese, L. E. (2002). The social relations of rural African American early adolescents and proximal impact of the School Engagement Project. *Journal of School Psychology, 40*, 213–237.

Capstick, J. (2005). Pupil and staff perceptions of rewards at a pupil referral unit. *Emotional and Behavioural Difficulties, 10*(2), 95-117.

Carrington, B. and Skelton, C. (2003). Re-thinking “role models”: equal opportunities in teacher recruitment in England and Wales. *Journal of Education Policy, 18*(3), 253-265.

Carrington, B., Tymms, P. & Merrell, C. (2008). Role models, school improvement and the 'gender gap' - do men bring out the best in boys and women bring out the best in girls? *British Educational Research Journal 34*(3), 315-327.

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

Christenson, S.L., Sinclair, M.F., Lehr, C.A., & Godber, Y. (2001). Promoting successful school completion: Critical conceptual and methodological guidelines. *School Psychology Quarterly, 16*, 468-484.

Collins, C., Kenway, J. and McLeod, J. (2000). Gender debates we still have to have. *Australian Educational Researcher*, 27(3), 37-48.

Connell, J. P., and Wellborn, J. G. (1991). Competence, autonomy and relatedness: A motivational analysis of self-system processes. In Gunnar, M and Sroufe, L. A. (Eds.), *Minnesota Symposium on Child Psychology: Self processes in development*, 23, 43-77. Chicago: University of Chicago Press.

Cornelius-White, J. (2007). Learner-centered teacher–student relationships are effective: A meta-analysis. *Review of Educational Research*, 77, 113–143.

Criss, M., Pettit, G., Bates, J., Dodge, K., & Lapp, A. L. (2002). Family adversity, positive peer relationships, and children’s externalizing behavior: A longitudinal perspective on risk and resilience. *Child Development*, 73, 1220-1237.

Crittenden, P.M. (1995). *Attachment and Psychopathology*. In Goldberg, S., Muir, R., & Ker, J. (Eds.), *Attachment theory: social, developmental and clinical perspectives*. New Jersey: The Analytic Press.

Crozier, R.W. and Dimmock, P.S. (1999). Name-calling and nicknames in a sample of primary school children. *British Journal of Educational Psychology*, 69(4), 505-516.

Daly, B. P., Shin, R. Q., Thakral, C., Selders, M., & Vera, E. (2009). School engagement among urban adolescents of color: Does perception of social support and neighborhood

safety really matter? *Journal of Youth and Adolescence*, 38(1), 63-74.

Daniels H., Cole T., Sellman E., Visser J., & Bedward J. (2003). *Study Of Young People Permanently Excluded From School*. London: Department for Education and Schools (DfES).

Deci, E. L., and Ryan, R. M. (1987). The Support of Autonomy and the Control of Behavior. *Journal of Personality and Social Psychology*, 53, 1024-1037.

Dennison, C. and Coleman, J. (2000). *Young People and Gender: a review of research*. A report submitted to: the Women's Unit Cabinet Office & the Family Policy Unit, Home Office by the Trust for the Study of Adolescence. London: Women's Unit/Cabinet Office.

Department for Children Schools and Families (DCSF), (2010). *Inclusion Development Programme: Supporting Pupils with Behavioural, Social and Emotional Difficulties*. London: DCSF. Retrieved from <http://nationalstrategies.standards.dcsf.gov.uk/node/251416>

Department for Education (DfE), 2012. *Statistical First Release: Permanent and Fixed Term Exclusions from School and Exclusions Appeals in England, 2010/11*. London: DfE.

Department for Education and Employment (DfEE), (1999). *Learning to Succeed: a new framework for post 16 learning*. London: DfEE.

Department for Education and Skills (DfES). (2007). *Learning Environments for Pupil Referral Units Accommodation requirements and design guidance Information for local authorities, teachers-in-charge and management committees*. Norwich: The Stationery Office.

DiLalla, L. F., Marcus, J. L., & Wright-Phillips, M. V. (2004). Longitudinal effects of preschool behavioral styles on early adolescent school performance. *Journal of School Psychology, 42*(5), 385–401.

Drudy, S. (2008). Gender balance/gender bias: the teaching profession and the impact of feminisation. *Gender and Education, 20*(4), 309–323.

Dweck, C. S. (1999). *Self-theories: their role in motivation, personality, and development*.

Philadelphia: Psychology Press

Eccles, J. S., and Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53*, 109–132.

Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & MacIver, D. (1993). Development during adolescence: The impact of stage environment fit on young adolescents' experiences in schools and in families. *American Psychologist, 48*, 90-101.

Erikson, E. H. (1968). *Identity: Youth and crisis*. New York: W. W. Norton & Company Incorporated.

Estyn, (2006). *The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales Pupil referral units 2004-2005*. Cardiff: National Assembly for Wales.

Ewing, A. R., and Taylor, A. R. (2009). The role of child gender and ethnicity in teacher-child relationship quality and children's behavioral adjustment in preschool. *Early Childhood Research Quarterly*, 24, 92–105.

Fisher, C., Berliner, D., Filby, N., Marliave, R., Cahen, L., & Dishaw, M. (1980). Teaching behaviours, academic learning time, and student achievement: An overview. In Denham, C., and Lieberman, A. (Eds.). *Time to Learn*. Washington: National Institute of Education.

Francis, B. (2005). Not Knowing Their Place: Girls' Classroom Behaviour. In Lloyd, G. (Ed) *'Problem' girls. Understanding and supporting troubled and troublesome girls and young women*. London: Routledge.

Francis, B., and Skelton, C. (2005). *Reassessing Gender and Achievement*. London: Routledge.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74, 59 – 109.

Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., & Mooney, K. (2011). Measuring student engagement in upper elementary through high school: A description of 21 instruments. *Issues & Answers Report, REL 2011–No. 098*. Washington: Department of Education, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Furrer, C., and Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology, 95*, 148 – 162.

Geddes, H. (2006). *Attachment in the Classroom*. London: Worth Publishing.

Gibbs, R., and Poskitt, J. (2010). *Student Engagement in the Middle Years of Schooling (years 7-10): A Literature Review*. Wellington: Ministry of Education.

Gilbert, J. (2007). Catching the Knowledge Wave: Redefining knowledge for the postindustrial age. *Education Canada, 47*(3), 4-8.

Goodenow, C. (1993). Classroom belonging among early adolescent students: Relationships to motivation and achievement. *Journal of Early Adolescence, 13*(1), 21-43.

Gorard, S., Rees, G., & Salisbury, J. (2001). Investigating the patterns of differential attainment of boys and girls at school. *British Educational Research Journal, 27*(2), 125-139.

Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2001). Continuity academic intrinsic motivation from childhood through late adolescence: A longitudinal study. *Journal of Educational Psychology, 93*, 3-13.

Graziano, P. A., Reavis, R. D., Keane, S. P., & Calkins, S. D. (2007). The role of emotion regulation in children's early academic success. *Journal of School Psychology, 45*, 3-19.

Green, J., Nelson, G., Martin, A. J., & Marsh, H. W. (2006). The causal ordering of self-concept and academic motivation and its effect on academic achievement. *International Education Journal, 7*, 534-546.

Green, G., Rhodes, J., Hirsch, A., Suárez-Orozco, C., & Camic, P. (2008). Supportive adult relationships and the academic engagement of Latin American immigrant youth. *Journal of School Psychology, 46*, 393-412.

Hargreaves, A. (2000). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and Teacher Education, 16*, 811-826.

Hu, S., and Kuh, G. D. (2002). Being (dis)engaged in educationally purposeful activities: The influences of student and institutional characteristics. *Research in Higher Education, 43*, 555-575.

Hulleman, C. S., Durik, A. M., Schweigert, S., & Harackiewicz, J. M. (2008). The importance of utility value in predicting interest and performance in academics and sports. *Journal of Educational Psychology, 100*, 398-416.

Hyde, J. S. (2005). The Gender Similarities Hypothesis. *American Psychologist*, 60(6), 581-592.

Johnson, D.W., Johnson, R.T. & Stanne, M.B. (2001). *Cooperative learning methods: a meta-analysis*. Retrieved 21st September 2012 from <http://www.cooperation.org/pages/cl-methods.html>.

Johnson, L. (2008). Relationship of instructional methods to student engagement in two public high schools. *American Secondary Education*, 36(2), 69-87.

Kehily, M. J. (2012). Contextualising the sexualisation of girls debate: innocence, experience and young female sexuality. *Gender and Education*, 24(3), 255-268

Kershner, R. (2007). What do teachers need to know about meeting special educational needs? In Florian, L. *The SAGE Handbook of Special Education*, 207-221. London: Sage Publications.

Kinder, K., Halsey, K., Kendall, S., Atkinson, M., Moor, H., Wilkin, A., White, R. and Rigby, B. (2000). *Working Out Well: Effective Provision for Excluded Pupils*. Slough: National Foundation for Educational Research (NFER).

Kohn, A. (1993). *Punished by Rewards: the Trouble with Gold Stars, Incentive Plans, A's, Praise, and Other Bribes*. Boston: Houghton Mifflin.

Kuh, G. D. (2005). Student engagement in the first year of college. In Upcraft, L. M., Gardner, J. N., & Barefoot, B. O. *Challenging and supporting the first-year student*. San Francisco: Jossey-Bass.

Ladd, G. W., Birch, S. H., & Buhs, E. S. (1999). Children's social and scholastic lives in kindergarten: Related spheres of influence? *Child Development*, 70, 1373–1400.

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.

Leather, M. F. (2009). An Exploratory Case Study of a 'Successful' Pupil Referral Unit (PRU). *Unpublished doctoral dissertation*. The University of Exeter, United Kingdom.

Levin, D. E., and Kilbourne, J. (2008). *So sexy so soon: The new sexualized childhood and what parents can do to protect their kids*. New York: Ballantine.

Lloyd, G. (2005) 'EBD girls'. In G.Lloyd, (Ed) *'Problem' girls. Understanding and supporting troubled and troublesome girls and young women*. London: Routledge.

Maccoby, E. E. (1998). *The two sexes: Growing up apart, coming together*. New York: Cambridge University Press.

Maehr, M. L., and Meyer, H. A. (1997). Understanding motivation and schooling: Where we've been, where we are, and where we need to go. *Educational Psychology Review*, 9, 371 – 408.

Mahony, P. and Hextall, I. (2000). *Reconstructing teaching: Standards, performance and accountability*. London: Routledge.

Malberg, N. (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), 101–10.

Marks, H. M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American Educational Research Journal*, 37, 153-184.

Martin, A. (2007). Examining a multi dimensional model of student motivation and engagement using a construct validation approach. *British Journal of Educational Psychology*, 77, 413-440.

McIntyre, D.J., Copenhaver, R.W., Byrd, D.M., & Norris, W.R. (1983). A study of engaged student behaviour within classroom activities during mathematics class. *Journal of Educational Research*, 77(1), 55-59.

McLean, A. (2003). *The Motivated School*. London: Paul Chapman.

McLean, A. (2009). *Motivating Every Learner*. London: Sage Publications.

Meece, J., and Miller, S. (2001). A longitudinal analysis of elementary school students' achievement goals in literacy activities. *Journal of Educational Psychology*, 80, 514-523.

Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation, and academic achievement. *Annual Review of Psychology*, 57, 487–503.

Moos, R.H. (1979). *Evaluating educational environments*. San Francisco: Jossey-Bass.

Munn, P., Lloyd, G., & Cullen, M. A. (2000). *Alternatives to Exclusion from School*. London: Paul Chapman Publishing.

Murray, C. (2009). Parent and teacher relationships as predictors of school engagement and functioning among low-income urban youth. *Journal of Early Adolescence*, 29, 376–404.

Natriello, G. (1984). Problems in the evaluation of students and student from secondary schools. *Journal of Research and Development in Education*, 17, 14 – 24.

Office for Standards in Education (Ofsted). (2007). *Pupil referral units: Establishing successful practice in pupil referral units and local authorities*. London: Crown Copyright.

Office for Standards in Education (Ofsted). (2011). *Safeguarding in schools: best practice*. London: Crown Copyright.

O’Keeffe, D. (1994). *Truancy in English Secondary Schools*. London: DFE.

Osler, A., Watling, R., and Busher, H. (2000). *Reasons for Exclusion from School Research Report RR24.*, London: Department for Education and Employment.

Osler, A., Street, C., Lall, M. and Vincent, K. (2002). *Not a Problem? Girls and school exclusion*. London: National Children’s Bureau.

Osler, A. and Vincent, K. (2003). *Girls and Exclusion: Rethinking the agenda*. London: Routledge.

Osler, A. (2006). Excluded girls: Interpersonal, institutional and structural violence in schooling. *Gender and Education, 18*(6), 571-589.

Parker, J. G., and Asher, S. R. (1993). Friendship and friendship quality in middle childhood: Links with peer group acceptance and feelings of loneliness and social dissatisfaction. *Developmental Psychology, 29*, 611–621.

Pajares, F., Britner, S., & Valiante, G. (2000). Relation between achievement goals and self beliefs of middle school students in writing and science. *Contemporary Educational Psychology, 25*, 406-422.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environments, motivational beliefs, and engagement. *Journal of Educational Psychology, 99*(1), 83-98.

Perry, A. (2009). Insecure attachment and its consequences. *Healthcare Counselling & Psychotherapy Journal, 9*(3), 3-7.

Perry, J. C., Liu, X., & Pabian, Y. (2010). School engagement as a mediator of academic performance among urban youth: the role of career preparation, parental career support, and teacher support. *Counseling Psychologist, 38*(2), 269-295.

Perry, N. E. (1998). Young children's self-regulated learning and contexts that support it. *Journal of Educational Psychology, 90*, 715-729.

Pintrich, P. R., and DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82*(1), 33-40.

Pirrie, A., Macleod, G., Cullen, M.A. & McCluskey, G. (2011). What happens to pupils permanently excluded from pupil referral units and special schools in England? *British Educational Research Journal, 37*(3), 519-538.

Reeve, J., Jang, H., Carrell, D., Jeon, S., & Barch, J. (2004). Enhancing students' engagement by increasing teachers' autonomy support. *Motivation and Emotion*, 28, 147 – 169.

Reschly, A., and Christenson, S. L. (2006). Research leading to a predictive model of dropout and completion among students with mild disabilities and the role of student engagement. *Remedial and Special Education*, 27, 276 – 292.

Reschly, A., Huebner, E., Appleton, J., & Antaramian, S. (2008). Engagement as flourishing: The contribution of positive emotions and coping to adolescents' engagement at school and with learning. *Psychology in the Schools*, 45(5), 419-431.

Resnick, M., Bearman, P.S., Blum, R.W., Bauman, K.E., Harris, K.M., Hones, J., Tabor, J., Beuhring, T., Sieving, R.E., Shew, M., Ireland, M., Beariner, L.H. & Udry, J.R. (1997). Protecting adolescents from harm. *Journal of the American Medical Association*, 278, 823–832.

Riddell, S. (1989). *Politics and the Gender of the Curriculum*. London: Routledge.

Roorda, D.L., Koomen, H.M.Y., Spilt, J.L. & Oort, F.J. (2011). The influence of affective teacher–student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493–529.

Russell, L., and Thomson, P. (2011). Girls and gender in alternative education provision. *Ethnography and Education*, 6(3), 293-308.

Ryan, R. M., Mims, V., & Koestner, R. (1983). Relation of reward contingency and interpersonal context to intrinsic motivation: A review and test using cognitive evaluation theory. *Journal of Personality and Social Psychology*, *45*, 736-750.

Ryan, R. M., Stiller, J., & Lynch, J. H. (1994). Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. *Journal of Early Adolescence*, *14*, 226-249.

Schunk, D. H., and Swartz, C. W. (1993). Goals and progress feedback: Effects on self-efficacy and writing achievement. *Contemporary Educational Psychology*, *18*, 337-354.

Sekaquaptewa, D., and Thompson, M. (2002). The differential effects of solo status on members of high- and low-status groups. *Personality and Social Psychology Bulletin*, *28*, 694–707.

Selman, R. (2003). *The Promotion of Social Awareness: Powerful lessons from the partnership of developmental theory and classroom practice*. New York: Russell Sage Foundation.

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*, 22–32.

Smith, R. E. (1989). Effects of coping skills training on generalized self-efficacy and locus of control. *Journal of Personality and Social Psychology*, 56, 228–233.

Social Exclusion Unit (SEU), (2001). *Truancy and Social Exclusion. Report by the Social Exclusion Unit*. London: The Stationery Office.

Solomon. Y., and Rogers. C. (2001). Motivational Patterns in Disaffected School Students: insights from pupil referral unit clients. *British Educational Research Journal* 27(3), 331-345

Stanworth, M. (1981). *Gender and Schooling*. London: Hutchinson.

Tomlinson, S. (2005). *Education in a Post-Welfare Society*. Buckingham: Open University Press.

Tyler, K., and Boelter, C. (2008). Linking black middle school students' perceptions of teachers' expectations to academic engagement and efficacy. *The Negro Education Review*, 59(1-2), 27-44.

Valiente, C., Lemery-Chalfant, K., Swanson, J., & Reiser, M. (2008). Prediction of children's academic competence from their effortful control, relationships, and classroom participation. *Journal of Educational Psychology*, 100, 67–77.

Voelkl, K. E. (1997). Identification with school. *American Journal of Education*, 105, 295 – 319.

Walker, C., and Greene, B. (2009). The relations between student motivational beliefs and cognitive engagement in high school. *The Journal of Educational Research, 102*(6), 463-471.

Wang, M., Willet, J. B., & Eccles, J. S. (2011). The assessment of school engagement: Examining dimensionality and measurement invariance by gender and race/ethnicity. *Journal of School Psychology, 49*(4), 465–480.

Wehmeyer, M.L. (1999). A functional model of self-determination: Describing development and implementing instruction. *Focus on Autism and Other Developmental Disabilities, 14*(1), 53-62.

Welsh Government. (2012). *Pupils educated other than at school, 2011/12 (experimental statistics)*. Cardiff: Welsh Government

Wigfield, A., Eccles, J. S. (1994). Children's Competence Beliefs, Achievement Values, and General Self-Esteem: Change Across Elementary and Middle School. *Journal of Early Adolescence, 14*(2), 107-138.

Yonezawa, S., Makeba, J., & Joselowsky, F. (2009). Youth engagement in high schools: developing a multidimensional, critical approach to improving engagement for all students. *Journal of Educational Change, 10*, 191-209.

Zhao, C. M., Kuh, G. D., & Carini, R. M. (2005). A comparison of international and American student engagement in effective educational practices. *The Journal of Higher Education, 76*, 209-231.

Part II: Empirical Study

9.0 Abstract

A literature search revealed that there is a dearth of research exploring the needs of girls in pupil referral units (PRUs). This research focuses on the concept of ‘student engagement’ as a framework for investigation of the needs of girls in PRUs. It utilises an exploratory approach. Student engagement is a malleable characteristic and is therefore an appropriate focus for interventions. A constructionist paradigm is used and data are subject to thematic analysis. A deeper latent level of analysis is used to interpret and draw inferences from the data. The findings identify a number of direct strategies for engaging learners both affectively and cognitively. In addition, a working model is produced to diagrammatically represent the relationship between aspects of affective and cognitive student engagement, enabling practitioners to dynamically employ individually tailored interventions for engaging girls in PRUs.

10.0 Overview of the Literature

10.1 Girls and Exclusion

In 2010/11, 1170 girls were permanently excluded from schools in England (DfE, 2012), and 42 from schools in Wales (Welsh Government, 2012). Over a 5 year period between 2006 and 2011, 7130 female pupils were permanently excluded from schools in England (DfE, 2012) and 234 in Wales. Many excluded pupils access one of the 498 pupil referral units (PRUs) in England and Wales (Centre for Social Justice, 2011; Estyn, 2006). Data show that there were 14,050 pupils on roll at PRUs in England in 2011 (DfE, 2011), making PRUs the largest form of alternative education provision. These provisions

predominantly cater for young people aged 11-15 years of age, and approximately 1 in 3 pupils are female (Centre for Social Justice, 2011).

10.2 Reasons for Exclusions amongst Girls

The Centre for Social Justice (2011) identifies that the underlying causes of challenging behaviour and disengagement are often firmly rooted outside of the individual, and outside of the school environment. Vulnerable girls are reported by The Centre for Social Justice (2011) as being at an increased risk of sexual exploitation and violence in the community, particularly in urban areas and where gang cultures are present. Experiences of this sort are described as having a detrimental impact upon girls cognitive development, behavioural, emotional and social development, and on their mental health, well-being and educational attainment. Data suggest that there is a growing number of informal and unofficial exclusions which girls appear to be more vulnerable to (e.g. Munn et al., 2000; Osler et al., 2000). A suggested reason for this is the less visible forms of aggression more commonly displayed by girls. These are ‘relational aggression’ which refers to the social exclusion of targeted girls by their peers, ‘indirect aggression’ which refers to acts such as staring, starting rumours, gossiping, ignoring and verbally attacking an individual, and ‘social aggression’ which refers to the manipulation of social relationships (Brown, 2005). Behaviour exhibited by girls at risk of exclusion is more likely to consist of withdrawal from class and self-harm, whilst boys are more likely to act out and behave in an aggressive manner (Osler et al., 2002; Osler and Vincent, 2003). The behaviour of girls is arguably more easily ignored or overlooked by school staff. Malberg (2008) discusses the important of relationships during adolescence, purporting that rejection from a peer group can lead to intense feelings of anxiety and stress. Without access to peer support and a strong social network research, Osler and Vincent (2003)

suggest that girls are more likely to self-exclude. In the school setting, for girls who display outward behaviours such as aggression and symptoms of behavioural, emotional and social difficulties (BESD), Lloyd (2005) argues that these girls are ‘doubly disadvantaged’. This assumption is based upon the notion that girls displaying these behaviours are failing to adhere to stereotypical social and gender norms, making them increasingly feared and not trusted by staff and peers.

Despite the significant number of girls being excluded, research suggests that girls are often overlooked in terms of interest from policy makers and funding bodies (Osler and Vincent, 2003), schools’ thinking about behaviour management (Osler et al., 2006) and local practices (Lloyd, 2005). This suggests that the support is not in place to meet the needs of girls who are at risk of exclusion.

10.3 Pupil Referral Units

The Office for Standards in Education (Ofsted) (2007), inspected PRUs against the same framework as mainstream schools (Ofsted, 2011). The survey concluded that successful PRUs demonstrated the following practices:

- A strong emphasis on flexibility and choice throughout the curriculum;
- Opportunity to participate in practical and skill based activities;
- A focus upon developing basic skills,
- Opportunities to participate in work related learning;
- Continuity of the GCSE curriculum;
- Access to stimulating learning material;
- Incorporation of other agencies to support pastoral learning;
- Opportunities for accreditation;

- Setting of challenging targets with pupils for each subject, as well as for basic skills;
- Regular assessment and tracking, with comparison to baseline indicators;
- Students and parents to be made explicitly aware of progress;
- Conveying the PRU placement as a ‘fresh start’ for pupils and;
- Holding high expectations.

In addition, Ofsted (2007) reported a lack of evaluation of teaching practice and a lack of clear reintegration plans were barriers to good practice. In contrast, Solomon and Rogers (2001) discount the broadly held view that PRU students reject an academic curriculum in favour of a vocational one. Similarly, the Department for Education and Skills (DfES) (2007) identified that personalised learning in alternative provisions should focus on literacy and numeracy skills in the first instance, along with improving behaviour, personal care, social skills and motivation for learning.

Research has reported that the breakdown of relationships in school is the main cause of disaffection (O’Keeffe, 1994; Kinder et al., 2000). From this perspective, a holistic approach is favoured which aims to understand young people and the reasons leading to exclusion, addressing behavioural problems, maintaining a non-judgemental approach, and working to develop self-confidence and self-esteem. O’Keeffe (1994) identified that young people valued key traits of patience, respect, humour, understanding and informality in relationships with staff. In addition to relationship factors, Kinder et al. (2000) discussed the impact of the reputation of the provision, noting that settings benefit from being well regarded both within the provision, and within the local community. They further report that successful learning environments create a safe, informal, caring, inclusive environment with clear rules and a clear behaviour policy. Much of the

literature does not discriminate the participants' gender, age, ethnicity or socio-economic status. As a result, difficulty arises when attempting to generalise these findings to females. An exception to the lack of research on female pupils is an ethnographic case study conducted by Russell and Thompson (2011). Case studies of programmes (including two PRUs) were used to detail the restricted and stereotypical nature of alternative provision available for young women (aged 14-19). Russell and Thompson identified that, with limited opportunities to build single sex relationships in male dominated alternative environments, the effects of being socially and educationally excluded from friends at school may be different, even more severe for girls than boys. Whilst revolutionary in its design, the lack of research in the area makes comparative study and critique of Russell and Thomson's study difficult. Russell and Thomson (2011) concluded that there is a need for ongoing future research to investigate the experiences of girls in alternative education.

10.4 Student Engagement as a Framework for Exploration

The aim of this research is to conduct an exploratory study, using the concept of 'student engagement' as a framework for investigation. This is a potentially attractive area of focus because, compared to other predictors of academic success that are static (e.g., socioeconomic status, ethnicity), it is believed to be a malleable characteristic and is therefore a more appropriate focus for interventions (e.g., Christenson, Sinclair, Lehr & Godber, 2001).

Research into cognitive and affective subtypes is limited. However, Appleton et al. (2008) argue that knowledge of more internal subtypes of student engagement may enhance timely, effective interventions, and may be particularly relevant to apathetic learners.

10.5 Cognitive and Affective Student Engagement

Multi-dimensional notions of student engagement propose that student engagement is made up of between two and four components. These are behavioural, academic, cognitive and affective student engagement. The components of behavioural and academic student engagement refer to the observable measures of student engagement, for example time on task (Tyler and Boelter, 2008) and homework completion (Reschly and Christenson, 2006).

Cognitive student engagement has been defined as the student's level of investment in learning (Fredricks, Blumenfeld & Paris 2004). Cognitive student engagement is purported to encompass aspects of self-regulation, goal setting, investment in learning, choice, preference for challenge, persistence, autonomy, meta-cognitive activity, and mastery orientation (e.g. Fredricks et al., 2004; Tyler and Boelter, 2008; Walker and Greene, 2009; Bacchini & Magliulo, 2003; Dinsmore et al., 2008; Joselowsky, 2007).

Affective engagement refers to the emotional connection young people have with others in the school setting. Affective engagement is purported to encompass positive and negative reactions to teachers, classmates, academic activity and school, student attitude, perception of the value of learning, interest and enjoyment, happiness, identification with school and sense of belonging within a school (Fredricks et al., 2004; Tyler and Boelter, 2008; Patrick et al., 2007; Johnson, 2008, Hulleman et al., 2008; Walker and Greene, 2009; Gottfried et al., 2001).

Gibbs and Poskitt (2010) propose that behavioural and affective engagement are preconditions for cognitive engagement. In contrast, the work of Goodenow (1993) and Green et al. (2006) suggest that the process is cyclical in nature, with cognitive

engagement and affective engagement acting as prerequisites for other forms of engagement, and vice versa. Cognitive and affective engagement can be examined and understood from a range of theoretical and conceptual positions which offer rich debate to understanding the experiences of girls in PRUs.

Crittenden (1995) introduced the Dynamic Maturational Model (DMM) which offers one avenue for attempting to understand the developmental impact of early experiences on later adolescent and adult behaviour. This biological model proposes that the developing cortex enables a child to learn to self-regulate their behaviour through gradually increasingly complex experiences. Children who are not helped to do this by their attachment figures, will find it increasingly difficult to regulate their own behaviour (Crittenden, 1995). Mastery and growth theories suggest that individuals attempt to understand themselves and their environment, and that growth and mastery are instinctive. Theories that fit within this domain include attribution theory (Weiner, 1986) and personal construct psychology (Kelly, 1955). Martin (2007) found that girls tend to be more anxious than boys. Solomon and Rogers (2001) identified that students in PRUs predominantly held an external locus of control, and lacked autonomy. Social learning theory (Bandura, 1977) proposes that behaviour is both a function of the person and the environment, and is learned through role models such as family members and friends. From this perspective, behaviour leading to exclusion is likely to be a result of family reputation, modelling early experiences, and behaviour to meet apparent peer expectations. Achievement motivation theory (Atkinson, 1964) outlines cognitive factors which determine whether or not a learner approaches a task. These are motive (capacity to experience pride and shame), probability (the expectancy of a reward), and incentive (the value of success and failure). Similarly, Broussard and Garrison (2004) reported that, prior to beginning a task, learners complete what they describe as a ‘cost-

benefit analysis'. Learners will evaluate the perceived value of completing a task, the interest and enjoyment of completing a task, the extent to which the task moves the learner towards goals, and the potential negative outcomes of engaging in a task, such as anxiety and failure (Eccles and Wigfield, 2002; Stipek, 1996). The strongest expectations are thought to drive the behaviour. The functional model of self-determination proposed by Wehmeyer (1999) describes autonomy as one of three basic psychological needs, along with competence and relatedness. Within this framework, cognitive engagement can be understood in relation to the extent to which these basic needs are fulfilled in the learning environment (Connell and Wellborn, 1991, as cited in Eccles and Wigfield, 2002). It is proposed that developing self-determination will decrease an individual's dependence on the support of others, thereby increasing their independence and quality of life (Wehmeyer, 1999).

The quality of teacher-student relationships has increasingly been associated with students' engagement in learning activities (e.g., Skinner, Wellborn, & Connell, 1990). A meta-analysis conducted by Cornelius-White (2007) found that positive affective and cognitive experiences of interaction with the class teacher, including empathy, warmth and encouragement of higher order thinking, were associated with more positive student outcomes.

11.0 Current Research

The current research examines cognitive and affective components of student engagement as a means of improving the educational practice of girls in PRUs. The aim is to answer two key research questions.

Research Questions

1. What are the facilitators and barriers to affective and cognitive student engagement amongst female pupils in pupil referral units?
2. What theoretical assessment to intervention links can be made to enhance cognitive and affective student engagement amongst this group of learners?

11.1 Epistemology and Research Design

The lack of research exploring the experiences of girls in PRUs lies behind the rationale for adopting an exploratory research design. Through this approach, no pre-determined hypotheses were offered. Instead, tentative assertions were drawn about relationships between variables through examination of the data set. The advantage of this type of design is that new and interesting responses can be explored through a diverse range of questioning. The research aims to answer key research questions, but also aims to uncover and highlight pertinent questions for ongoing research. The exploratory method aligns with the theory of social constructionism, which underpins this research. Social constructionism (Burr, 2003) opposes the positivist perspective that perceptions of reality map directly onto a reality that exists (Crotty, 1998) and instead proposes that perceptions are not obtained from reality but are constructed in relation to a culture or linguistic or historic context. One advantage of this approach is that, embedding the analysis within a social constructionist paradigm offers a useful perspective for developing interventions at a structural level. This is based on the notion that perspectives and meaning are thought to be socially produced, enabling assumptions to be made about the precise conditions in which these perspectives are developed. In this case, girls in PRUs. Although a considerable emphasis is placed upon girls' accounts, it is recognised that their perceptions are likely to reveal particular insights but also some blind spots, as from the social constructionist perspective no single perspective or standpoint can necessarily

provide us with the complete picture. One method for adding a sense of richness and complexity to the current research methodology is the use of data triangulation (Denzin, 1970). Through this approach, a variety of stakeholder's responses are collated, to enhance credibility of conclusions. This current research therefore offers a starting point for ongoing investigation in to this topic.

11.2 Method

There are reported to be 21 instruments for measuring student engagement consisting of 14 student self-report instruments, 3 teacher report instruments, and 4 observation instruments (Fredricks and McColskey, 2011). The Student Engagement Instrument (SEI) (Appleton et al., 2006) was developed to go beyond observable indicators of academic and behavioural engagement to measure the more subtle cognitive and affective aspects of engagement as reported by students. It is the only instrument which specifically examines cognitive and affective components in isolation. The SEI contains 35 items intended to measure student levels of cognitive engagement (e.g., perceived relevance of school) and affective engagement (e.g., perceived connection with others at school) from the perspective of the student. All items are scored via a four-point Likert-type rating scale (1 = strongly agree, 2 = agree, 3 = disagree, and 4 = strongly disagree) and all items are coded (reversed items are recoded) so that higher scores indicate higher levels of engagement. The SEI has been used in several research studies on engagement in school, both by the developers and by other researchers (e.g. Reschly et al., 2008; Lewis et al., 2009). High levels of reliability and validity have been reported by the developer (Cronbach's alphas of .88 for teacher-student relationships, .80 for control and relevance of schoolwork, .82 for peer support for learning, .78 for future aspirations and goals, .76 for family support for learning, and .72 for extrinsic motivation). As with most measures

of engagement, there has been no independent peer review. Betts et al. (2010) extended initial validation work, to confirm the appropriateness of using the SEI as a measure of cognitive and affective engagement across different ages and gender. Evidence from Appleton et al. (2008) suggests that the components of engagement measured by the SEI may be particularly relevant to apathetic learners. In addition, these subtypes are more subtle and overlooked than other forms of engagement, and have been shown to improve outcomes across all areas of engagement (e.g. Goodenow, 1993). Betts et al. (2010) discussed the potential use of the SEI for educational psychologists as a means of tailoring interventions to address aspects, such as peer support. The current research draws on the work of Appleton et al. (2004) and the SEI, as a framework for capturing the broad conceptualisations of cognitive and affective student engagement. In order to gather as much information as possible to begin to understand the phenomenology of student engagement amongst this subset of learners, the SEI has been adapted from a questionnaire format, into a semi structured interview format. The difficulty with this type of paradigm is that there is potential for researcher bias in data gathering and in analysis. Researcher presence and influence upon what is said, along with researcher interpretations and expectations are all likely to have an impact. In addition, this approach can lead to a potentially lengthy process of analysis. However, the paradigm was chosen as it offers a qualitative method of inquiry, enabling further investigation and clarification of particular themes and responses. The interview questions were developed directly from the original SEI questionnaire format. The original 35 questions exploring components of cognitive and affective engagement were adapted from the Likert scale format into open ended interview questions with prompts, to encourage a more in depth participant response. 5 additional questions were added to the interview format to enable rapport building at the beginning and end of the interview. The questions were piloted for level

of understanding and validity on 5 pupils aged 16-18 in a mainstream college setting. As discussed by Morse (1997), this verification process is crucial throughout implementation of the research to ensure reliability and validity of the design. As a result of the verification process, the wording of some questions was changed to aid clarification. In addition, throughout the interview process, questions were reworded when needed to enable participants to understand the questions posed. The final interview consisted of 40 open questions, plus prompts. The questions were organised thematically covering the 11 different components of affective and cognitive engagement, across family, peer and education contexts. Each component was explored through between two and eight questions, in line with the original SEI format (see appendix 1).

11.3 Procedure

Eleven participants were recruited to take part in the interview. A gatekeeper letter was sent to the head teacher of each PRU provision (appendix 3), followed by a telephone call. Recruitment took place following a brief presentation at five separate PRUs, across five counties in the South Wales area of the UK. The presentation outlined the purpose, rationale, methodology and ethical implications of the study (Appendix 2). The British Psychological Society Code of Ethics (BPS), (2009) was strictly adhered to throughout the process of recruitment, data collection, analysis and report writing (see appendix 7). Criteria for inclusion in the study was based upon gaining a suitable representation of the parent sample. Participants were required to be female, aged 11-18, and must have accessed one or more PRUs for at least six weeks. This was to ensure that learners had gained sufficient experiences to talk in depth. Access to the PRU could be on a full time or part time basis and for a variety of reasons e.g. learning difficulties, behavioural difficulties, attendance issues, social and/or emotional needs, health problems, offending

behaviour, care responsibilities, socio-economic background and personal circumstance. The reason for referral to the PRU is not controlled within the research. This is because PRU research and data identify that the culture and purpose of the PRU is to educate any young person who is not accessing mainstream education, irrelevant of the reason. Therefore, gaining the perspectives of non-controlled subset of learners is likely to offer a more naturalistic set of responses.

Whilst participants were all required to give informed consent, parental permission was also sought for all pupils due to the vulnerability of some learners (see appendices 4 and 5). The interviews took place between June and October 2012. Each interview took place on site at each PRU during pre-determined sessions, and lasted between 30 and 50 minutes. Questions were administered in order with prompts used to explore themes and ideas in more depth. Interviews were recorded using a Dictaphone and manually transcribed within a week of collection. Students were debriefed following the interview (see appendix 6).

11.4 Analysis

Thematic analysis (TA) (Braun and Clarke, 2006) was used to analyse the transcripts. The rationale for using this analysis was that it is independent of a specific theory making it compatible with the constructionist paradigm used in this study (Burr, 1995). Having a clear theoretical framework in which to explore the data arguably overcomes frequently reported disadvantages of TA, namely that it lacks clear guidelines and processes (e.g. Antaki et al., 2002). A clear, replicable, and transparent methodology for TA was employed, following six key stages as outlined by Braun and Clark, (2006). (1) Perusal of the data to identify initial themes and patterns of meaning, (2) generation of codes for data sets, (3) drawing up of overarching themes and themes across data sets, (4)

production of a thematic map (see appendices 8-11), (5) analysis of themes in relation to key research questions, (6) production of the report. This process enabled the researcher to answer research question 1. Criteria for inclusion of data sets included statements about (a) facilitators to the specified component of student engagement, and (b) barriers to the specified component of student engagement. These became the overarching themes within the data. Responses were grouped according to common themes. In order to answer research question 2, a deeper latent level of analysis was used. In contrast to surface level analysis in which responses are drawn explicitly from the data set, latent analysis involves a level of interpretive analysis from the researcher, to make links between aspects of the data, and to draw inferences. Through this approach, the underlying messages conveyed in the data are explored.

12.0 Results

For each research question, a number of key themes emerged from the data sets. The data sets are highlighted in the full interview transcript (appendix 12) and associated themes, along with brief descriptors, are outlined in the comments boxes located in the right hand margin of the transcript. In addition, readers can refer to appendices 8, 9, 10 and 11 for a list of themes, elements and example data sets coded for facilitators and barriers to affective and cognitive student engagement. The results section below is written in prose format. Supporting data sets are coded according to the line number(s) in which they appear in the left hand margin of appendix 12. The line numbers are embedded within the prose using superscript.

12.1 Research Question 1: What are the facilitators and barriers to affective and cognitive student engagement amongst female pupils in pupil referral units?

Facilitators to Affective Student Engagement

Theme 1: Differentiation

Participants value a specifically tailored curriculum to them to meet their need for interest and enjoyment²⁰⁴⁵⁻²⁰⁴⁶, with incorporation of creative and practical activities⁷³⁻⁷⁶. Tasks were favoured which were applicable to real life experiences³⁰⁹⁸⁻³⁰⁹⁹, and where there was a heavy reliance upon learning through discussion⁷⁵⁹⁻⁷⁶³. Participants reported that they felt safe to ask questions without fear of humiliation¹²⁹¹⁻¹²⁹⁴. This arguably helps these young people to overcome learning difficulties.

Theme 2: Small class sizes

Small class sizes enable closer teacher pupil relationships as staff can learn about pupil's individual strengths and weaknesses, likes and dislikes²⁰⁵³⁻²⁰⁵⁷. Positive peer relationships are promoted as small classes are conducive to getting to know each other in a non-judgemental environment⁵⁸⁰⁻⁵⁸² and build close relationships based upon shared experiences⁵⁵⁹⁻⁵⁶⁰. Some participants favoured a single sex environment as boys are more immature and display more disruptive behaviour than girls²⁷³²⁻²⁷³³. In contrast, some participants enjoyed the male dominated classroom environment, reporting that female relationships can be more difficult to manage²⁰³²⁻²⁰³³. Other participants reported that they would like an equal split, as being in a single sex group limits opportunity to mix with other young people²⁹⁸⁸⁻²⁹⁹⁰. This suggests that decisions around class set ups, and the impact of a male dominated environment, can only be judged on an individual basis.

Theme 3: Staff Attributes

Participants value the opportunity to talk to members of staff²⁰⁷⁻²⁰⁸, particularly during difficult times²¹⁸⁷⁻²¹⁸⁹, and wanted time allocated for this when needed²⁷⁴¹. Participants talked positively about members of staff who understood their backgrounds and took time out to listen and offer support²⁰⁷⁻²⁰⁸.

For some participants, an effective counselling service was also deemed to be important⁵⁰⁵⁻⁵⁰⁷. Some participants did not like to talk to staff but preferred the opportunity to talk to another individual in confidence. They wanted useful strategies to manage their emotions²⁴⁴⁶⁻²⁴⁴⁷.

Pupils did not want to be labelled by staff according to challenging aspects of behaviour only³⁹⁰⁻³⁹⁴. Participants also valued informality in classes and staff who have a good sense of humour¹⁴⁶¹⁻¹⁴⁶², along with short teacher introductions to sessions⁶⁷⁻⁶⁸.

Theme 4: Behaviour management approach

Participants reported that staff should be tolerant of some low level disruptive behaviour¹⁹⁶⁻²⁰¹, apply rules fairly and consistently¹¹⁶³⁻¹¹⁶⁶ and remain calm²¹⁸⁷⁻²¹⁸⁹. Through this clear approach, the participants are arguably being supported to manage their own behaviour, promoting identification and sense of belonging as well as the cognitive component of self-regulation.

Pupils were able to identify behaviour targets¹²¹⁸, and at times, were encouraged to monitor and adapt these²⁷⁹⁵⁻²⁷⁹⁶. Pupils demonstrate respect for staff by working hard to manage their emotions and behaviour^{1885-1887;2233}.

Theme 5: Role Models

Participants value peers, honesty and trustworthiness, a good sense of humour, and traits that they themselves did not have^{179-180,589-593}. Observing other young people with behavioural difficulties enables participants to reflect upon their own behaviour⁴³⁹⁻⁴⁴². In one PRU, the use of a wall to celebrate past successes of pupils proved inspirational to the young people enabling them to think productively about the affective component of the relevance of learning to the future¹⁹⁰⁵⁻¹⁹⁰⁷. Positive role models at home, such as sibling and parents, helped to promote a positive future outlook^{237-238; 1528-1529}.

Theme 6: Community Links

Some provisions had regular visits from professionals such as midwives¹⁴³⁴⁻¹⁴³⁸, whilst in other provisions, a lack of resources within the PRU was overcome by pupils being able to access local facilities⁷³⁻⁷⁶. At key stage 4, pupils were able to attend vocational college courses²⁶⁹⁶⁻²⁶⁹⁸. This promotes identification and sense of belonging.

Theme 7: Continuity of the Curriculum

A seamless transition between course content in mainstream school and the PRU was important^{2334-2336;669-670}. Infrequent mainstream integration negatively impacted peer relationships as participants often had few friends in the new mainstream school⁵¹⁸⁻⁵²⁴, and began to lose contact with old school friends⁵²⁹⁻⁵³⁷.

Theme 8: Parental Involvement

Most of the participants reported that they liked parent(s)/carers to visit the provision and get involved. Some struggled to identify reasons for this, whilst others identified that they

liked it when parents/carers received positive feedback from staff¹⁵²⁶. Young people with a positive home relationship were motivated to make their parent(s) / carer(s) proud^{2755-2760;2252:674-675}. A positive parental attitude to education and the PRU improved attendance and reduced negative perceptions of the PRU^{3015-3016; 3019-3023}.

Barriers to Affective Student Engagement

Theme 1: Limited curriculum

The PRU curriculum focuses on key subject areas, such as maths and English¹⁷⁷²⁻¹⁷⁷³, alongside tailored programmes and schemes²⁹⁵⁷⁻²⁹⁵⁹. Some participants felt they were missing out on a key aspects of the curriculum²⁴¹⁷⁻²⁴²⁰. This was particularly relevant when these subjects were previous areas of strength, such as sports²¹⁷⁹⁻²¹⁸¹. Some pupils felt they were not challenged enough²⁹⁹⁰⁻²⁹⁹², and there was a negative view of the relevance of the curriculum to future endeavours²⁹⁴⁶⁻²⁹⁴⁷. A small number of participants were aware that limitations in the curriculum could be overcome by an additional year in college⁶⁸⁰⁻⁶⁸¹.

There was an overall lack of participation in clubs/teams⁹¹⁰⁻⁹¹¹. Some participants rejected the idea that this might be valuable^{912-913;1451-1454}, whilst others were able to identify clubs they would like to be a part of^{497-501;2963-2964}.

Theme 2: Isolation from the community

A reduced timetable²²¹⁶⁻²²¹⁷ led to some frustration amongst learners who reported that this was not sufficient for learning and progression³⁰¹⁶⁻³⁰¹⁷. This also reduced opportunity for peer socialisation²²¹⁵⁻²²¹⁷. In addition, whilst small classes can be positive, some participants reported that they were too small^{2146-2147;2665-2667}. As pupils are bussed in from

across the county, this can negatively impact upon feelings of identity and inclusion in the local community²¹⁶²⁻²¹⁶⁷.

Theme 3: Trust

All of the participants interviewed reported having negative relationships with staff at their previous mainstream schools. Many of the participants blamed a breakdown in relationships as the main reason for their exclusion^{1031-1033;1419-1421}. Participants did not trust staff²²⁹⁶⁻²²⁹⁹ leading to testing of teacher relationships⁶²⁷⁻⁶²⁹. Girls reported that staff did not trust pupils, as reflected through the behaviour policies¹⁸³¹⁻¹⁸³³. Given the perceived negative reputation of PRU pupils, girls reported that they must earn trust, but are initially labelled as untrustworthy³⁸⁵⁻³⁸⁷. The fear of exclusion from the PRU²⁷⁰⁹⁻²⁷¹¹, and lack of permanency of the PRU placement¹²⁴³⁻¹²⁴⁸, reduced affiliation and sense of belonging. Participants did not value having a keyworker allocated to them^{2293-2294;2969-2970}, preferring to choose a member of staff themselves^{1122-1123;1823-1824}.

Theme 4: Reputation

Exclusion from mainstream school was influenced by girls living up to negative reputations¹¹³⁸⁻¹¹³⁹. Participants talked positively about the dream of having a completely fresh start at the PRU²³⁵¹⁻²³⁵³. However, the reputation of PRU pupils is perceived by participants as being negative in the community¹⁹⁰⁹⁻¹⁹¹¹, and amongst staff²⁷⁰⁸⁻²⁷¹¹. Girls report that academic expectations are low, demonstrated through work which was not challenging enough²⁹³²⁻²⁹³⁴, which in turn has an impact upon access to further education.

A lack of positive peer role models in many of the PRUs¹⁸⁵³, is likely to exacerbate the negative view.

Theme 5: Behaviour management

Participants talked frequently about staff applying rules inconsistently, impacting negatively upon relationships, and identification and sense of belonging¹¹⁶³⁻¹¹⁶⁶. When adaptations are made, participants could accept this, provided a clear explanation was given¹⁴⁷⁵⁻¹⁴⁷⁶.

Theme 6: Bullying

Competitiveness between the girls¹⁶⁵⁻¹⁶⁷, as well as cyber and verbal forms of bullying^{1810-1813; 2032-2033} were reported. Most participants reported that bullying was not dealt with appropriately by staff¹⁰⁶⁴⁻¹⁰⁶⁷. In addition, a lack of positive role models in the PRU led some girls to reject friendships in the setting²⁹⁸³⁻²⁹⁸⁴.

Theme 7: Home links

Home and the PRU were viewed by some participants as two separate systems²⁰⁶⁶⁻²⁰⁶⁸. Some participants reported that they felt embarrassed at being at the PRU as it was deemed a 'naughty school'. As a result they were reluctant to involve home^{3018-3019; 3023}. Participants who did not have one very close relationship with a parent or carer lacked the motivation to make anyone proud¹¹⁷⁴⁻¹¹⁷⁸. A negative overall family reputation could

impact negatively on behaviour, by minimising individual responsibility¹¹⁸⁶⁻¹¹⁸⁹, or improve behaviour as pupils avoid making similar mistakes⁵⁴⁶⁻⁵⁴⁷.

Facilitators to Cognitive Student Engagement

Theme 1: Differentiation

Strategies for differentiation included making it relevant to the learner and their interests to boost preference for challenge³⁰⁹⁹⁻³¹⁰⁰, and breaking tasks down into manageable chunks to encourage a mastery orientation⁸¹¹⁻⁸¹³.

Theme 2: Repetition and Familiarity

Participants discussed the importance of repetition and overlearning of information^{361-363;1365-1368;2000}. However, participants lacked skills of mastery orientation and metacognitive skills, demonstrated through their inability to recall effective revision techniques to rehearse information¹³³²⁻¹³³⁵. Familiarity with new information, such as making it relevant to the girls' lives and experiences and encouraging the use of ICT, was shown to improve persistence, as well as enhance autonomy^{759-763; 1969-1970}.

Theme 3: Short and Long Term Motivation

Older pupils (key stage 4 learners - Year 10 and 11), were motivated by longer term goals of accreditation at GCSE level and accessing further education¹⁷⁷⁵⁻¹⁷⁷⁷. Getting a job and earning money were identified as the two most influential reasons for gaining an education^{245;947}. Participants who have experienced input from professionals within the social care setting expressed career interest in similar areas⁷⁸⁵⁻⁷⁸⁷. Participants also identified access to further education⁶⁸⁰⁻⁶⁸¹ and gaining certificates and qualifications¹⁵³⁸⁻¹⁵⁴⁰. The participants valued having concrete evidence of skills and experiences they had

achieved. More general elements identified included opening up opportunities and learning about the world¹¹⁹⁷, and developing life skills such as communication⁶⁷⁷⁻⁶⁷⁸. Some key stage 4 participants expressed some regret that they had failed to make adequate progress towards longer terms goals earlier in school^{2169-2173;2321-2324;3119-3123}. The practical and unique opportunities and experiences at some PRUs were seen as beneficial to future learning²⁹⁶⁰⁻²⁹⁶². Key stage 3 participants demonstrated little long term motivation, referred to in this paper as the ‘key stage 3 slump. They were best motivated in the short term by external rewards, such as trips, activities¹⁷⁷⁹⁻¹⁷⁸¹, and access to ‘tuc’ (sweet shop)^{89-90;1101-1102}. Receiving praise from teachers was also valued by some learners, particularly those who also identified positive relationships with staff²⁸⁹⁻²⁹².

Theme 4: Strategies for Independence

Independence is promoted through staff listening to pupils and trying to act upon concerns⁶³⁷⁻⁶³⁹. An effective counsellor empowers pupils with strategies to manage difficult emotions⁵⁰⁹⁻⁵¹¹. Independence in learning is promoted through practical learning resources, such as overlays for reading¹⁸⁷⁵⁻¹⁸⁷⁷ and additional basic skills sessions and practice¹⁵⁸⁶.

Theme 5: Sense of Control

For some of the girls, namely looked after pupils, the time taken by staff to listen to them, and to help resolve issues, enabled them to gain some control over their lives. This contrasted to their home lives in which decisions were frequently made on their behalf⁷⁴⁰⁻⁷⁴².

Theme 6: Support

The support offered by staff included meeting basic needs, such as breakfast¹¹⁰¹⁻¹¹⁰² and offering one to one support during a difficult task. This latter support was shown to increase preference for challenge³³²⁻³³³.

Theme 7: Behavioural Self-Regulation

Clear behavioural management strategies, built on respect, a good sense of humour, and offering warnings, help pupils to regulate their own behaviour to reduce conflict¹⁹⁶⁻¹⁹⁹.

Barriers to Cognitive Student Engagement

Theme 1: Inappropriate Differentiation

Inappropriately differentiated learning materials are linked to behavioural outbursts as learners attempt to hide their difficulties¹²⁸⁴⁻¹²⁸⁶. Some pupils expressed anger and frustration as they described experiences of inappropriate work set in the mainstream setting¹²³⁹⁻¹²⁴².

Theme 2: Lack of formative assessment

Pupils reported that the work they completed in the PRU was not always marked by teachers³⁰⁸⁶⁻³⁰⁸⁸. The lack of formative assessment and feedback means that pupils are unable to make changes to be able to progress^{2841-2842;3117-3119}. This is likely to increase reliance upon the teacher for target setting.

Theme 3: Goal Setting

Goal setting, particularly in relation to learning goals, was arguably the most irrelevant components of cognitive student engagement to this group of learners^{284-288;1919-1922},

although some participants valued the idea of monitoring progress towards goals⁷⁰³⁻⁷⁰⁶. Goal setting was viewed negatively due to negative experiences in the mainstream setting leading to a view of goal setting as a time wasting activity, and experiences of failure to meet goals²⁰⁷⁴⁻²⁰⁸¹. In addition, goal setting activities were led by staff, leading to a level of reliance on staff for updates on progress⁶⁹⁸⁻⁶⁹⁹. In terms of future aspirations, participants were able to identify long term goals, such as jobs and careers¹¹⁹⁹, but had difficulty identifying small goals to achieve these¹⁹¹³⁻¹⁹¹⁸.

Theme 4: Negative View of Self as a Learner

Participants demonstrated a negative self-view as a learner through negative statements about their abilities^{1269;2431}, a lack of confidence²²⁶⁰⁻²²⁶³, a lack of positive encouragement from adults around them²³¹⁷⁻²³¹⁸, and an expectation that they would fail to reach goals²⁰⁷⁷⁻²⁰⁸¹. Participants talked about past failures and their reluctance to take up new activities or join clubs¹⁷⁹⁸⁻¹⁸⁰⁰.

Theme 5: Teacher Expectations

Some participants talked about the manner in which staff ‘spoon fed’ them, discouraging them from becoming independent learners. Expectations in mainstream school, such as independently organising learning materials, was not an expectation at the PRU. For some learners this represented an important aspect of the preparation for learning³¹⁰⁷⁻³¹¹¹.

Theme 6: External Locus of Control

Some participants blamed academic success on external factors, such as help from others or luck, supporting the negative view as a learner^{294-295;1927}. In addition, teaching staff

regularly received the blame for failure¹³²⁷⁻¹³²⁹, suggesting that these participants were unable to take responsibility for success or failure.

Theme 7: Limited Timetable / Curriculum

Strict limitations in the variety and content of the timetable and curriculum delivered at the PRU has led to a level of apathy amongst learners, minimising exertion of meta-cognitive skills²³⁰⁰⁻²³⁰⁴.

Theme 8: Behavioural Control

Behavioural outbursts are seen as inevitable and controlling urges to release emotions of anger and frustration is viewed as achievable only in the short term²²⁰²⁻²²⁰⁷. There is a reliance on a behaviourist approach by teaching staff to reward positive behaviour¹⁷⁷⁹⁻¹¹⁸¹. The boundaries are clear, although are not always aware of the underlying reasons for these, leading to a feeling of a lack of trust. Girls report they are not always aware of the underlying reasons for these leading to feelings of mistrust.

Theme 9: Extended Writing Tasks

Participants are put off from an activity when there is a lot of written information²⁸³¹.

Theme 10: Higher Order Skills

Participants demonstrated a lack of higher order skills of revision. Some participants were reluctant to check and make changes to their work, and were reliant upon the class teacher to do this³⁴⁶⁻³⁴⁹.

12.2 Research Question 2: What strategies can be used to promote affective and cognitive engagement amongst female pupils in pupil referral units?

The data were subject to a latent level of analysis. Links between components of student engagement were identified in data sets, and analysed to draw conclusions. For example, within the data set “if it’s something I like then obviously I’m gonna sit down and concentrate on it, but if it’s something I’m not into, I won’t”²⁰⁴⁵⁻²⁰⁴⁶, the researcher infers that ‘something I like’ refers to the affective component of interest and enjoyment, and ‘I’m gonna sit down and concentrate on it’ refers to the cognitive component of persistence on a task. In this manner, the assumption is drawn that interest and enjoyment boosts persistence. Using this analytical approach, an array of causal relationships were elicited from the data. ‘Interest and enjoyment’ is purported to indirectly promote ‘persistence’²⁰⁴⁵⁻²⁰⁴⁶ and ‘mastery orientation’¹³²³⁻¹³²⁴, whilst positive ‘staff relationships’ indirectly promote ‘autonomy’⁵⁰⁹⁻⁵¹¹, and ‘self regulation’¹⁹⁷⁻¹⁹⁹. By getting to know pupils and differentiating work appropriately, ‘positive staff relationships’ promote ‘preference for challenge’⁴⁴⁸⁻⁴⁵⁰, ‘mastery orientation’²⁴⁶⁻²⁴⁸, and ‘meta cognitive skills’^{836-837;1728-1729}. Positive ‘relationships at home’ promote ‘persistence’⁴²³⁻⁴²⁴. The findings also suggest that components of student engagement can impact upon other components within the same domain. Interpretation of the data reveal that ‘relevance of learning to future endeavours’ indirectly promote ‘persistence’⁷⁴³⁻⁷⁴⁸, ‘preference for challenge’⁷⁷⁴⁻⁷⁷⁷, and ‘meta cognitive skills’²⁷⁶⁹⁻²⁷⁷⁰. The affective components of ‘relationships with peers’ and ‘identification and sense of belonging’, impact upon and influence each other^{139-141;580-582}. Overall, the results suggest that strategies to promote student engagement are frequently underpinned by aspects of affective student engagement (teacher / student relationships, peer support for learning, family support for

learning). This, in part, supports the work of Gibbs and Poskitt (2010) that affective engagement is a precondition for cognitive engagement.

Figure 1 below represents diagrammatically, both direct and indirect routes to enhance cognitive and affective student engagement amongst girls in PRUs. Direct routes relate to the strategies and interventions discussed in research question 1. These are shown in the individual pink and blue boxes. Indirect routes relate to the relationships which have emerged between affective and cognitive student engagement through analysis of responses to answer research question 2. The causal relationships between components are represented through the arrows. Using this model, adults working with girls in PRUs may explore how aspects of cognitive and affective engagement can be boosted directly. For example, they may opt to boost autonomy through extrinsic short term rewards and evaluate the impact of this. Alternatively, they may use the arrows to identify causal relationships and may refer back to how, for example, their own relationship with the learner can be modified to promote autonomous learning. Within this new adapted model of student engagement, specifically designed for girls in PRUs, a new cognitive component of ‘controlled challenge’ is proposed to replace the previous component ‘goal setting’. This change is based upon the findings that participants did not appear to value the current procedures for setting goals. Two main reasons for this emerged. Firstly, participants did not receive regular formative feedback, making them reliant upon staff to set goals. Secondly, previous experiences of failure appear to have led participants to reject goal setting as a time wasting activity. ‘Controlled challenge’ is introduced for this group of learners, who value a high level of differentiation of material offering a small amount of learning challenge. The successful implementation of this component is dependent upon regular, timely, verbal, formative feedback from staff, through which learners are encouraged to set small, achievable, and realistic challenges for themselves

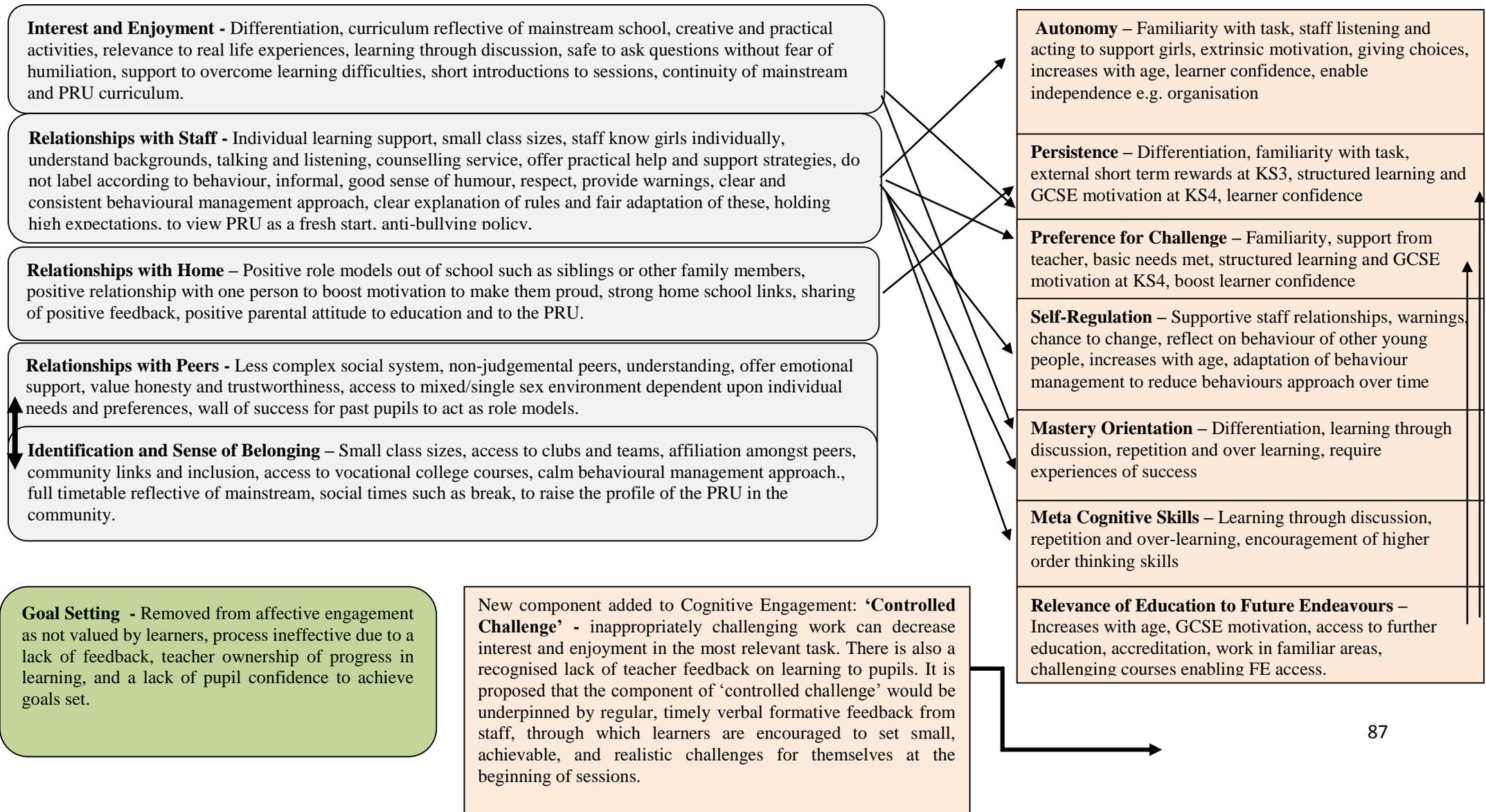
at the beginning of sessions, to be interspersed with regular experiences of success. It is proposed that this is likely to be impacted by components of affective engagement, including staff relationships and interest and enjoyment, although this has not been explored in this study.

Figure 1: Figure to represent the Direct and Indirect Routes to Affective and Cognitive Student Engagement of Girls in PRUs

Affective Student Engagement (Direct)

(Indirect)

Cognitive Student Engagement (Direct)



13.0 Discussion

The model of student engagement introduced for this subset of learners arguably offers a hopeful outlook. The aim of the intervention is to help learners to develop positive relationships, improve confidence and enable learners to plan and look forward to the future. The findings offer support for a number of factors identified in previous literature, such as the quality of teacher-student relationships (e.g., Skinner, Wellborn & Connell, 1990), encouragement of higher order thinking (Cornelius-White, 2007), holding high expectations, flexibility and choice, focus on basic skills, vocational learning, accreditation, use of outside agencies for pastoral care (Ofsted, 2007). In addition, the research highlights a number of additional factors. Amongst others, this includes: continuity of PRU and mainstream curriculum; the importance of talking and listening; the provision of practical strategies to manage emotional difficulties; the importance of positive role models in the PRU; and raising the profile of the PRU amongst further education provisions. Whilst not seeking to focus upon static factors such as early experiences, the notion of the dynamic maturation model (Crittenden, 1995) may be relevant in this instance. The lack of self-regulation amongst learners, particularly at key stage 3, may demonstrate a need to focus more heavily upon motivating factors such as the relevance of education to future endeavours. The need for compassion and understanding regarding backgrounds and experiences leading to girls accessing alternative education is paramount in exploring ways forward. When approaching tasks, it is important to consider theories such as Atkinson's (1964) achievement motivation theory, to understand the cognitive processes in which past experiences of failure may disengage learners. Using the model above, it would be suggested that practitioners focus upon aspects which can be controlled, such as 'interest and enjoyment', and the creation of a safe learning environment in which young people can ask questions, be supported

through learning difficulties, and develop positive peer and staff relationships, where anxiety and fear of failure are reduced. In developing positive relationships, the impact of social and educational exclusion on girls was shown to be severe in some instances, providing support for the suggestions of Russell and Thomson (2011). Whilst not comparable in this study to the impact upon male pupils, this is recognised as a significant implicating factor, to be taken into consideration when planning timetables to incorporate social activities, and links with the community. The importance of regular assessment and tracking (Ofsted, 2007), and making students explicitly aware of progress did not happen in many circumstances. The introduction of a new component ‘controlled challenge’ aims to offer a new approach to engaging this subset of learners in this aspect of the learning process, based upon evidence of the importance of differentiation and the drive for a small challenge.

13.1 Limitations of the Study

Whilst the model has a number of strengths, there are a number of weaknesses to consider. Firstly, the development of the model is based upon a small sample of learners (n=11), and thus can only be tentatively generalised across the population. The relevance across different ages (primary), and socio-economic groups is not considered, with participants being recruited from one area of the country and from secondary provisions only. Secondly, the subjective nature of thematic analysis can lead to a variety of interpretations based upon the data set. In an attempt to overcome this limitation, the staged process of TA is outlined to enable replication. The latent level of analysis used to answer research question 2 is highly subjective, with potential for researcher error and bias. Thirdly, the constructionist perspective purports that no single perspective or standpoint can necessarily provide the complete picture. As this research is wholly reliant

upon the perspective of female participants, consideration of relevant participants, such as staff and parents, may add further insight into understanding of this topic. The research recognises the importance of understanding young people's backgrounds, and the reasons for exclusion, however this information was not explored in this study. This information may potentially help to increase the dynamic impact of the model, as self-excluders may demonstrate different patterns of disengagement than those excluded for reasons of behaviour.

13.2 Relevance to the Profession of Educational Psychology

This model can potentially offer a useful tool for educational psychologists (EPs) working in a variety of educational settings to offer an individually tailored approach. Whilst teaching staff are likely to be familiar with the more observable aspects of behavioural and academic engagement, support to embed the concepts of the more subtle cognitive and affective subtypes is likely to engage teachers in a new approach to thinking about, and working with young people. EPs, with their knowledge of motivation theories and understanding of underlying psychological processes, are arguably better equipped to explore these subtle sub-types of engagement and relate the findings to a variety of theoretical positions. The model is dynamic, enabling it to be adapted to meet individual needs. By having a good understanding of the pupil's needs, the EP and staff member(s) can explore ways to counteract areas of weakness in student engagement, by utilising areas of strength as held by the member of staff, the pupil, or areas of strength within the provision. The model is also visual, enabling it to be easily referred back to, as a basis for discussion and planning.

By posing questions regarding the more subtle cognitive and affective subtypes, the role of the educational psychologist (EP) will be to engage practitioners in a new approach to thinking about, and working with young people. A number of key skills which are arguably unique to the EP profession will be utilised through the implementation of a new model of student engagement specifically designed for this subgroup of learners. The skills utilised are knowledge and understanding of underlying psychological processes, understanding and application of a wide range of theoretical perspectives, and application of consultation techniques to implement the proposed model effectively with practitioners working in pupil referral units.

13.3 Future Research

What is apparent is that this research study highlights more questions in relation to this topic than it could possibly answer. The broad conceptualisation of student engagement offers many avenues for exploring direct and indirect interventions to student engagement using a two, three, or four component model, incorporating components of affective and cognitive student engagement alongside components of behavioural and academic engagement. As outlined previously, future research may wish to explore parent, staff, and male pupil perceptions to triangulate these with the female pupil perspective. The SEN and Disability Green Paper (Department for Education [DfE], 2011) identifies the need for innovative educational psychology practice. Future research may look to take an innovative approach, exploring how this model may be adapted to meet the needs of additional subgroups, such as male pupils at PRUs, female pupils in mainstream, pupils educated in alternative provisions other than the PRU, home tutoring and so on. Pupil motivation offers an interesting area for future research, exploring pupil perceptions of motivation within the PRU setting, and subsequently how this contrasts to preconceived

ideas and practice imposed by staff. The use of behaviourist approaches to behaviour management was a reoccurring theme, suggesting that research may look to explore how appropriate and motivating this approach is in reality. The purpose of the PRU is to provide a temporary, transitional provision for disaffected and disruptive pupils, with the aim to employ interventions to enable re-integration into mainstream school. The research has begun to identify key important aspects of reintegration, including continuity of the curriculum, the maintenance of friendships in the mainstream setting, and staff support to integrate back into the mainstream school day. Further research may look to explore how student engagement can be facilitated and maintained throughout the transition process and within the mainstream setting. This has the potential of utilising knowledge and understanding of student engagement to develop more effective reintegration plans.

14.0 References

- Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*, 369-386.
- Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. (2006). Measuring cognitive and psychological engagement: Validation of the student engagement instrument. *Journal of School Psychology, 44*(5), 427-445.
- Atkinson, J. W. (1964). *An Introduction to Motivation*. Princeton: Van Nostrand.
- Bacchini, D., and Magliulo, F. (2003). Self-image and perceived self-efficacy during adolescence. *Journal of Youth and Adolescence, 32*(5), 337-349.
- Bandura, A. (1977). *Social Learning Theory*. New Jersey: Prentice Hall.
- Betts, J., Appleton, J. J., Reschly, A. L., Christenson, S. L., & Huebner, S. (2010). A study of the reliability and construct validity of the Student Engagement Instrument (SEI) across multiple levels. *School Psychology Quarterly, 25*(2), 84-93.
- Braun, V. and Clarke, V. (2006) Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2). 77-101.
- British Psychological Society. (2006). *Code of Ethics and Conduct*. Leicester: British Psychological Society.

Broussard, S. C., and Garrison, M. E. B. (2004). The relationship between classroom motivation and academic achievement in elementary school-aged children. *Family and Consumer Sciences Research Journal*, 33(2), 106–120.

Brown, B. (2005). Adolescent relationships with their peers. In R. M. Lerner and L. Steinberg (Eds.), *Handbook of Adolescent Psychology*. New Jersey: Wiley.

Burr, V. (2003). *Social constructionism*. London: Routledge.

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

Christenson, S.L., Sinclair, M.F., Lehr, C.A., & Godber, Y. (2001). Promoting successful school completion: Critical conceptual and methodological guidelines. *School Psychology Quarterly*, 16, 468-484.

Connell, J. P., & Wellborn, J. G. (1991). Competence, autonomy and relatedness: A motivational analysis of self-system processes. In Gunnar, M and Sroufe, L. A. (Eds.), *Minnesota Symposium on Child Psychology: Self processes in development*, 23, 43-77. Chicago: University of Chicago Press.

Cornelius-White, J. (2007). Learner-centered teacher–student relationships are effective: A meta-analysis. *Review of Educational Research*, 77, 113–143.

Crittenden, P.M. (1995). *Attachment and Psychopathology*. In Goldberg, S., Muir, R., & Ker, J. (Eds.), *Attachment theory: social, developmental and clinical perspectives*. New Jersey: The Analytic Press.

Crotty, M. (1998). *The foundations of social research. Meanings and perspectives in the research process*. London: Sage publications.

Department for Education (DfE), (2011). *Support and Aspiration: a New Approach to Special Educational Needs and Disability. A Consultation*. London: DfE [online]. Retrieved 15th November 2013 from [https://www.education.gov.uk/publications/eOrdering Download/Green-Paper-SEN.pdf](https://www.education.gov.uk/publications/eOrderingDownload/Green-Paper-SEN.pdf)

Department for Education (DfE), 2012. *Statistical First Release: Permanent and Fixed Term Exclusions from School and Exclusions Appeals in England, 2010/11*. London: DfE.

Department for Education and Skills (DfES). (2007). *Learning Environments for Pupil Referral Units Accommodation requirements and design guidance Information for local authorities, teachers-in-charge and management committees*. Norwich: The Stationery Office.

Denzin, N. K. (1970). *The Research Act in Sociology*. Chicago: Aldine.

Dinsmore, D., Alexander, P., & Loughlin, S. (2008). Focusing the conceptual lens on metacognition, self-regulation, and self-regulated learning. *Educational Psychology Review* 20, 391-409.

Eccles, J. S., and Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109–132.

Estyn, (2006). *The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales Pupil referral units 2004-2005*. Cardiff: National Assembly for Wales.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74, 59 – 109.

Fredricks, J., McColskey, W., Meli, J., Mordica, J., Montrosse, B., & Mooney, K. (2011). Measuring student engagement in upper elementary through high school: A description of 21 instruments. *Issues & Answers Report, REL 2011–No. 098*. Washington: Department of Education, Regional Educational Laboratory Southeast. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Gibbs, R., and Poskitt, J. (2010). *Student Engagement in the Middle Years of Schooling (years 7-10): A Literature Review*. Wellington: Ministry of Education.

Goodenow, C. (1993). Classroom belonging among early adolescent students: Relationships to motivation and achievement. *Journal of Early Adolescence*, 13(1), 21-43.

Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2001). Continuity academic intrinsic motivation from childhood through late adolescence: A longitudinal study. *Journal of Educational Psychology, 93*, 3-13.

Green, J., Nelson, G., Martin, A. J., & Marsh, H. W. (2006). The causal ordering of self-concept and academic motivation and its effect on academic achievement. *International Education Journal, 7*, 534-546.

Hulleman, C. S., Durik, A. M., Schweigert, S., & Harackiewicz, J. M. (2008). The importance of utility value in predicting interest and performance in academics and sports. *Journal of Educational Psychology, 100*, 398-416.

Johnson, L. (2008). Relationship of instructional methods to student engagement in two public high schools. *American Secondary Education, 36*(2), 69-87.

Joselowsky, F. (2007). Youth engagement, high school reform, and improved learning outcomes: building systemic approaches for youth engagement. *National Association of Secondary School Principals Bulletin, 91*(3), 257-276.

Kelly, G.A. (1955). *The psychology of personal constructs*. New York: Norton.

Kinder, K., Halsey, K., Kendall, S., Atkinson, M., Moor, H., Wilkin, A., White, R. and Rigby, B. (2000). *Working Out Well: Effective Provision for Excluded Pupils*. Slough: National Foundation for Educational Research (NFER).

Lewis, A. D., Huebner, E. S., Reschly, A. L., & Valois, R. F. (2009). The incremental validity of positive emotions in predicting school functioning. *Journal of Psychoeducational Assessment, 27*(5), 397–408.

Lloyd, G. (2005) 'EBD girls'. In G.Lloyd, (Ed) *'Problem' girls. Understanding and supporting troubled and troublesome girls and young women*. London: Routledge.

Malberg, N. (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), 101–10.

Martin, A. (2007). Examining a multi dimensional model of student motivation and engagement using a construct validation approach. *British Journal of Educational Psychology, 77*, 413-440.

Morse, J. M. (1997). The pertinence of pilot studies [Editorial]. *Qualitative Health Research, 7*, 323-324.

Munn. P., Lloyd. G., & Cullen. M. A. (2000). *Alternatives to Exclusion from School*. London: Paul Chapman Publishing.

Office for Standards in Education (Ofsted). (2007). *Pupil referral units: Establishing successful practice in pupil referral units and local authorities*. London: Crown Copyright.

Office for Standards in Education (Ofsted). (2011). *Safeguarding in schools: best practice*. London: Crown Copyright.

O’Keeffe, D. (1994). *Truancy in English Secondary Schools*. London: DFE.

Osler, A., Watling, R., and Busher, H. (2000). *Reasons for Exclusion from School Research Report RR24.*, London: Department for Education and Employment.

Osler, A., Street, C., Lall, M. and Vincent, K. (2002). *Not a Problem? Girls and school exclusion*. London: National Children’s Bureau.

Osler, A. and Vincent, K. (2003). *Girls and Exclusion: Rethinking the agenda*. London: Routledge.

Osler, A. (2006). Excluded girls: Interpersonal, institutional and structural violence in schooling. *Gender and Education, 18*(6), 571-589.

Patrick, H., Ryan, A., & Kaplan, A. (2007). Early adolescents' perceptions of the classroom social environments, motivational beliefs, and engagement. *Journal of Educational Psychology, 99*(1), 83-98.

Reschly, A., and Christenson, S. L. (2006). Research leading to a predictive model of dropout and completion among students with mild disabilities and the role of student engagement. *Remedial and Special Education, 27*, 276 – 292.

Reschly, A., Huebner, E., Appleton, J., & Antaramian, S. (2008). Engagement as flourishing: The contribution of positive emotions and coping to adolescents' engagement at school and with learning. *Psychology in the Schools, 45*(5), 419-431.

Russell, L., and Thomson, P. (2011). Girls and gender in alternative education provision. *Ethnography and Education, 6*(3), 293-308.

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*, 22-32.

Solomon, Y., and Rogers, C. (2001). Motivational Patterns in Disaffected School Students: insights from pupil referral unit clients. *British Educational Research Journal 27*(3), 331-345

Stipek, D. J. (1996). Motivation and instruction. In Berliner, D. C., and Calfee, R. C. (Eds.), *Handbook of educational psychology*. New York: Macmillan.

Tyler, K., and Boelter, C. (2008). Linking black middle school students' perceptions of teachers' expectations to academic engagement and efficacy. *The Negro Education Review, 59*(1-2), 27-44.

Walker, C., and Greene, B. (2009). The relations between student motivational beliefs and cognitive engagement in high school. *The Journal of Educational Research*, 102(6), 463-471.

Wehmeyer, M.L. (1999). A functional model of self-determination: Describing development and implementing instruction. *Focus on Autism and Other Developmental Disabilities*, 14(1), 53-62.

Weiner, B. (1986). *An attributional theory of motivation and emotion*. New York: Springer-Verlag.

Welsh Government. (2012). *Pupils educated other than at school, 2011/12 (experimental statistics)*. Cardiff: Welsh Government.

15.0 Appendix 1 Student Interview

General rapport building and factual data gathering

- How long have you been coming here?
- Why did you come here? (*Prompts to explore emotional aspects as appropriate*).

1. Tell me about what being here is like for you.

Prompts: What do you like best about this provision? What do you like least? How does this provision compare to school?

2. Tell me about the kinds of activities you take part in whilst you are here.

Prompts: What activities do you enjoy most? Do you get to take part in your favoured activities? How do staff make other lessons and activities more interesting for you? What does/could make you feel excited? How about when you were younger?

3. How do staff encourage you to do your best?

Prompts: Such as rewards, prizes, praise, special priviledges etc... Do you think this works? What else makes young people want to work hard?

Identification and sense of belonging:

4. Tell me about any clubs or groups that you have joined whilst you have been here.

Prompts: Why did you choose this? What do you enjoy most about being in this group? If you could set up a group, what would it be?

5. Do you feel that staff know you as an individual person?

Prompts: What makes you say that? If they knew you better do you think that would be a good thing? Is there a key member of staff for you to talk to? How useful is this?

6. Do you feel that the adults treat you fairly here?

Prompts: Why do you say this? Do you know the rules? Are the rules fair? Are rules adapted to help some people who may need additional help or support?

Relationships

7. Tell me about the other young people in this provision.

Prompts: How do children treat each other? How much do you like them, why / why not? Does this happen a lot? Do you ever feel left out? When? How often? What do you do when this happens? Does your teacher do anything to help so you don't feel left out? Do boys and girls mix? How do boys treat girls and vice versa?

Note:

If young person mentions fighting or teasing ask this set of questions

a) How often do students fight or tease each other?

b) Who starts it?

c) Do you get involved? Why or why not?

d) What do adults do? - Do they use effective anti-bullying rules? Do they deal well with bullying? Do they help children to make friends? How?

8. Tell me about any young people here who you look up to or admire (would like to be like).

Prompts: Why do you look up to them?

There are different children here- (talk about the male and female students and the different reasons young people may be attending an alternative provisions). Sometimes

provisions outside of school are good places for girls to learn and sometimes they are not.

9. In what way is this provision a good place for girls to be? In what ways is it a bad place for girls to be?

Prompts: Why do you say that? What could be done to make it better?

Now lets talk about the professionals who work with you here.

10. Tell me about the staff.

Prompts: Have you had the same staff members for the whole year? How is your teacher / supervisor this year the same or different from your old teacher at school?

11. In what ways do staff show you that they care about you (or not)?

Prompts: What do they do? What do they say? What makes you say that? How does that make you feel better? Can you talk to them about your problems? Why / why not? What makes a member of staff more approachable? Tell me about who helps you at your provision. How do they help you? How often do they help you?

12. In what ways do young people in this provision show that they respect the staff (or not)?

Prompts: Do they care about what staff say? Do they listen? Do they follow the rules? Are there a lot of students in your class who don't care? Why do you think young people feel like this?

Now we are going to talk about home. Who do you live with? Insert appropriate word e.g. parents, grandparents, carers etc... as appropriate.

13. In what ways do your family show that they care about how you are doing with your school work (or not)?

Prompts: Who is this? How do you know they care? Do you talk about school? Do they talk to teachers? Do they have regular updates about your progress?

14. Are there times when your family have visited the provision?

Prompts: Who comes? Why do they come? How often do they come? Do you wish your family could come more?

15. Has anyone in your family done really well at school?

Prompts: Would you like to be like them? Why? Do they help you with your learning? How do they help you? How often?

Relevance of school work to future endeavours

16. What do you think is the purpose of education?

Prompts: Why do you say that? Do you feel that being at this provision helps you achieve this?

17. What is likely will happen after you leave school?

Prompts: What do you think you would like to do when you leave school? In what way does the work you are doing here help you to achieve this? - Such as practical experience, qualifications, getting in contact with employers, careers advice etc...

Goal setting

18. Do you know what your current targets are?

Prompts: What progress have you made towards these? How could you find out what they are? Were you involved in setting these? Are they realistic?

19. Are you involved in any other goal setting activities?

Prompts: for example in sports, grades etc... How do you monitor your progress towards your goal? How does this feel? How could adults help you to set and achieve goals?

Autonomy

20. Think of a time at this provision when you achieved something or did something good. Why do you think you did well?

Prompts: What did other people think about it? How did it make you feel?

21. Do you ever do anything on your own to get better at your work?

Prompts: Such as practice, ask for help, try to get information on how to improve, use ICT, books etc. Why do / don't you do this? How do these strategies help?

22. In what way do you feel that you are in control of your learning?

Prompts: Such as where you go to learn, what you learn. What would you change about the options available to you? (e.g. a different course, more resources etc...).

23. Do you feel that your voice is heard by staff?

Prompts: Why / why not? How does this make you feel? How would you like to express your views?

Persistence

24. Some young people will keep trying to get something right, whilst others will give up quite quickly. Which is more like you?

Prompts: Why do you say that?

25. Can you think of a time when you worked really hard on a piece of work. Why did you do this?

Prompts: How did it feel when you completed the work?

Preference for Challenge

26. When you are faced with a challenging piece of work, how do you react?

Prompts: Do you enjoy the challenge? Do you work hard to figure it out? Do you give up quickly? What helps you to take on a challenge?

27. Can you think of a time when you found a piece of work challenging, but you overcame it?

Prompts: How did this make you feel? How do you think you will react to challenges in the future?

Self-Regulation

28. During your time here, is there anything that you have learned a little bit about but want to know a lot more about? What have you done to learn more about this topic?

Prompts: Such as got books, watched television programs, talked with other people.

29. When you have finished a piece of work, what do you do?

Prompts: Such as check for errors, check understanding, just hand it in.

Mastery Orientation

30. Do you ever concentrate really hard when you are here and if so when?

Prompts: How often? What helps you do this?

31. Tell me about a skill you have learned from scratch.

Prompts: What did you do to get good at this? What helped you?

Meta Cognitive Skills

32. Imagine you are sitting a test in a few weeks time, what will you do to prepare for this?

Prompts: What revision techniques do you know? How do you check what you need to learn? How would you find out the information? How would you remember the information?

33. What strategies do you use to prepare for a task in class?

Prompts: Do you plan? Discuss ideas etc...

34. When you are learning something new, how do you make sure you understand it?

Prompts: Such as ask questions, re-read information, apply the information in real life.

Miracle Question:

35. If this pen were a magic wand that you could wave over this setting to change one thing, what would it be?

Prompts: Any other comments?

“Thank you for taking part in this discussion and research. This will help us to understand more about what young people think about engagement. If you are interested in finding out more about transition planning you can talk to your lead co-ordinator within the provision. Also please take this debrief form with my contact details if you have any questions or queries.”

15.1 Appendix 2 Student Presentation

Student Engagement as a Concept for Improving the Educational Practice of Girls in
Pupil Referral Units

“Hi, I’m Louise and I’m from Cardiff University. I am here today to ask you if you would like to be part of some research I am carrying out. This research is looking at the views of girls like you, who are accessing their education away from their normal school setting.

The aim of the research is to look at your views, and then think about how girls who are in pupil referral units can best be supported to put in the energy and effort needed to do well with their studies and form good relationships with others.

The study involves taking part in an interview that will take no more than 50 minutes. There are no right or wrong answers as it is all just your opinion.

The responses you give will be recorded and written in a report that will be read by tutors at Cardiff University and perhaps staff such as teachers, headteachers and so on. Nobody will know what you have said as all the information from all the young people will be mixed together and no names will be used. Also, your answers will also be kept in a safe place where I only I have access to them.

The only criteria to take part is that you are female, aged between 11 and 18, and have been accessing one or more pupil referral unit for at least one full half term.

So, if you are interested then please pop your hand up and I will bring around a consent form for you to fill in.

Thank you all for listening”.

15.2 Appendix 3 Gatekeeper Letter

Student Engagement as a Concept for Improving the Educational Practice of Girls in
Pupil Referral Units

Dear XXXXXXXX,

I am a postgraduate student on the Doctorate in Educational Psychology programme in the School of Psychology at Cardiff University, placed with XXXXXXXX Educational Psychology Service throughout this school year (2011-12).

As part of our course requirements I will be carrying out a doctoral level thesis exploring young people's and staff perceptions of cognitive and affective aspects of engagement. These include aspects such as self-regulation, relevance of schoolwork to future endeavours, value of learning, and personal goals and autonomy (for cognitive engagement), and feelings of identification or belonging, and relationships with teachers and peers (for affective engagement). The aim is to elicit girl's perceptions on the indicators of engagement, and to identify barriers and facilitators to it. The information will be used to create a theoretical assessment-to-intervention link that enhances students' connection to their learning environment, exploring ways to re-engage this sub-set of learners. The results will also be reported to PRUs and local authority staff to offer one approach to monitoring and regulating alternative provisions.

The research necessitates that a total of 11 female students take part in a student interview which should take no more than 50 minutes to complete.

I would like to ask your permission to contact the lead co-ordinator directly to make arrangements to recruit volunteers from your provision. The young people and parents will be asked to give written, informed consent to taking part in the research. Young people will be provided with an 'opt out' consent letter to parents/carers. The research will follow the ethical guidelines as set out in the British Psychological Society Code of Ethics (2009). All information and responses will be kept confidential, and anonymity

will be maintained. Participants will have the right to withdraw from the interview at any time and will be informed of their right to withdraw their questionnaire or interview responses from the research up to one week after the interview.

If you wish, I could arrange a time when I could come and talk with you to give you more information regarding this research and to give you an opportunity to ask any questions which you may have. My supervisor for this research is Dr Simon Claridge, professional tutor in the School of Psychology at Cardiff University.

I would be most grateful if you could complete the reply slip below, giving me permission to contact your lead co-ordinator directly, and send this document back to me via email by February 24th 2012. Alternatively you may give your permission by telephoning me on [phone number] by the same date. If I have not heard from you by that date I will telephone you to ascertain whether or not I may proceed.

Many thanks for your consideration of this research project.

Best wishes,

Louise Sturdy (Trainee Educational Psychologist).

Tel: xxxxxxxxxxxxxxxx

E-mail: sturdylm@cardiff.ac.uk

Researcher:

Louise Sturdy

School of Psychology

Academic Supervisor:

Dr Simon Claridge

School of Psychology

Cardiff University

Cardiff University

Tower Building

Tower Building

Park Place

Park Place

Cardiff

Cardiff

Tel: XXXXX XXX XXX

Tel: 029 208 76497

Email: Sturdym@Cardiff.ac.uk

Email: ClaridgeS@Cardiff.ac.uk

If you have any complaints regarding the research study, please contact:

Dr Simon Griffey, School of Psychology, Cardiff University. Tower Building, Park Place, Cardiff, CF10 3AT

Tel: 029 208 70366 Email: GriffeySJ@Cardiff.ac.uk

I give permission for Louise Sturdy to contact the lead co-ordinator at XXXXXX provision and ask female students to volunteer to take part in the research project explained above.

Name: _____

Provision / school: _____

Date: _____

Signed: _____

15.3 Appendix 4 Student Consent Form

Student Engagement as a Concept for Improving the Educational Practice of Girls in

Pupil Referral Units

(To be completed and returned by participant)

To take part in this study I will take part in an interview containing 40 questions. This will take no longer than 50 minutes. These questions look at my view of student engagement. Student engagement is the effort and energy we put in to work and relationships. I should fill out the boxes and hand them in to the researcher, Louise Sturdy.

This consent form and my tick box questionnaire will be kept in a safe place and will only be seen by the researcher.

My answers will be written up to help people to understand how girls in different learning environments view engagement, and how engagement can be increased. However, nobody will know what I said when the report is written up, my name will be taken out and my answers put together with those of other young people.

I understand that taking part is my choice. I can stop the study at any time and can 'opt out' up to 1 week after the research. I do not need to give a reason for this. I am free to ask any questions at any time. I am welcome to discuss any concerns with Louise Sturdy or Simon Claridge (Supervisor).

I give my consent to taking part in the study:- 'Student Engagement as a Concept for Improving the Educational Practice of Girls in Pupil Referral Units', conducted by Louise Sturdy, (Trainee Educational Psychologist, School of Psychology, Cardiff University) with the supervision of Simon Claridge (Professional Tutor).

Name of student: _____

Provision: _____

Date: _____

If you have any questions about this research please contact:

Researcher:	Academic Supervisor:	Research Co-ordinator:
Miss. Louise Sturdy	Dr Simon Claridge	Dr Simon Griffey
School of Psychology	School of Psychology	School of Psychology
Cardiff University	Cardiff University	Cardiff University
Tower Building	Tower Building	Tower Building
Park Place	Park Place	Park Place
Cardiff	Cardiff	Cardiff
CF10 3AT	CF10 3AT	CF10 3AT
Tel: +44 (0) xxxx xxx xxx	Tel: +44 (0) 029 208 76497	Tel: +44 (0) 029 208 70366
E-mail: SturdyLM@Cardiff.ac.uk	E-mail: ClaridgeS@Cardiff.ac.uk	E-mail: GriffeySJ@Cardiff.ac.uk

15.4 Appendix 5 Parent Consent Form

Student Engagement as a Concept for Improving the Educational Practice of Girls in
Pupil Referral Units

Your child has been invited to join a research study to look at student engagement. This is the effort and energy children put into work and relationships.

Your child will be asked to take part in an interview which will last approximately 50 minutes.

The findings will be written up in a report as part of a thesis project underway at Cardiff University. Your child's name will not be used when data from this study are published. Every effort will be made to keep responses and personal information confidential.

We will take the following steps to keep information confidential, and to protect it from unauthorised disclosure, tampering, or damage: No names will be used in the research report, responses will be held on a password locked key, original copies will be destroyed. Participation in this study is voluntary. Your child has the right not to participate at all or to leave the study at any time. If you decide NOT to let your child take part then please complete and tear off the 'opt out' form below. This form is to be returned to the alternative education provision by 14.03.2012.

Opt Out of Research

As parent or legal guardian, I do NOT wish my child: _____

(child's name) to take part in the research study described in this form.

Parent or Legal Guardian's Signature

Date

If you have any questions about this research please contact:

Researcher:	Academic Supervisor:	Research Co-ordinator:
Miss. Louise Sturdy	Dr Simon Claridge	Dr Simon Griffey
School of Psychology	School of Psychology	School of Psychology
Cardiff University	Cardiff University	Cardiff University
Tower Building	Tower Building	Tower Building
Park Place	Park Place	Park Place
Cardiff	Cardiff	Cardiff
CF10 3AT	CF10 3AT	CF10 3AT
Tel: +44 (0) xxxx xxx xxx	Tel: +44 (0) 029 208 76497	Tel: +44 (0) 029 208 70366
E-mail: <u>SturdyLM@Cardiff.ac.uk</u>	E-mail: ClaridgeS@Cardiff.ac.uk	E-mail: GriffeySJ@Cardiff.ac.uk

15.5 Appendix 6 Student Debrief

Student Engagement as a Concept for Improving the Educational Practice of Girls in
Pupil Referral Units

(To be retained by the participant)

Thank you for taking part in this the study.

The answers you have given will be kept in a safe place and only the researcher will have access to them. If you decide you no longer want to be part of the study then just let me know within 1 week and I can take them out.

Your answers will be put together with lots of other pupil's answers and will be written up in a report. Your name will not be included so nobody will know what you have said or that you even took part. Only your age and the type of school you are attending will be included.

You have helped us to understand how girls, who are studying away from their normal school, can be helped to work hard and put in effort to succeed and build good relationships with others. So thank you again!

If you have any questions about this study, please contact me or my supervisor (details below).

Thank you for your time.

Louise Sturdy (Trainee Educational Psychologist)

Researcher:

Louise Sturdy

School of Psychology

Cardiff University

Tower Building

Park Place

Cardiff

Tel: XXXXX XXX XXX

Academic Supervisor:

Dr Simon Claridge

School of Psychology

Cardiff University

Tower Building

Park Place

Cardiff

Tel: 029 208 76497

Email: Sturdym@Cardiff.ac.uk

Email: ClaridgeS@Cardiff.ac.uk

If you have any complaints regarding the research study, please contact:

Dr Simon Griffey.

School of Psychology, Cardiff University. Tower Building, Park Place, Cardiff, CF10
3AT.

Tel: 029 208 70366

Email: GriffeySJ@cardiff.ac.uk

15.6 Appendix 7 Ethics

The British Psychological Society Code of Ethics (BPS, 2009) will be strictly adhered to at all times.

Confidentiality

The interviews took place in a quiet area of each provision. Interview responses were recorded on a Dictaphone in the first instance, before being manually transcribed back at university. The transcribed data was kept on a password locked network key, and deleted after transcription.

Anonymity

Students completing the interview were asked to provide their name to enable links to interview data. This data was visible to the researcher at the point of completion. Interviews were conducted face-to-face, therefore the researcher was privy to the responses of each participant. This information was accessible to the researcher. Upon data input and transcription of the interview responses, participants were allocated codes. From that point in the research, students were only identifiable by the attributes of age and the type of provision they were accessing.

Right to Withdraw

Participants were informed of their right to withdraw from the research at any time during the data collection process. Following data collection, responses were transcribed and made anonymous. Participants were notified prior to the research that, once submitted, responses would be unidentifiable amongst the research findings and at this point, they would be unable to withdraw their responses.

Participants were informed that they do not have to answer all of the questions and could ask the researcher questions at any time if they are unsure and need clarification.

Informed Consent

Participants were given ample opportunity to understand the nature, purpose, and anticipated consequences of research participation, so that they could give informed

consent to the extent that their capabilities would allow. Records of when, how and from whom consent was obtained, have been kept.

Debriefing

At the end of the interview process, all participants were debriefed in order to inform them of the outcomes and nature of the research, to identify any unforeseen harm, discomfort, or misconceptions, and in order to arrange for assistance as needed.

The contact details of the AEP coordinator within each authority was provided to enable participants to follow up any questions or queries regarding their provision that may have come to light.

Accessibility

Participants were asked to identify any specific accessibility or communication requirements from the outset. Arrangements would have been made, if this had been necessary, to accommodate these prior to the research being conducted.

Clear and concise questioning

Research questions were piloted in a mainstream college setting prior to administration to enable question clarification and consider all research from the standpoint of research participants, for the purpose of eliminating potential risks to psychological well-being, physical health, personal values, or dignity. Following responses, questions were clarified with participants to ensure that seemingly evaluative statements do not carry unintended weight.

Contingency Arrangements

Maintaining an awareness of the participant's well being was paramount throughout the research. The researcher maintained awareness of emotional responses, withdrawal, and confidentiality issues regarding child protection.

Respect

All of the provisions that took part in the study have been offered a copy of the research and of the student engagement model. The results can be shared with participants as appropriate to ensure that their contribution is proven to be valued and not tokenistic.

15.7 Appendix 8 Thematic Map for Facilitators to Affective Student Engagement

Themes	Elements	Example data sets
Differentiation	<ul style="list-style-type: none"> · Individual interests · Varied activities · Practical and creative activities · Relevant to life experiences · Learning through discussion · Support to overcome learning difficulties 	<p>...if it's something I like then obviously I'm gonna sit down and concentrate on it, but if it's something I'm not into, I won't. (<i>Participant 7, Page 80, Lines 2045-2046</i>).</p> <p>We normally do PUPIL [acronym unknown – involves outside member of staff coming into the school and working with the young people on creative or therapeutic activities] every Tuesday, like the last two lessons, and we go on trips and stuff, we do quad biking and stuff, and it's really good. (<i>Participant 2, Page 19, Lines 463-466</i>).</p> <p>...we get to do more hands on work instead. (<i>Participant 1, Page 3, Line 65</i>)</p> <p>I can do the work 'cos they make it ok for each person. In school it's solid. (<i>Participant 5, Page 57, Line 1432</i>).</p>

		<p>I write songs and I write stories and poems and stuff, I write on experiences, and that's how it gets so meaningful in a way. If I've got to write fiction, I'd probably just sit there blank for ages. I wouldn't know what to do. But I know what was kinda' going around in my head when I lost my mum and I lost my dad, I know all that sort of stuff so I guess it's easier for me to write realistically. (<i>Participant 2, Page 30, Lines 759 – 763</i>).</p> <p>...a project thing that gets you to think about having a baby, and think it over like. You got loads of dolls that cry and things and they give them to you to look after over night. You gotta' learn about them and all. (<i>Participant 5, Page 57, Line 1436-1438</i>).</p> <p>The teachers... they think about how you feel and that, and they give work that's specifically for you, and they don't give out work like for a whole class just 'cos of your age. They give you work that you'll be able to do. (<i>Participant 2, Page 19, Lines 448-450</i>).</p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>I would just come to the class, and they would talk about everything. We had like a folder to go through and everything. <i>(Participant 5, Page 64, Line 1658-1659).</i></p> <p>I asked Sir if I could write a formal letter of application to see if I could co-headline a tour for a band. <i>(Participant 1, Page 31, Line 781-782).</i></p>
Small Class Sizes	<ul style="list-style-type: none"> · Individual teacher support · Differentiation · Less complex social system · Supportive peers · Opportunity to learn in a single sex environment 	<p>...cos they don't have like a class of thirty, they have like six and they can help you and take their time. <i>(Participant 1, Page 2, Lines 46-47).</i></p> <p>...in normal school you got pressure, you gotta' do your work and everything, and I'd never put my hand up if I needed help and stuff like that. But in this one I'm not scared to say I need some help and things 'cos there's like so many kids in a class in mainstream and one teacher, and there'll be busy doing one thing and another kid needs help, and I'd just rather sort it out by myself then. <i>(Participant 8, Page 83, Line 2129-2134).</i></p> <p>I like the school. I think 'cos they got alot more time for you, and 'cos there's not a big massive bunch of us like a normal school, they got more time to figure out what you like and what you don't like, how you react and that. They know alot</p>

		<p>more about you. If you go to mainstream you go to five or six classes a day. We go to one teacher all day so she gets to know you more, so they know us better than anyone else. <i>(Participant 7, Page 80, Line 2053-2057).</i></p> <p>We know that if someone's being nasty we'd say to someone they're just messing about 'cos there's no reason why none of us should get on 'cos like we're not all the same, we're all here for different reasons but then we're all here at the end of the day. <i>(Participant 2, Page 23, Lines 580-582).</i></p> <p>It's better than mainstream cos you get more freedom and that. Less people in the class and it's easier. <i>(Participant 11, Page 116, Lines 2927-2928).</i></p> <p>It's just like easier being in a small class with less people cos I get on with all the girls and boys in the class, and it's just easier. Say if you don't like someone then they know about it and if they don't like you, you know about it so you know who to keep away from. It's just easier, nobody talks about anyone. It's not really the same as comp in any way, apart from like work and teachers. <i>(Participant 2, Page 20, Lines 457-461).</i></p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>'cos there's not many of us. I think it's 'cos we just think we gotta' give them a chance, at the end of the day, they're here like us so we should give them a chance to see what they're like, instead of just jumping to conclusions 'cos of the way they look or the way they act, like stuff like that. (<i>Participant 1, Page 11, Lines</i>).</p> <p>...people paint the PRU out to be like a really bad school and we're not. If you mention PRU to someone they're like 'ahh they're all naughty and stuff', but like we're not, we're all here for different reasons and people just don't get that. But everyone's lovely. (<i>Participant 1, Page 6, Lines 139-141</i>).</p> <p>There's loads of people in mainstream so it's hard to fit in. Here there's not many people and it's easier to fit in 'cos we're all the same, but different if you know what I mean. We are all here for a reason. I'd say the second day I was here everybody knew each other and we were all talking. (<i>Participant10, Page 108, Lines 2722-2725</i>).</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Cos like when my mum died, [name of female peer] knew before me so we're really close. <i>(Participant 2, Page, Lines 559-560).</i></p> <p>We know that if someone's being nasty we'd say to someone they're just messing about 'cos there's no reason why none of us should get on 'cos like we're not all the same, we're all here for different reasons but then we're all here at the end of the day. <i>(Participant 2, Page 23, Lines 580-582).</i></p> <p>I've known [name of female peer] since Junior School and I've known [name of female peer] since a youth thing and I've known [name of female peer] since the beginning of comp. I just like being here 'cos it's like, I know people and stuff. <i>(Participant 2, Page 20, Lines 476-478).</i></p> <p>But here it's only girls in this class so it's better. <i>(Participant 6, Page 67, Lines 1722-1723).</i></p> <p>It's better 'cos the boys are always loud and noisy. It's easier being in this group. The girls don't muck around like the boys do. <i>(Participant 10, Page 108, Lines 2732-2733).</i></p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>‘cos girls are bitchy full stop. Being in a class with boys, yes boys are ‘bouncy’ aren’t they, hyperactive like 24-7, but just tell ‘em like ‘shhh’ straight innit. <i>(Participant 7, Page 79, Lines 2032-2033).</i></p> <p>I’m in a girl class but I’d prefer mixed. Then we all know each other more, we only see each other at breaks and stuff so we don’t really know many people properly. They treat us like little kids... four people in the class, just girls as well, it’s like we’re ten. <i>(Participant 11, Page 119, Lines 2988-2990).</i></p>
Staff Attributes	<ul style="list-style-type: none"> · Talking and listening · Time allocated for pastoral support · Understanding backgrounds · Effective counselling service offering useful and practical strategies 	<p>I like the school. I think ‘cos they got alot more time for you, and ‘cos there’s not a big massive bunch of us like a normal school, they got more time to figure out what you like and what you don’t like, how you react and that. They know alot more about you. If you go to mainstream you go to five or six classes a day. We go to one teacher all day so she gets to know you more, so they know us better than anyone else. <i>(Participant 7, Page 80, Line 2053-2057).</i></p> <p>They just all like, talk about my personality and... about me so yeah. And I talk to them alot so. <i>(Participant 5, Page 58, Lines 1458-1459).</i></p>

	<ul style="list-style-type: none"> · Not labelling pupils according to behaviour · Informal classes · Good sense of humour · Short introductions 	<p>They help us with our work, and if we don't understand it they help us and understand the way that we learn, type of thing. (<i>Participant 6, Page 67, Lines 1728-1729</i>).</p> <p>They talk to you, and listen, and ask you what you been doing, 'you ok', and stuff like that... and they ask you about your life. (<i>Participant 1, Page 9, Lines 207-208</i>).</p> <p>They listen, and they don't do things while you're talking to them, they stand there and listen and they're really nice. (<i>Participant 4, Page 45, Lines 1117-1118</i>).</p> <p>The counsellor's like different, she doesn't sit you down and like tell you how you're feeling and stuff like normal school counsellors do. She asks you questions and she gives her opinion on things and it's like really helpful. (<i>Participant 2, Page 21, Lines 505-507</i>).</p> <p>If they don't know me I don't like it cos they can't say that I'm naughty until they've really met me. Because if I wasn't in here and I was just speaking to you</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>in a normal school you wouldn't think that I was naughty 'cos I wasn't here, but like... when I do kick off I'm really bad but it's just like, I'm not always like the label they put on me. <i>(Participant 1, Page 16, Lines 390-393).</i></p> <p>It's good. Lots of the time it's like all joking and things but not like getting into trouble. We have a laugh and stuff. <i>(Participant 5, Page 58, Line 1462-1462).</i></p> <p>Doing it straight away... instead of being sat there for half an hour of the lesson explaining, I'd rather just quick introduction and get on with it. If I don't get it, then explain more. <i>(Participant 1, Page 16, Line 378-380).</i></p> <p>You can have a laugh with them, as long as you don't take it too far they like, as long as you don't take it too far they respect you and let you have a laugh with them. But they know where the boundaries are so they can stop you losing points and stuff. <i>(Participant 1, Page 8, Lines 197-199).</i></p> <p>When you're upset, they always like take time out to come see you, and see how you're feeling. I was crying yesterday and [name of teacher] was meant to be</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>going somewhere but she came and talked to me for ages. I'd say I talk to her about everything the most. (Participant 2, Page 25, Lines 633-635).</p> <p>...cos you get more support and help, like with the work, if you don't understand it, it's not a rush, they don't rush to explain it they take their time. (Participant 1, Page 10, Line 246-248).</p>
<p>Behaviour Management</p>	<ul style="list-style-type: none"> · Calm approach · Provide warnings and offer chance to change behaviour · Clear rules used consistently · Clear behaviour targets – opportunity to monitor and adapt these · Time out · Show respect through behaviour 	<p>Say I fly off the rails, them talking all calm makes me wanna get along with my work again. Say they flare up at me when I'm all stressed it makes it worse. If I flip out I like to be treated alright, then I'll be alright. (Participant 8, Page 86, Lines 2187-2189).</p> <p>Sometimes if I'm in a mood she won't get through to me, but if it's someone else's fault then I'll stay in room 2 [inclusion room] for five minutes and then I'll be alright. Helps me to calm down. (Participant 4, Page 44, Lines 1097-1099).</p> <p>But they know where the boundaries are so they can sop you losing points and stuff. (Participant 1, Page 8, Lines 198-199).</p> <p>I: Are the rules here clear?</p>

		<p>P1: Yeh, like no swearing, you gotta like attend, like no mitching, no fighting, be like thing to staff... what's the word... respectful to staff, and stuff like that. <i>(Participant 1, Page 6, Lines 134-136).</i></p> <p>Well I've gotta ignore the other kids, and I've got to stop swearing. I swear alot. <i>(Participant 4, Page 49, Line 1218).</i></p> <p>At the end of every day we get reward time which is when, like, everyone goes up to pool and stuff, and then we get tuc according to how many points we've gained every day and at the end of the year then we get to go to Oakwood[theme park in West Wales] if we've got enough points. <i>(Participant 2, Page 20, Lines 486-489).</i></p> <p>I made a deal with my mum, that if I'm good here for 6 weeks I'm allowed to go to stage school, but I wasn't good. I got excluded. I gotta' wait another 6 weeks now and see if I can be good. <i>(Participant 4, Page 48, Lines 1204-1206).</i></p>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>You can change them, they show you them and you can change them I think. Like if speaking over teachers affects you then you can put that as a target and try and change it. <i>(Participant 10, Page 111, Lines 2794-2795).</i></p> <p>By listening, and not kicking off, and running off and stuff. <i>(Participant 1, Page 8, Lines 198-199).</i></p>
Role Models	<ul style="list-style-type: none"> · Respect trustworthiness and honesty · Respect pupils who are funny but know how far to take a joke · Value traits they do not perceive themselves to have · Want to celebrate success of past pupils promotes confidence that a PRU education is valuable 	<p>Like with some pupils, such as [name of female pupil] some teachers will give up, but she won't give up in an argument. It's funny. I like [name of teacher] he makes me laugh aswell. They're amazing. <i>(Participant 2, Page 25, Line 620-622).</i></p> <p>She'll speak to you, and she's just funny, like when she comes towards teachers, she's not disrespectful but the way she talks to the teachers it's just so funny. <i>(Participant 1, Page 8, Lines 179-180).</i></p> <p>I: Do you think that being here at the PRU is helping you to achieve that?</p> <p>P6: Yeh, cos it has before. There's like a plate thing out there [points to reception area] and like some people have really changed and done really well from here. <i>(Participant 6, Page 74, Lines 1905-1907).</i></p>

	<ul style="list-style-type: none"> Positive role models out of school 	<p>I just think she's amazing I gotta give it to her. She's really honest, like really really honest, like when I was telling her about my sister, she said 'ah I gotta be honest I really thought you were gonna' turn out that way', and like my best friends, they wouldn't have the guts to say that. She's really honest and really lovely and you can talk to her about anything. (<i>Participant 2, Page 24, Lines 589-593</i>).</p> <p>I wouldn't want to be exactly like her 'cos that would just be boring if everyone was the same, but I'd love to be able to tell people what I actually think of them the way she does. Sometimes I don't tell people what I think of them and don't say anything. (<i>Participant 2, Page 24, Lines 595-597</i>).</p> <p>My cousin, she's 22 now, she's getting married in October, she done really well in school. (<i>Participant 1, Page 10, Lines 237-238</i>).</p> <p>Yeah, my parents done ok. My brother's going to college in September too. My other brother and sister are only young. I'm the naughty one though. When I got</p>
--	--------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>to comp I got in with a group of mates and changed. Everything is so boring and I can't concentrate on it. <i>(Participant 5, Page 60, Lines 1528-1520).</i></p>
Community Links	<ul style="list-style-type: none"> · Visits from professionals · Utilising community facilities · Key stage 4 vocational college courses · Inclusion in community · Maintenance of friendships in mainstream 	<p>...a project thing that gets you to think about having a baby, and think it over like.</p> <p>You got loads of dolls that cry and things and they give them to you to look after over night. You gotta' learn about them and all. <i>(Participant 5, Page 57, Line 1436-1438).</i></p> <p>We're going to a hair and beauty course thing in college next week actually. It's for kids who've been kicked out of school, and if you wanna stay there and go on to college they can keep you there or give you a reference for another college. <i>(Participant 10, Page 107, Lines 2696-2698).</i></p> <p>when you think about going to school every Thursday, to the mainstream school, I don't like it, 'cos I'd prefer to go to [name of previous school P2 was excluded from] 'cos I'm a twin and my sister goes to [name of school] but I go to [name of new mainstream school P2 has been enrolled at and attends every Thursday]. But all my friends are at my old school. <i>(Participant 2, Page 21, Lines 513-517).</i></p>

<p>Short and Long Term Motivation</p>	<ul style="list-style-type: none"> · Key stage 4 Further education · KS4 GCSE · Getting a job · Working in familiar areas of work such as social care · Giving back to other children · Earning money · Certificates · Concrete evidence for employers · Learning life skills · Key stage 3 slump – short term motivators · External motivators 	<p>At the end of term you get certificates, rewards. (<i>Participant 9, Page 95, Line 2426</i>).</p> <p>You get a reward book. I don't know what it means but we get certain points each day, and if we're bad then we don't get as many points, like you get a point taken away from you. If we're good we get all the points and I think at the end we get a treat. Like go out. (<i>Participant 6, Page 69, Line 1779-1781</i>).</p> <p>P10: They thought it was good, said well done and that. I: How did you feel?</p> <p>P10: Happy. (<i>Participant 10, Page 111, Line 2802-294</i>).</p> <p>They tell us what life is gonna' be like in the future. Like how you need things and stuff. Like in the future now, if I didn't pass my GCSE's and I didn't work hard in school then I wouldn't go to college or anything. (<i>Participant 6, Page 69, Line 1775-1777</i>).</p> <p>I: So what do you think is the purpose of education, of coming to school?</p> <p>P1: So you can get a good job, and not basically sit around all day and do nothing. (<i>Participant 1, Page 10, Lines 244-245</i>).</p>
-------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

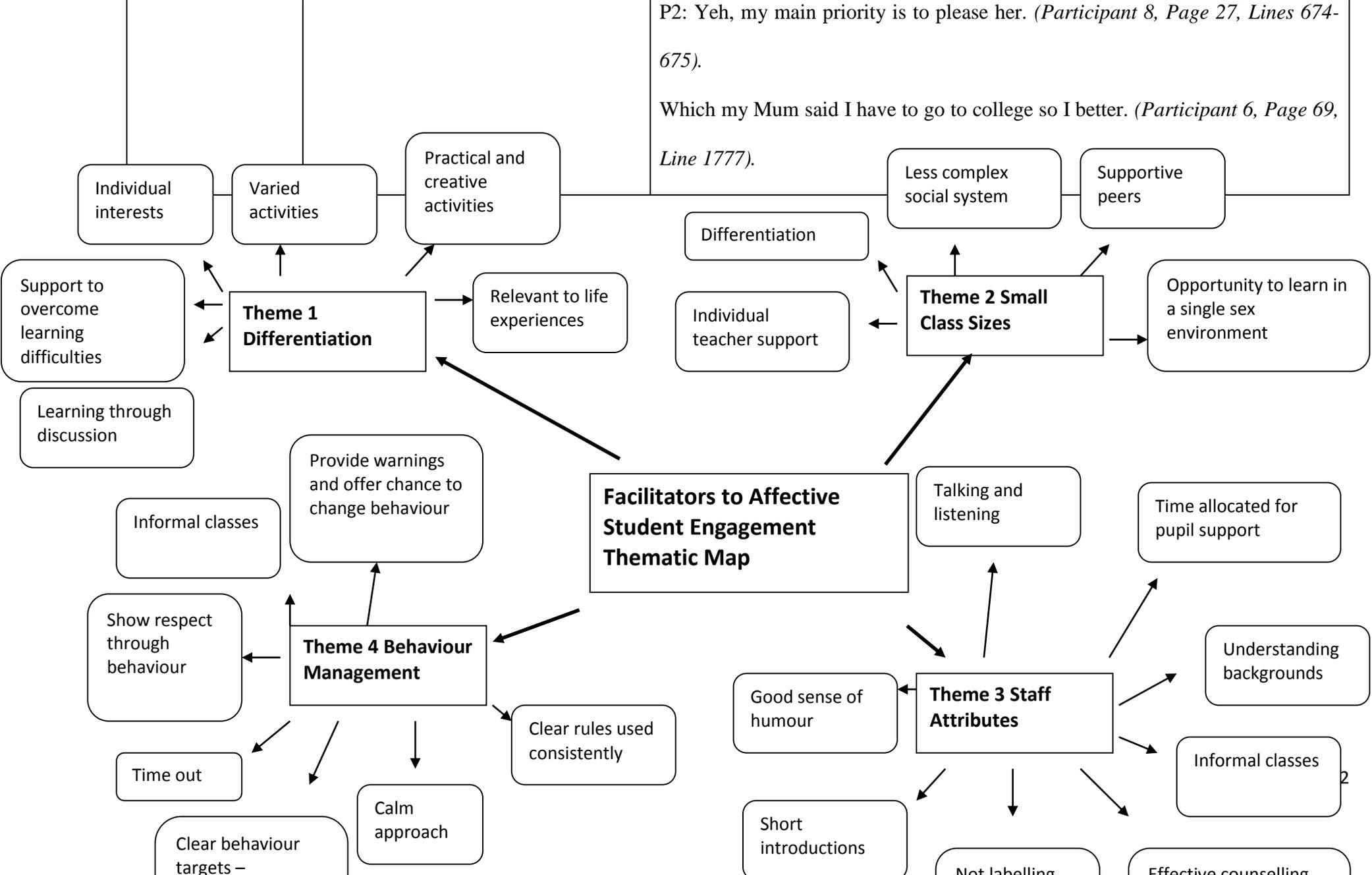
	<ul style="list-style-type: none"> · Praise as a motivator when there is a positive relationship 	<p>Money. Get a good job. I guess too it's so you know how to communicate with someone. 'cos if nobody went to school nobody would be able to speak properly to each other. <i>(Participant 2, Page 27, Lines 677-678).</i></p> <p>I: ...What is the purpose of education?</p> <p>P3: Dunno, to get a job. <i>(Participant 3, Page 38, Lines 946-947).</i></p> <p>To get you a job in my head, that's most important to me at the moment. <i>(Participant 8, Page 89, Line 2277).</i></p> <p>Like in the future now, if I didn't pass my GCSE's and I didn't work hard in school then I wouldn't go to college or anything. <i>(Participant 6, Page 69, Line 1775-1777).</i></p> <p>Well the stuff I'm doing over summer will help cos I get certificates and that, and I got stuff to put on my... what's it called?</p> <p>I: CV?</p> <p>P5: Yeah. <i>(Participant 5, Page 60, Line 1538-1541).</i></p>
--	-----------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

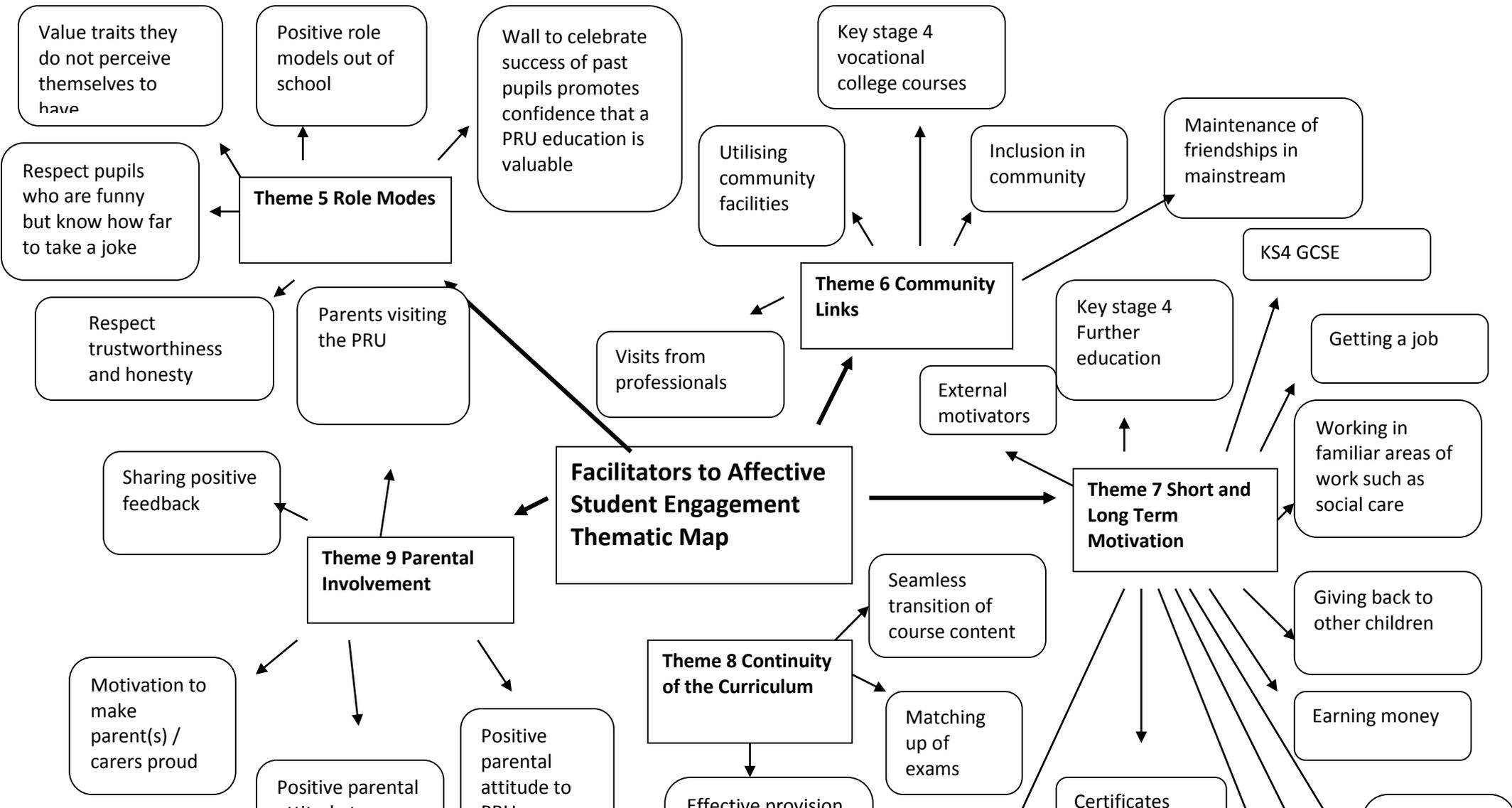
		<p>Yeh cos we experience more things. We don't do that in mainstream, and we can say we done all this stuff for when we get a job. We can say we've experienced things. <i>(Participant 11, Page 118, Line 2961-2962).</i></p> <p>I wanna' work in a care home. Looking after young people. <i>(Participant 7, Page 81, Line 2070).</i></p> <p>Go to college. I wanna do childcare then go to a nursery or something. <i>(Participant 10, Page 110, Line 2782).</i></p> <p>Myself really. I think about my future, don't mess around. <i>(Participant 8, Page 89, Line 2277).</i></p> <p>Cos otherwise no one would know nothing, you need knowledge. If you didn't go to school nobody would know anything about the world. <i>(Participant 10, Page 110, Lines 2769-2770).</i></p> <p>To get a job when they're older and have kids and stuff, and know how to live. <i>(Participant 4, Page 48, Line 1197).</i></p>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>I: So what do you think is the purpose of education, of coming to school?</p> <p>To learn, or for some of them [pupils] to make friends. (<i>Participant 9, Page 99, Lines 2517-2518</i>).</p>
Continuity of the Curriculum	<ul style="list-style-type: none"> · Seamless transition of course content · Effective provision during 1 day a week in mainstream · Matching up of exams 	<p>A member of staff comes with me for the first hour then I'm like by myself (<i>Participant 2, Page 21, Line 521</i>).</p> <p>I had to do mine in [name of school P2 is enrolled at for one day per week], and I'd studied nothing like what was on their exams (<i>Participant 2, Page 27, Lines 669-670</i>).</p>
Parental Involvement	<ul style="list-style-type: none"> · Parents visiting the PRU · Sharing positive feedback · Motivation to make parent(s) / carers proud · Positive parental attitude to education 	<p>...I like it when my Mum comes aswell see so... but 'cos we've fallen out... she was gonna' come this morning but we've fallen out she's not coming. It's nice when she gets involved. (<i>Participant 7, Page 80, Lines 2062-2064</i>).</p> <p>if my mum's here I'll concentrate more. Even though I concentrate now if my mum's here I'll do it more. (<i>Participant 10, Page 109, Lines 2756-2758</i>).</p>

	<ul style="list-style-type: none"> Positive parental attitude to the PRU 	<p>...always like, whenever my teacher rings to say I've done something really good in school they ask like have I been good and stuff... and they always ask me how I done in school and everything like that. They like to know how I'm getting on. <i>(Participant 2, Page 9, Lines 216-218).</i></p> <p>I: Do they talk to teachers?</p> <p>P5: Yeah, it's always bad stuff from [name of mainstream school]. From here it's not so bad. <i>(Participant 4, Page 60, Lines 1525-1526).</i></p> <p>I like it that my Dad comes here, 'cos my Dad's met all the teachers basically before when I was up in that class [points to another classroom]. So I like it when my Dad comes here. <i>(Participant 1, Page 10, Lines 231-233).</i></p> <p>I: Did you like it when she came in?</p> <p>P9: Yeh I feel happy about it. She can tell them what I've been up to, ask how I've been doing. <i>(Participant 9, Page 99, Lines 2505-2507).</i></p> <p>I wanna make my mum proud of me. <i>(Participant 8, Page 88, Line 2252).</i></p> <p>I: Is it important for you than Nan is involved?</p>
--	-----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

P2: Yeh, my main priority is to please her. (Participant 8, Page 27, Lines 674-675).
 Which my Mum said I have to go to college so I better. (Participant 6, Page 69, Line 1777).





15.8 Appendix 9 Thematic Map for Barriers to Affective Student Engagement

Themes	Elements	Example data sets
Limited Curriculum	<ul style="list-style-type: none"> · Focus upon key subject areas · Lack of variety · Not challenging enough · No clubs or teams · Limited qualifications for college access 	<p>I wanted to do child development and childcare. But you can't. We don't get anything we like to do. <i>(Participant 10, Page 106, Line 2678-2679).</i></p> <p>We only do a few. We do art, we do maths and English. We do history and I think that's all. <i>(Participant 6, Page 68, Line 1772-1773).</i></p> <p>"I used to like doing PE and all that, but I wouldn't have the confidence to do that now. I'd be too embarrassed and that. But I used to love running, but I aint done that for ages. They don't do anything like that here". <i>(Participant 8, Page 85, Line 2204-2206).</i></p>

KS3 slump – short term motivators

		<p>They don't teach us good stuff they.... I dunno like we're little and like we're retards basically. They don't teach us stuff we're capable of it's the same stuff we've already learned. <i>(Participant 11, Page 117, Line 2932-2934).</i></p> <p>I used to do dancing and stuff outside, but then I got fed up, 'cos there was older girls and I was never in the show. <i>(Participant 6, Page 69, Lines 1798-1800).</i></p> <p>I'm only doing entry level so it's gonna' be hard for me to get there. I know I gotta' go into Health and Social to be able to do it, that's all I know really". <i>(Participant 7, Page 81, Line 2097-2098).</i></p> <p>I can't do as many GCSE's here as I could in mainstream school but then they said I can go to college and finish them off. In like two years. <i>(Participant 2, Page 27, Lines 680-681).</i></p> <p>In a few ways but I think in my head that if I was in proper school I'd be more likely to get a proper job. I only come here two days a week from 9 til 11:30, that's not enough time to get your head down and that. I only do another course, a youth centre thing, but that's only</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		for a day. We get OCNs for that but I don't feel I'm getting as much as I should be getting. <i>(Participant 8, Page 89, Lines 2279-2282).</i>
Isolation from the Community	<ul style="list-style-type: none"> · Small classes · Restricted timetable · Lack of girls to make friends · Isolation from community · Boys viewed as immature 	<p>I don't have break. I start at 9 and finish at 11:30, I don't have breaks. We have three 45 minute lessons. <i>(Participant 8, Page 87, Lines 2216-2217).</i></p> <p>I: What would it be [club] ...a bit hard not having so many friends, and sometimes being the only girl in a class. <i>(Participant 6, Page 67, Line 1723).</i></p> <p>There should be more girls. And probably a few other kids in the class. <i>(Participant 8, Page 83, Line 2136).</i></p> <p>Basically you gotta' get on with the kids in the class which is a normal thing to do but I'd feel better if there was another girl. <i>(Participant 8, Page 84, Lines 2140-2141).</i></p> <p>I do but I don't see them, simple fact is 'cos I don't go to school, I don't mix in with them anymore. So I only got one mate, she's seventeen and lives over in [name or area] and I live in [name of area on other side of city] so it's kinda' hard. <i>(Participant 8, Page 84, Lines 2149-2151).</i></p>

		<p>...when I started hanging around with my one friend who lives on the other side of [name of city] it felt weird for ages at first. I felt like a different type of person. I didn't fit in, when I was hanging around with them I had to take on a different me if that makes sense. Act something basically I'm not. I've had to that 'cos I haven't been able to act myself for so long. It's hard to explain. I suppose I don't know who I am anymore, I feel alone I go to school and go home and don't see anyone. (<i>Participant 8, Page 85, Lines 2162-2167</i>).</p> <p>P6: A boy's one and a girl's one. 'cos the boys would probably muck around. They're quite annoying around here. (<i>Participant 6, Page 70, Lines 1804-1806</i>).</p> <p>They can be just idiots some of the time. Sometimes there alright but they can act like idiots. (<i>Participant 8, Page 84, Lines 2143-2144</i>).</p> <p>The two boys in my class like rap music [pulls disgusted face] and are a bit hyper. As if they've been drinking energy drinks all day. <i>Participant 9, Page 97, Lines 2458-2459</i>).</p>
Trust	<ul style="list-style-type: none"> · Negative relationships with mainstream staff · Lack of trust from staff 	<p>I liked it in my other school but the teachers didn't like me very much. (<i>Participant 2, Page 18, Lines 436-437</i>).</p>

	<ul style="list-style-type: none"> · Inconsistent use of rules · Testing teacher relationships · Self reliance · Key worker · Lack of permanency 	<p>It was, just... all the teachers, they didn't like me and I didn't like them. My maths teacher I hated. That's the reason, like, why I'm kinda' here, 'cos I never went to maths. I always used to walk out. I got made to go there like. Hated it. <i>(Participant 4, Page 42, Lines 1031-1033).</i></p> <p>There's always normally more boys in the top classes. <i>(Participant 1, Page 7, Line 161-162).</i></p> <p>when the head teacher sat me down and said I was just a kid and I didn't really know anything I felt like that was so unfair, and 'cos I didn't really have my say on going back either, I just fell like completely wronged in a way. <i>(Participant 2, Page 22, Lines 534-537)</i></p> <p>Well, some of the time, but they won't even let us go to the toilet by ourselves. Which is a bit annoying. <i>(Participant 6, Page 71, Lines 1826-1827).</i></p> <p>Then when [name of pupil] says 'why can't you go to a different school' [aimed towards the class teacher] and [name of another pupil] said 'You're only here for the money', and</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>Miss said ‘I wouldn’t be here for the money, not for all the abuse’. (<i>Participant 2, Page 25, Lines 627-629</i>).</p> <p>I: Is there anybody here you look up to or admire? Staff or students?</p> <p>P8: No. It’s one eye on yourself nowadays if you get me. (<i>Participant 8, Page 87, Lines 2221-2222</i>).</p> <p>Do you have a key member of staff?</p> <p>P2: No, I quite like [name of female member of staff] the one from the Fast Track group and [name of another member of staff]. They make me laugh more than any other members of staff. But I don’t really, no. (<i>Participant 2, Page 23, Lines 562-565</i>).</p> <p>I: Is there a key member of staff for you to go to if you have a problem or want to talk?</p> <p>P4: Yeh [name of teacher]. Not like, officially but that’s who I go to. (<i>Participant 4, Page 45, Lines 1122-1123</i>).</p> <p>I don’t think it would be good to have one person that you have to go to ‘cos you might not get on as good with them. This way I can choose. . (<i>Participant 6, Page 70, Lines 1823-1824</i>).</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>There's always normally more boys in the top classes. (<i>Participant 1, Page 7, Line 161-162</i>).</p> <p>I dunno, they just put me in a class, and the other class is leaving after the six weeks holiday, they're not coming back. Some of the people in my class are coming back but I aint' coming back here. (<i>Participant 4, Page 41, Lines 1025-1027</i>).</p>
<p>Reputation</p>	<ul style="list-style-type: none"> · Low staff expectations · Work too easy · Impact upon further education · Negative perceptions outside of PRU · Lack of role model 	<p>When we come here, we're basically told that we're really naughty, everyone, all adults and things think we're really naughty and that we can't be trusted so basically we should be trusted more until we break that trust does that make sense? (<i>Participant 1, Page 16, Lines 385-387</i>).</p> <p>The girls respect them more than the boys. Not the boys in my class 'cos they're really funny, but before we had two boys who were really bad. But sometimes the girls do what they're told more than the boys. I guess that's why people think that [uses exhausted tone] this is a place for boys. The girls they get on with their work, I just have my headphones in and just do it. I guess just getting on with your work shows respect. (<i>Participant 2, Page 26, Lines 642-645</i>).</p>

		<p>Do you have a bad reputation?</p> <p>P4: Yeh, everyone's like 'are you gonna be naughty in this lesson?' and I'm like, Noooo, and then I get sent down. (<i>Participant 4, Page 46, Lines 1137-1139</i>).</p> <p>I: Is it important to you to make your carer happy through your good work or behaviour?</p> <p>P2: I guess, but just 'cos I don't like arguments. (<i>Participant 2, Page 26, Lines 658-659</i>).</p> <p>They don't teach us good stuff they.... I dunno like we're little and like we're retards basically. They don't teach us stuff we're capable of it's the same stuff we've already learned. (<i>Participant 11, Page 117, Line 2932-2934</i>).</p> <p>...whenever you're here they think you're gonna kick off and thinking bad of you. So I would rather that all of that is just not there and... like imagine you could just walk into a new high school like 'hiya' and just start again if you get me. I've got a reputation. (<i>Participant 8, Page 92, Lines 2351-2353</i>).</p> <p>Nobody. There's no one here I look up to. (<i>Participant 6, Page 72, Line 1853</i>).</p>
Behaviour management	· Inconsistent use of rules	Normally it's like, one person will do something and they'll get a row, like earlier on I got a row for bringing my hot chocolate up to another class so I had to tip it out. Then this other

	<ul style="list-style-type: none"> · Exclusion from PRU · Feel victimised 	<p>girl came up and she was allowed her hot chocolate. So it's not fair. They always find a reason that they can do something that they want to do. <i>(Participant 4, Page 47 Lines 1163-1166)</i></p> <p>...she [Head teacher] excluded me for swearing and that bearing in mind that loads of kids don't listen and swear at teacher and that and she don't do nothing to them. She excludes me straight away if I do anything. I think she's got it in for me. She sent a letter to my mum saying I've been verbally abusive when all I said to her was that she treats people differently, which she does. <i>(Participant 11, Page 119, Lines 2996-3000).</i></p> <p>I got expelled and then everything was because of me and I was like, that's really unfair. <i>(Participant 2, Page 22, Lines 552-553).</i></p>
Bullying	<ul style="list-style-type: none"> · Competitiveness · Cyber and verbal bullying · Not dealt with by staff · Lack of role models 	<p>...it's just say if there's one chair in the class, we'll all go to sit on that one chair. The boys will be just like 'ahh you can have it' but the girls will all chops each other. <i>(Participant 1, Page 7, Line 165-167).</i></p> <p>...cos we're all girls we can be really bitchy to eachother <i>(Participant 1, Page 7, Line 164).</i></p> <p>So what are the boys like?</p>

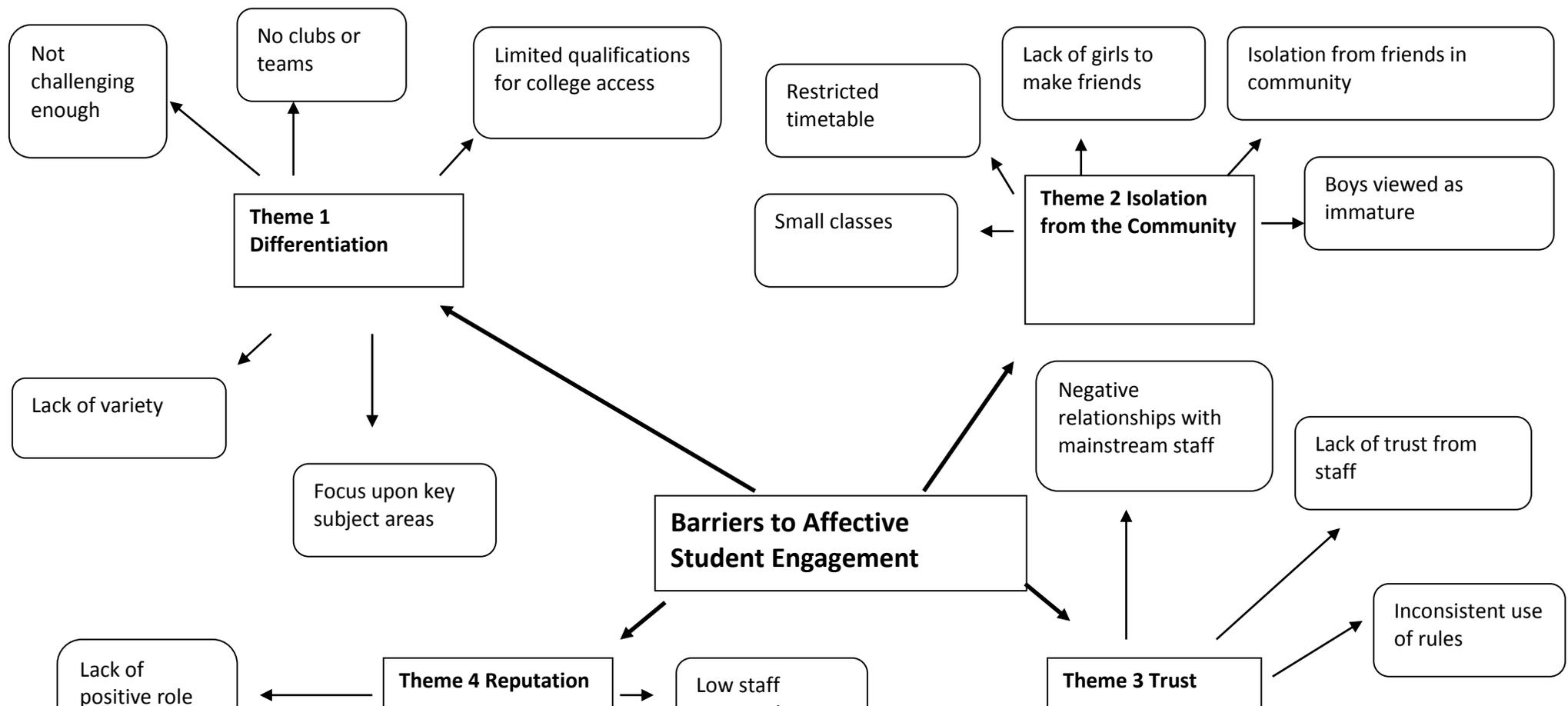
	<ul style="list-style-type: none"> Rejection of friends in PRU 	<p>Worse than us. They come here 'cos they're bad in school. All I did was mitch, so... I don't know really. I think they like, well I used to get bullied all on facebook and all sorts. I started to stick up for myself and that's one of the reasons I got kicked out aswell. So I got kicked out and then I chose to come to key stage three PRU. (<i>Participant 6, Page 70, Lines 1810-1813</i>).</p> <p>They excluded her for a week and she wasn't allowed to go on the trip, I mean the day activity we were supposed to have.</p> <p>I: Did that make it better?</p> <p>P4: No. (<i>Participant 4, Page 43, Lines 1064-1067</i>).</p> <p>The teachers don't stand for it here. If they find out then they'll go and tell them to quit it and it works. That's what happened before so that's sorted. (<i>Participant 6, Page 71,, Lines 1850-1851</i>).</p>
Goal setting	<ul style="list-style-type: none"> Learning goals 	<p>I: Have you been involved in any goal setting?</p> <p>P1: Not that I can remember.</p> <p>I: Would you like to be?</p>

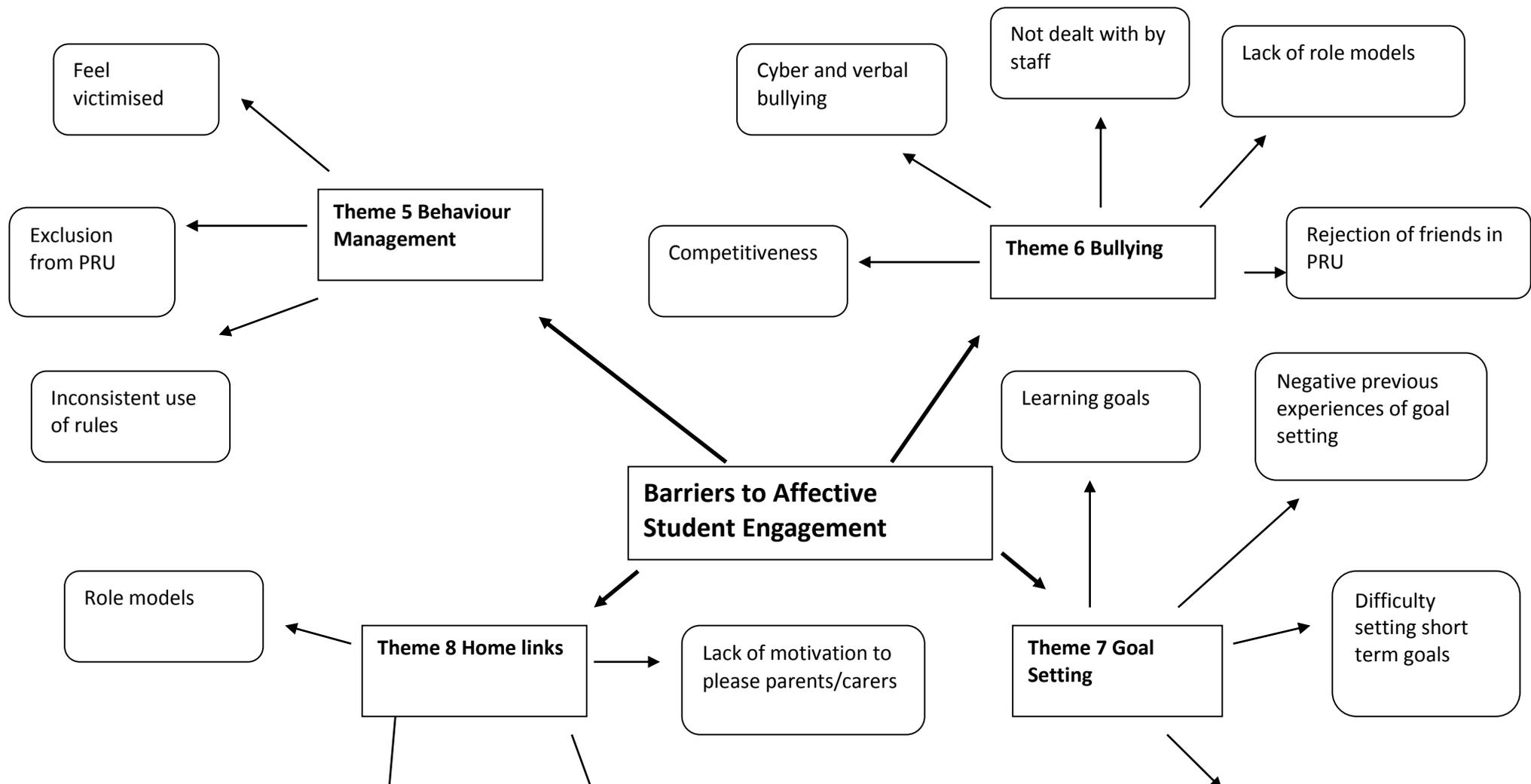
	<ul style="list-style-type: none"> · Negative previous experiences of goal setting · Difficulty setting short term goals · Reliance upon teacher 	<p>P1: No ‘cos that was always boring in school. When we did it in school it was like always boring. (<i>Participant 1, Page 12, Lines 284-288</i>).</p> <p>I: How about your learning targets?</p> <p>P4: No, there isn’t any.</p> <p>I: Do you think it would be useful to know your learning targets?</p> <p>P4: I dunno. Not bothered. (<i>Participant 4, Page 50, Lines 1219-1222</i>).</p> <p>I wanna be an actor when I’m older. (<i>Participant 4, Page 48, Line 1199</i>).</p> <p>I dunno. I either wanna be a florist or work with children like my sister. I got two cousins and they’re really cute.</p> <p>I: Do you know what your current targets are?</p> <p>P6: No.</p> <p>I: Work or behaviour targets?</p> <p>P6: No. (<i>Participant 6, Page 4, Lines 1913-1918</i>).</p> <p>I: Do you get involved in target and goal setting?</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>No. I hate doing stuff like that. I just don't enjoy it. It's one of those things that are like, why do I need to reach a target that I gotta' aim for when really speaking I'm gonna' do my best whatever happens ya' know. Why set a target for something, like you gotta reach this this and this... it's like 'don't [swear word] tell me what to do like. I'll do what I wanna do. Then if I don't reach it, it just [swear word] me off then, 'cos I tried so hard to reach that and if I don't reach it, it annoys me. So I think carry on with what I'm doing and whatever I get at the end of the day, I get. <i>(Participant 7, Page 81, Lines 2074-2081)</i>.</p> <p>I haven't had one but I think [name of teacher] does it every six weeks. We have to re-sit tests and she tells us like our reading levels, our targets. <i>(Participant 2, Page 28, Lines 698-699)</i>.</p>
Home links	<ul style="list-style-type: none"> · Lack of motivation to please parents/carers · Separate systems · Embarrassment at being in PRU 	<p>I: Is it important to you what your Nan thinks? P4: No.</p> <p>I: Do you look to please her? P4: You can't make her happy, she's old. Doesn't matter what I did. <i>(Participant 4, Page 47, Lines 1174-1178)</i>.</p>

	<ul style="list-style-type: none"> Role models 	<p>I tell them what I done. I like a Wednesday, we get to go out all day. I don't like to talk about school much though, it's just something that I do. It's home then, I've been to school I don't wanna talk about it again ya know? (<i>Participant 7, Page 80, Lines 2066-2068</i>).</p> <p>I have an older sister and she's like, proper thick and she like doesn't have a job or anything, and I went in a direction where I wasn't gonna go that way. (<i>Participant 2, Page 22, Lines 546-547</i>).</p> <p>She [Nan and carer] does know what's going on which is good, but she doesn't always get it. (<i>Participant 4, Page 48, Lines 1183-1184</i>).</p> <p>My sister stayed in [name of mainstream school] all her life, but she's not my sister, we've got different dads. She's following her dad, not my dad, my dad's like naughtier than her dad, her dad's good and cool, my dad's not. He got kicked out of school when he was younger, and mitched. He did drugs and stuff so he's naughtier than my step-dad. (<i>Participant 4, Page 48, Lines 1186-1189</i>).</p>
--	---------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>I don't really mind but I'd rather like not tell them, I'd rather just be like 'yeh it's fine'. But they wanna know like everything I've done, which is weird, I don't like talking about stuff like that. (Participant 1, Page 9, Lines 220-222)</p> <p>I: So you talk to her about school?</p> <p>P11: Yeh well only sometimes, it's embarrassing. I'm in a naughty school. (<i>Participant 11, Page 120, Lines 3018-3019</i>).</p> <p>But then I suppose my mum is happy I'm going to some school. She was so upset when I got kicked out so she thinks this is good. The worst is that I just got excluded from a naughty school. (<i>Participant 11, Page 120, Lines 3021-3023</i>).</p>
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------





15.9 Appendix 10 Thematic Map for Facilitators to Cognitive Student Engagement

Themes	Elements	Example data sets
Differentiation	<ul style="list-style-type: none"> · Interest in work boosts persistence and additional work · Teachers knowing girls as individuals · Breaking down tasks into manageable chunks 	<p>There was, in English we did a superman scheme but we stopped it now and we're doing formal letters and I don't like that. I kick off sometimes when I gotta' do stuff like that. To get better I watched Batman and stuff, and Ben 10. <i>(Participant 4, Page 52, Lines 1323-1324).</i></p> <p>I like the school. I think 'cos they got alot more time for you, and 'cos there's not a big massive bunch of us like a normal school, they got more time to figure out what you like and what you don't like, how you react and that. They know alot</p>

	<ul style="list-style-type: none"> · Relevant to learner boosts persistence · Differentiation improves preference for challenge (appropriate challenge) · Delivery of tasks step by step improves mastery orientation 	<p>more about you. If you go to mainstream you go to five or six classes a day. We go to one teacher all day so she gets to know you more, so they know us better than anyone else. <i>(Participant 7, Page 80, Lines 2078-2082)</i>.</p> <p>I: So what helped you to concentrate and work hard on that piece of work?</p> <p>P11: I liked who I was drawing. <i>(Participant 11, Page 122, Lines 3099-3100)</i>.</p> <p>They're different 'cos with a mainstream teacher, they give out work for the set and age you are, so they don't look at every individual pupil, it's in not as much depth as these teachers do. <i>(Participant 2, Page 25, Lines 649-651)</i>.</p> <p>...takes it step by step and she doesn't go like do this, do that and shove it in the oven. She takes it step by step by step, so we remember. <i>(Participant 2, Page 32, Lines 836-837)</i>.</p>
<p>Repetition and Familiarity</p>	<ul style="list-style-type: none"> · Girls lack metacognitive skills. This is demonstrated through skills such as revision 	<p>When I was doing the thing [referring to telling the time] I kept going back and looking and then going forward and doing it. I kept going back to half past, and she had all like, planned it out, then I'd flip it over and do it. So I never</p>

	<ul style="list-style-type: none"> · Use of ICT and familiar technologies · Over learning and generalisation · Encouraged to check work · Relationships boost Mastery Orientation as girls rely on talking as method for gaining information · Relevance to learner improves persistence and autonomy 	<p>remembered but I knew it was over the other side. I did that ‘til I could do it on my own. <i>(Participant 4, Page 54, Lines 1365-1368).</i></p> <p>I keep going over things over and over. <i>(Participant 6, Page 77, Line 2000).</i></p> <p>Practice in the house. My Nan would help me aswell, say with cooking, she’d help me perfect it. So would my Bamp, my family would really help me. But I would practice loads in the house until I got it perfect. <i>(Participant 1, Page 15, Lines 361-363).</i></p> <p>My Auntie’s really good at maths so I’d go down there, ask her for her help, until I’ve atleast got over, say it’s 60 marks out of... say it’s out of 60, and the first time I do it I only get 40, I’ll practice until I get atleast 50 so I’m closer to my target. <i>(Participant 1, Page 15, Lines 386-388).</i></p> <p>I just work it out in my head normally then keep doing it ‘til I get it right and it’s normally just stuck in my brain. <i>(Participant 1, Page 15, Lines 369-370).</i></p> <p>Read over it. Then look for any mistakes and stuff, ‘cos when I write I tend to write how I speak, so I write should of gone instead of should have gone so it’s</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>really annoying. I see it on there and I'm like what was I thinking, but then I change it and it's alright. <i>(Participant 2, Page 31, Lines 794-796).</i></p> <p>Go on my laptop. Find things out and look over things. I keep reminding myself about stuff. <i>(Participant 6, Page 76, Lines 1969-1970).</i></p> <p>I: What revision techniques do you know?</p> <p>P4: I would ask the teachers to help me and ask my nan. <i>(Participant 4, Page 53, Lines 1357-1358).</i></p> <p>What revision techniques do you know?</p> <p>P5: No, I don't normally revise. <i>(Participant 5, Page 64, Lines 1687-1688).</i></p> <p>I write songs and I write stories and poems and stuff, I write on experiences, and that's how it gets so meaningful in a way. If I've got to write fiction, I'd probably just sit there blank for ages. I wouldn't know what to do. But I know what was kinda' going around in my head when I lost my mum and I lost my dad, I know all that sort of stuff so I guess it's easier for me to write realistically. <i>(Participant 2, Page 30, Lines 759-763).</i></p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>It was about when my friend [name] told me she wanted to commit suicide and it really hit me in the stomach. I wanted to cry. I took that and I expanded on it, like about how the boy, ‘cos I made it a boy. There was me and the boy in the story and he said to me, before I went on holidays, don’t go and stuff. Selfishly she was thinking don’t worry I’ll be back in two weeks, and within that two weeks he committed suicide. When I came back there was a note for me and it said that nobody cared enough to stay. That’s sort of what I expanded on. (<i>Participant 2, Page 30, Lines 752-757</i>).</p>
<p>Strategies for independence</p>	<ul style="list-style-type: none"> · Relationship with staff through practical help · Strategies to develop independence such as dealing with emotions · Additional basic skills support 	<p>‘cos I was crying about not going back to [name of previous mainstream school] and she said that all the teachers were working to try and get me back, and I didn’t even realise that, so... they do try and do alot to help. (<i>Participant 2, Page 25, Lines 637-639</i>).</p> <p>She gives you strategies... but the other counsellor just sits you down and tells you like how you’re feeling, and how it sounds to her that you’re feeling and it’s not really that helpful. (<i>Participant 2, Page 21, Lines 509-511</i>).</p>

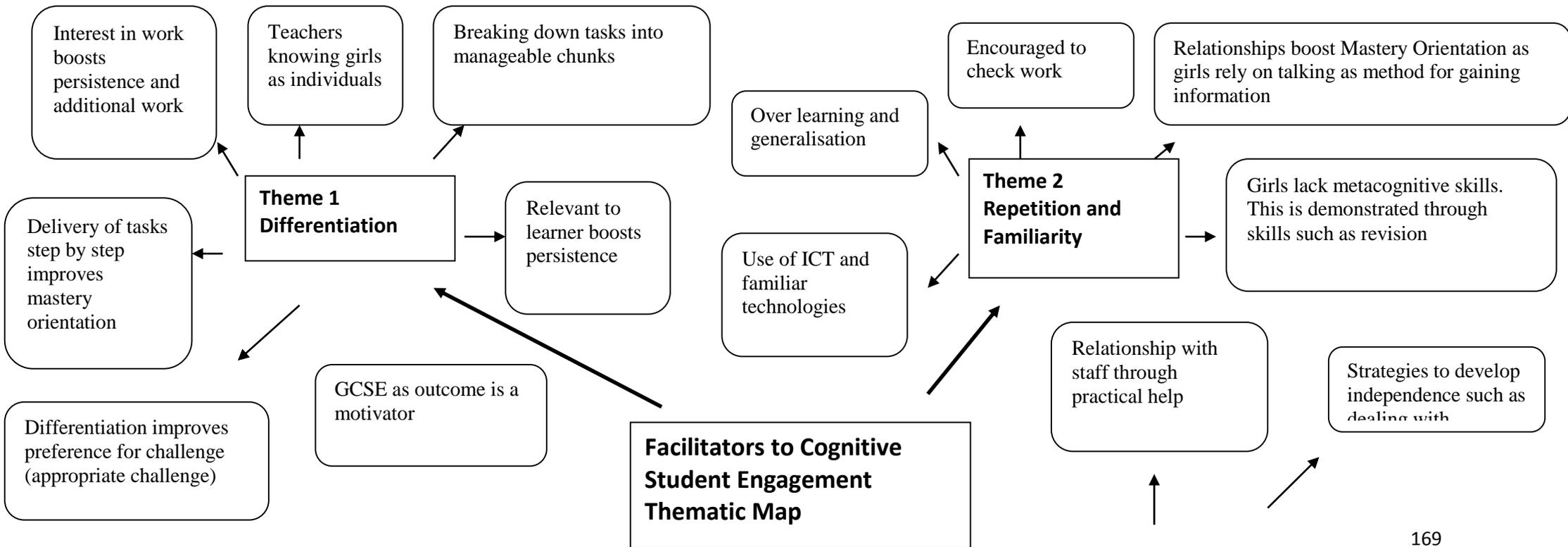
		<p>If you got a problem at home they'll help, or with your work then they help. If you got anything that you need help for, like my friend has a colour thing to read 'cos she's a little bit dyslexic. They solve the problem with you, it's good. <i>(Participant 6, Page 73, Lines 1875-1877).</i></p> <p>Have extra work for stuff I can't do, like English, in mainstream too. <i>(Participant 5, Page 62, Line 1586).</i></p>
Sense of control	<ul style="list-style-type: none"> · Given choices and sense of control which is missing in many girls' lives · Particularly relevant for LAC 	<p>Yes and no, 'cos we do get asked like what we would like to learn, such as would we like to do more going out to learn, to the community and working or staying in the building more and working, so we do get a bit of control basically. <i>(Participant 1, Page 13, Lines 302-304).</i></p> <p>Happy, 'cos no one outside of school listens to me. That's probably why I'm so quiet outside of school, 'cos there's no point me saying anything, it's just pointless. It's just like my opinion is added in to an argument when it's not needed. <i>(Participant 2, Page 29, Lines 740-742).</i></p>

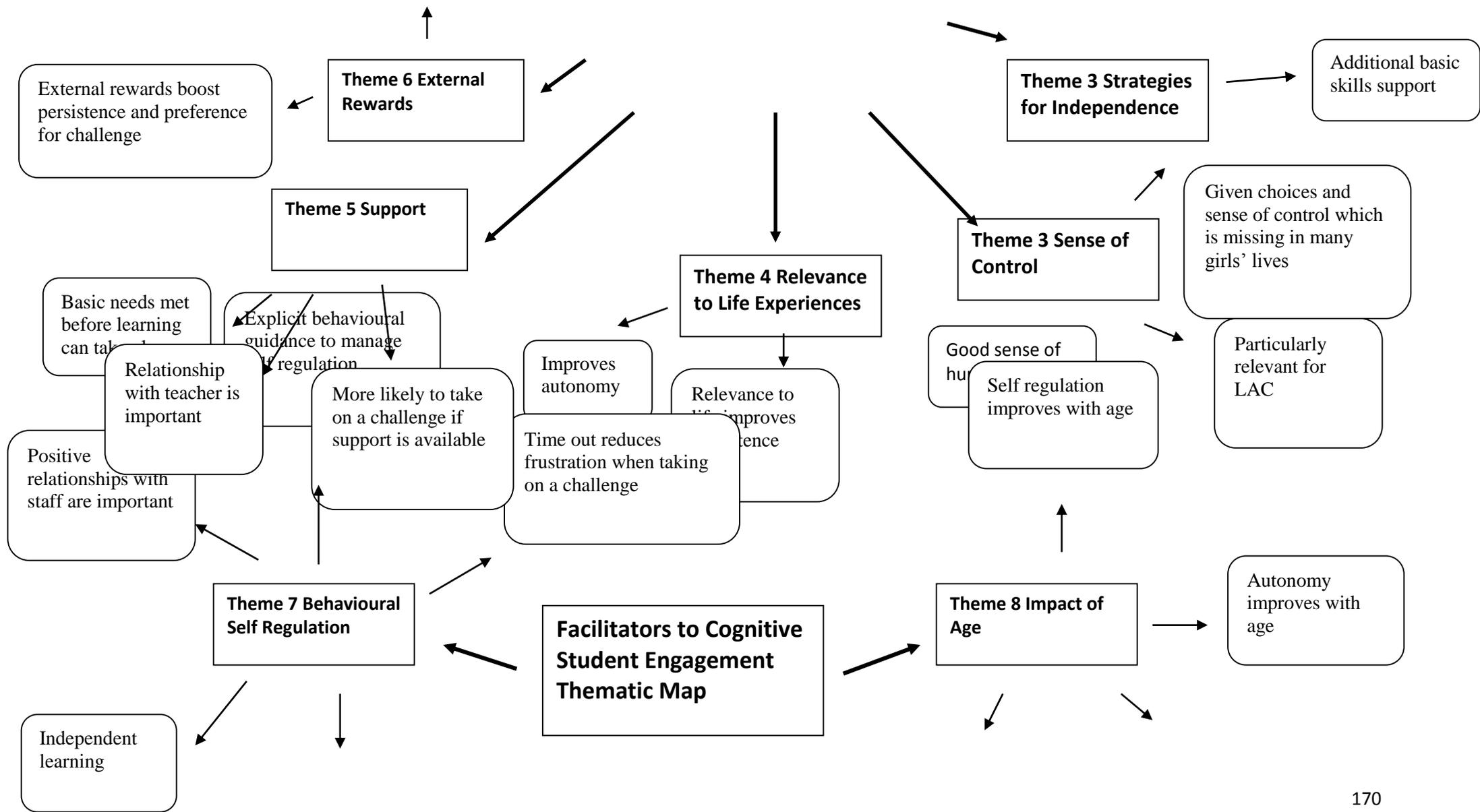
		It's better when she explains before hand then I can decide if I want to do it on the computer or on paper. (<i>Participant 2, Page 32, Lines 821-822</i>).
Support	<ul style="list-style-type: none"> · More likely to take on a challenge if support is available · Relationship with teacher is important · Basic needs met before learning can take place 	<p>I'll give it a go, cos if I don't give it a go I could never say I tried it but if I find it difficult I'll either refuse or I just need someone sitting by me showing and helping me to do it. (<i>Participant 1, Page 14, Lines 332-333</i>).</p> <p>If we're good in first lesson we have tea and toast, and then at the end of the day, if we got 45 points we have sweets. (<i>Participant 4, Page 44, Lines 1101-1102</i>).</p> <p>It's better than mainstream 'cos you get more help from the teachers and stuff. (<i>Participant 6, Page 67, Lines 1722-1724</i>).</p> <p>...if I can't do it I'll ask for help then they explain to me what I gotta do, not the answers but just what I gotta do, and then try and work it out myself. (<i>Participant 10, Page 112, Lines 2826-2827</i>).</p>
Behavioural self regulation	<ul style="list-style-type: none"> · External short term rewards boost preference for challenge 	You know if they bribe me, like if you do that I'll give you something then that'll probably help me along. (<i>Participant 4, Page 51, Lines 1278-1279</i>).

	<ul style="list-style-type: none"> · Structured learning, and GCSE motivation boost long term preference for challenge and persistence · Time out reduces frustration when taking on a challenge · Explicit behavioural guidance to manage self regulation · Positive relationships with staff are important · Independent learning 	<p>Time out. I get my ipod and I play a game. That helps. (<i>Participant 6, Page 75, Line 1948</i>).</p> <p>You can have a laugh with them, as long as you don't take it too far they like, as long as you don't take it too far they respect you and let you have a laugh with them. But they know where the boundaries are so they can stop you losing points and stuff. (<i>Participant 1, Page 8, Lines 196-199</i>).</p> <p>I put both my headphones in with music so I don't hear anyone else. (<i>Participant 2, Page 32, Line 803</i>).</p> <p>P10: The GCSE books they give us.</p> <p>I: What is it about those books that helps you to work hard?</p> <p>P10: Because obviously I want good grades when I leave school so obviously I wanna work hard, and with them I know what to do. (<i>Participant 10, Page 112, Lines 2823-2824</i>).</p> <p>Proud I guess, I had scientist of the week. (<i>Participant 9, Page 101, Line 2554</i>).</p> <p>Bonus points, to go on trips. (<i>Participant 3, Page 36, Line 907</i>).</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		I like the trips, and the teachers are really nice. (<i>Participant 4, Page 42, Line 1037</i>).
Impact of age	<ul style="list-style-type: none"> · Self regulation improves with age · Autonomy improves with age · Can reflect back on earlier behaviour and show regret · Opportunity to observe peer behaviour and reflect on own 	<p>Yeh. I've learned my lesson that I should've stayed in school and listened and not mitched off. I learned the hard way. (<i>Participant 8, Page 86, Lines 2209-2210</i>).</p> <p>When I'm home, I got a laptop and I'm always doing stuff. I like maths games and stuff like that. It helps, well it's meant to. (<i>Participant 6, Page 75, Lines 1932-1933</i>).</p> <p>It sort of like helps me alot 'cos I'm not like someone to get angry all the time... it's just like, then I see people here who get angry all the time and then it makes me see what I would've been like, so it makes me see like from the head teacher's point of view, like how I was getting angry and how I looked. (<i>Participant 2, Page 18, Lines 439-442</i>).</p>

		<p>I try to help them by not like shouting at them or anything and I keep like, either out of it, or if they're shouting at me I just like respond calmly. But... when you're here ages, it's nothing new. (<i>Participant 2, Page 18, Lines 444-446</i>).</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------





External short term rewards boost preference for challenge

Opportunity to observe peer behaviour and reflect on own

Can reflect back on earlier behaviour and show regret

15.10 Appendix 11 Thematic Map for Barriers to Cognitive Student Engagement

Themes	Elements	Example data sets
Inappropriate differentiation	<ul style="list-style-type: none"> · Strategies to hide learning difficulties · Challenge leads to behaviour outbursts 	<p>...in Year 8 they [referring to mainstream school teachers] thought I could do everything, but I couldn't. Not that much anyway. So I never learned that much, and then I'd kick off all the time. <i>(Participant 4, Pages 51-52, Lines 1284-1286).</i></p> <p>everyone else is the same as me then I can go 'Miss, how do you spell blah blah blah'. But in the other school I had to tell them to come here 'cos I couldn't scream out in the middle of the class, ahh how do you spell 'cat' or something. Like I can spell cat but you</p>

		<p>know what I mean. If someone said anything then I'd have to like, kill them. <i>(Participant 4, Page 52, Lines 1291-1294).</i></p> <p>She said I'm strategic. So, in writing I look around the room for ideas and stuff. <i>(Participant 4, Page 53, Lines 1314-1315).</i></p> <p>I don't like doing work I don't know, well sometimes I like doing work I haven't seen before but some of the teachers don't explain it properly, they'll explain it in a way that everyone else will get but I won't get it. I'll just be sat that there like [sighs] cos they explain it all mathy and stuff. <i>(Participant 4, Page 50, Lines 1239-1242).</i></p> <p>I just push it away and walk out or I push it away and annoy the teacher. It's like 'I'm not doing it' (laughs). <i>(Participant 4, Page 51, Lines 1275-1276).</i></p>
Lack of formative assessment	<ul style="list-style-type: none"> · No feedback on progress · Reliance on teacher feedback without pupil involvement 	<p>I might read it and if it looks alright I'll give it to the teacher. She doesn't mark it though. That's another annoying thing here they don't mark our work. They just read through it and go 'that's good' and then we just go on the computer. <i>(Participant 11, Page 123, Lines 3086-3088).</i></p>

	<ul style="list-style-type: none"> · 	<p>Yeh, I like my work to be neat so I'd like them to tick it and stuff. (<i>Participant 11, Page 123, Line 3090</i>).</p> <p>I: Do you get involved with target setting in school?</p> <p>P2: I haven't had one but I think [name of teacher] does it every six weeks. We have to re-sit tests and she tells us like our reading levels, our targets. (<i>Participant 2, Page 28, Lines 698-699</i>).</p> <p>I wanna know did I have the questions right and I know then that I only need to worry about stuff I got wrong. (<i>Participant 10, Page 113, Lines 2841-2842</i>).</p> <p>They don't tell us. We give in the work then the next lesson we have to just copy out what we gotta do and then we just do another bit but they don't tell us what we should improve on. (<i>Participant 11, Page 123, Lines 3117-3119</i>).</p>
<p>Negative view of self as a learner</p>	<ul style="list-style-type: none"> · No interest in joining clubs · Expectation will not achieve goals 	<p>Don't think I've joined any. I don't like doing stuff like that, I don't know why. I used to do dancing and stuff outside, but then I got fed up, 'cos there was older girls and I was never in the show. (<i>Participant 6, Page 69, Lines 1798-1800</i>).</p>

	<ul style="list-style-type: none"> · Lack of confidence · Lack of hope anything will change 	<p>Why set a target for something, like you gotta reach this this and this... it's like 'don't [swear word] tell me what to do like. I'll do what I wanna do. Then if I don't reach it, it just [swear word] me off then, 'cos I tried so hard to reach that and if I don't reach it, it annoys me. So I think carry on with what I'm doing and whatever I get at the end of the day, I get. <i>(Participant 7, Page 81, Lines 2077-2081).</i></p> <p>My confidence and me thinking I can't do anything, then refusing to do it even though I might be able to do it. Stuff like that. <i>(Participant 8, Page 89, Lines 2262-2263).</i></p> <p>I haven't got somebody that goes like 'come on you can do it', it's just me, so if someone says it to me now I think 'don't lie to me' I don't believe it. <i>(Participant 8, Page 91, Lines 2317-2318).</i></p> <p>I think to myself I can't do that and I get myself worked up that I can't do it then I won't physically do it 'cos then I don't have the confidence to do it so I don't do it, if that makes sense? <i>(Participant 8, Page 91, Lines 2326-2328).</i></p> <p>You rarely see me ask for help, I'm too embarrassed. It makes me feel stupid. <i>(Participant 4, Page 51, Line 2341).</i></p>
--	---------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		I can't do times [maths equation] either, I'm not very clever. (<i>Participant 8, Page 91, Line 1269</i>).
Teacher expectations	<ul style="list-style-type: none"> Lack of independence 	<p>I dunno they don't give us stuff to have or to prepare for. (<i>Participant 11, Page 123, Line 3103</i>).</p> <p>Nothing (laughs) they give us our pens, our book and then we just have to do it. They put a sheet next to us and we gotta do it. I wanted to get a new pencil case at the start of this year so I have everything set up and obviously I don't need to cos they give us everything. Like when my friends started year 10 they had to get their own protractors and all that, highlighters... I wanted all that. (<i>Participant 11, Page 124, Lines 3107-3111</i>).</p> <p>I: If this pen were a magic wand that you could wave over this setting to change one thing, what would it be?</p> <p>P11: For us to bring our own stuff in... what's that called?</p> <p>I: Independence maybe?</p> <p>P11: Yeh, to be more independent. (<i>Participant 11, Page 124, Line 3126</i>).</p>

<p>External locus of control</p>	<ul style="list-style-type: none"> · Blame success on external sources · Seek excuses for learning difficulties – blame teachers 	<p>I: Why do you think that you do so well in that piece of work?</p> <p>P1: I had help off my Bamp to do it. It was a tell a story thing and my Bamp is brilliant at making up stories and telling them so he helped me a bit. So it was really good. <i>(Participant 1, Page 12, Lines 294-295).</i></p> <p>If they told me what it was about and I didn't know then I would start asking people what this is and asking the teachers what it was if I didn't know, and I would start saying you didn't teach us this and stuff and then I would start learning it. <i>(Participant 4, Page 54, Lines 1327-1329).</i></p> <p>I was just ticking random answers and I got 11.2 so I was happy about that. <i>(Participant 6, Page 75, Line 1927).</i></p>
<p>Limited timetable / curriculum</p>	<ul style="list-style-type: none"> · Short day · No breaks · No time to socialise · Frustration that missing so much school 	<p>Do you ever do anything on your own to help you get better at your work? (pause) Such as using computers, books?</p> <p>P8: No 'cos basically, Monday afternoon off, Tuesday afternoon off, Wednesday and Thursday, Friday is just a quick course in the morning. That's all I do in a week, so</p>

		<p>basically I miss out on if you think about it, compared to proper school, I miss a lot. (Participant 8, Page 90, Lines 2300-2304).</p>
Behavioural control	<ul style="list-style-type: none"> · Inability to control outburst · Reliance on behaviourist approach to behaviour management · Girls are learning to self regulate behaviour · Time out · Aware of behaviour targets · Strict rules 	<p>No. I haven't kicked off or anything down here yet so... one day I will everybody has their moments. But they don't know what I'm proper like. I'll have a go at the boys if they do my nut in and I swear but they don't know that I'll go off the rails.</p> <p>I: So do you think you will? Is it a matter of time?</p> <p>P8: Yeh I will one day. I'm not holding it in or nothing 'cos when I kick off it just happens but I'm trying to behave a bit. It's my main year now, but it's hard. (Participant 8, Page 86, Lines 2202-2207).</p> <p>There's nothing in there apart from a sofa, you just gotta' sit down, stay there. It's [rolls eyes] boring. (Participant 1, Page 3, Lines 60-61).</p> <p>I made a deal with my mum, that if I'm good here for 6 weeks I'm allowed to go to stage school, but I wasn't good. I got excluded. I gotta' wait another 6 weeks now and see if I can be good. (Participant 4, Page 49, Lines 1204-1206).</p>

		<p>You get a reward book. I don't know what it means but we get certain points each day, and if we're bad then we don't get as many points, like you get a point taken away from you. If we're good we get all the points and I think at the end we get a treat. Like go out. <i>(Participant 6, Page 69, Lines 1779-1181).</i></p> <p>Like they lock the toilets and I gotta' ask if I can go. They said it's 'cos somebody did something in the things [toilet] before and we're all gonna do it. <i>(Participant 8, Page 92, Lines 2379-2380).</i></p>
Extended writing tasks	.	If there was loads and loads of questions on the page. I hate that. <i>(Participant 10, Page 112, Line 2831).</i>
Higher order skills	<ul style="list-style-type: none"> · Lack of revision skills · Behavioural control · Reliance on teacher · Lack problem solving skills 	<p>'Sir, finished' and he checks over, marks the mistakes I've done and I'll correct it then. <i>(Participant 1, Page 14, Line 346).</i></p> <p>I: Do you check your own work?</p> <p>P1: I'll read over it before I say that I'm done but say I don't find a mistake Sir will just write in pencil and I'll change it. <i>(Participant 1, Page 14, Lines 347-349).</i></p>

		<p>They tell you what level you're on and that, and like your reading age and stuff quite regularly, so... they tell you when you've like got better, and it makes you feel chuffed. <i>(Participant 2, Page 20, Lines 480-481).</i></p> <p>Do you ever do anything on your own to help you get better at your work? (pause) Such as using computers, books?</p> <p>P1: Nah, I hate computers. I don't do anything. <i>(Participant 1, Page 12, Lines 298-300).</i></p> <p>I: What revision techniques do you know?</p> <p>P5: No, I don't normally revise. <i>(Participant 5, Page 64, Lines 1662-1663)</i></p> <p>I: So how do you react now when faced with a challenging piece of work?</p> <p>P11: I'd ask the teacher how to do it. <i>(Participant 11, Page 122, Lines 3076-3077).</i></p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

